

# BAKERSFIELD CITY SCHOOL DISTRICT

2023-2024

## 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: 2023-24

LEA contact information:

Laura Orozco

Assistant Superintendent

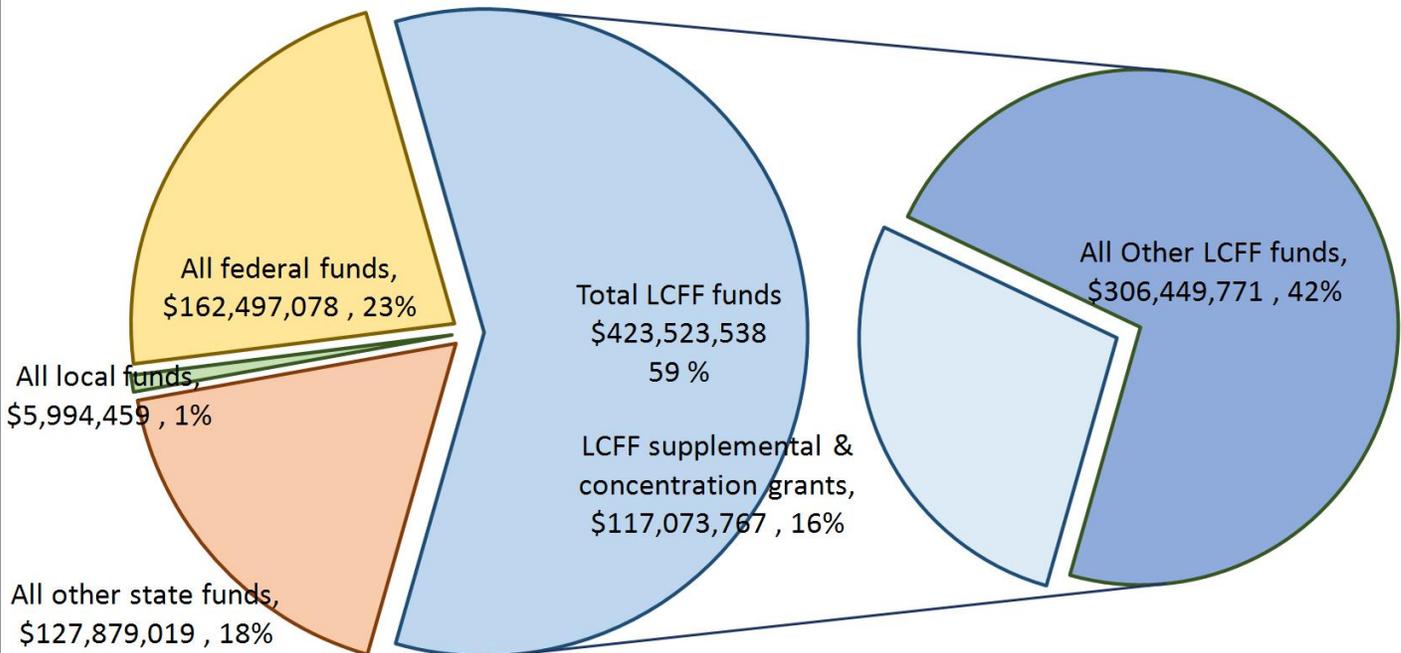
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

## Budget Overview for the 2023-24 School Year

### Projected Revenue by Fund Source

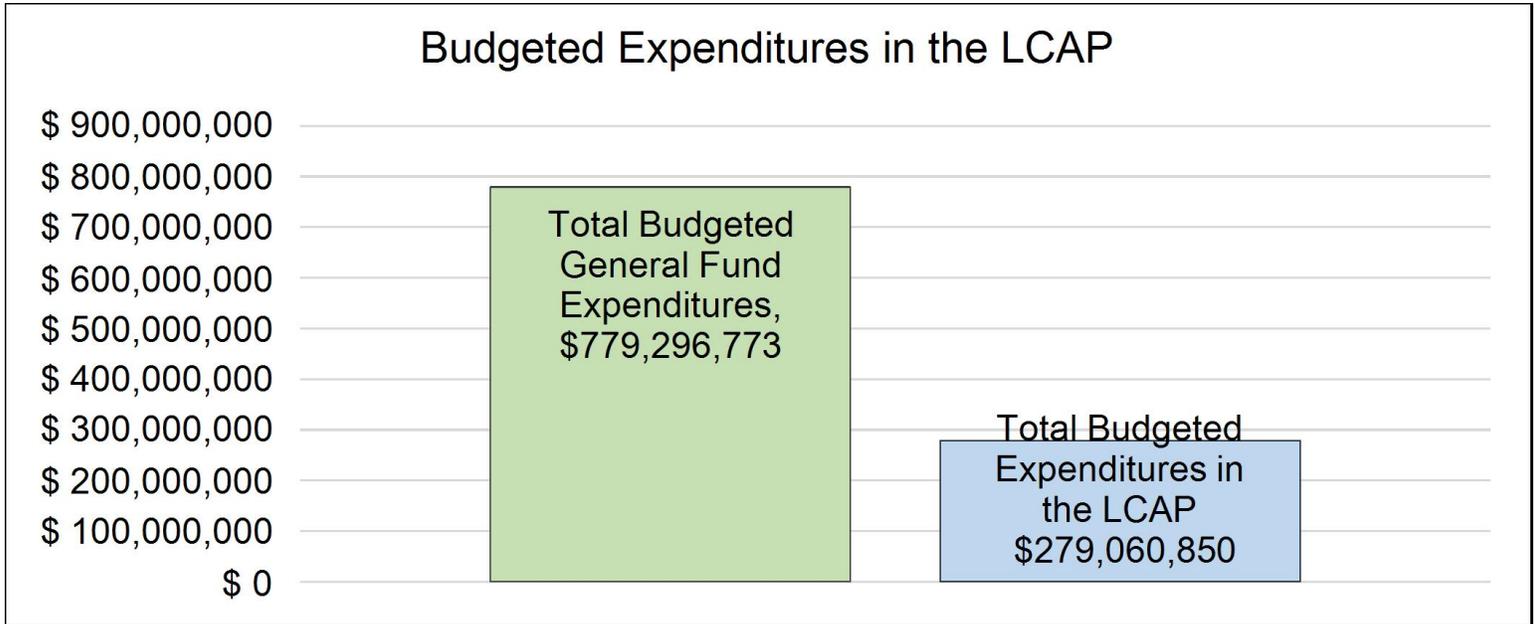


This chart shows the total general purpose revenue Bakersfield City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bakersfield City School District is \$719,894,094, of which \$423,523,538 is Local Control Funding Formula (LCFF), \$127,879,019 is other state funds, \$5,994,459 is local funds, and \$162,497,078 is federal funds. Of the \$423,523,538 in LCFF Funds, \$117,073,767 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 2023-24. 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 \$779,296,773 for the 2023-24 school year. Of that amount, \$279,060,850 is tied to actions/services in the LCAP and \$500,235,923 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

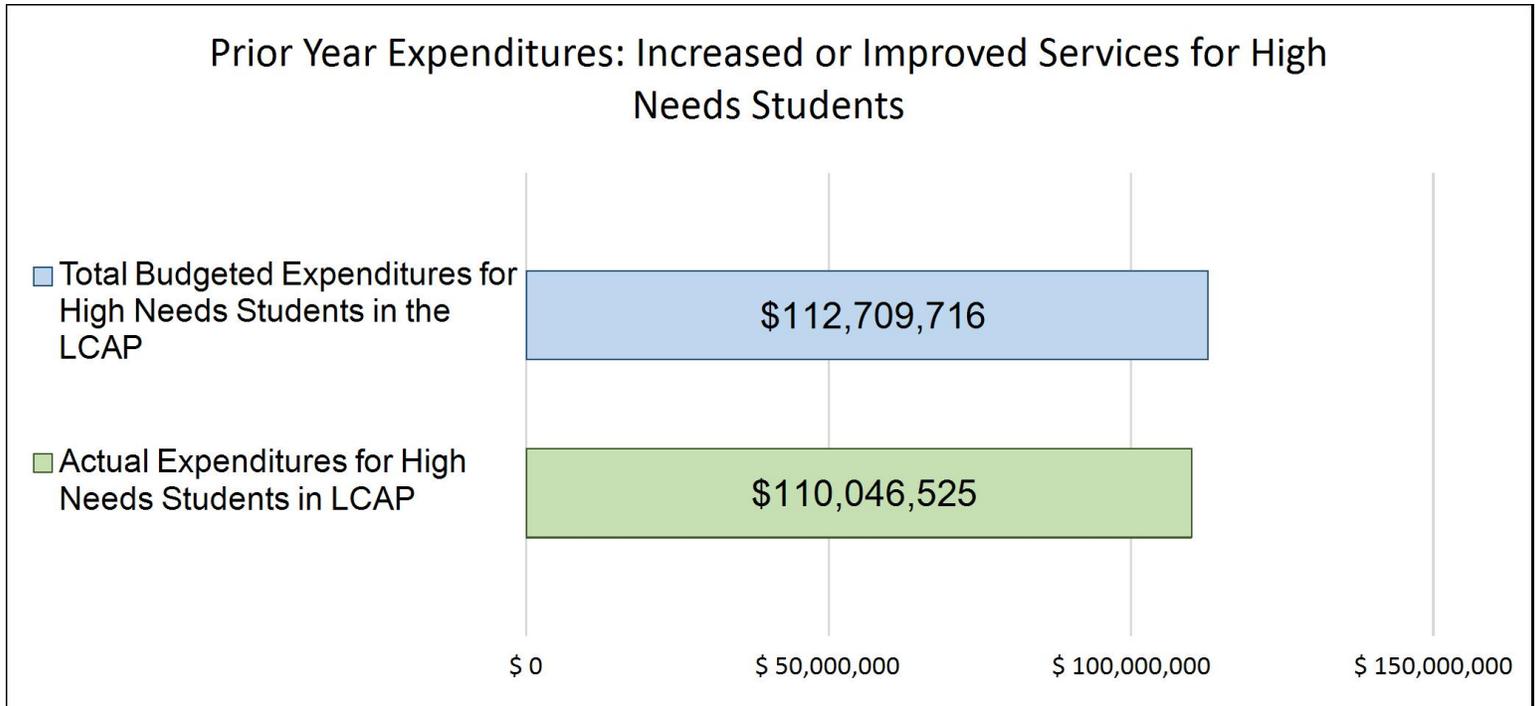
General Fund operating costs which include: salary and benefits for maintenance services, human resources, business support services, special education services, instructional materials and costs necessary to respond to the COVID-19 pandemic.

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Bakersfield City School District is projecting it will receive \$117,073,767 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 \$125,102,447 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 2022-23



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 2022-23, Bakersfield City School District's LCAP budgeted \$112,709,716 for planned actions to increase or improve services for high needs students. Bakersfield City School District actually spent \$110,046,525 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-2,663,191 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 2022-2023. There were continued staff shortages and high absenteeism of students. Our planned actions continued to be affected by inconsistency in our workforce. We continued to have vacancies in different job assignments. During this school year, we had students that requested Independent Study. Teachers were offered opportunities to provide students with extracurricular or supplemental opportunities for student engagement beyond the school day, but were not able to do so according to the needs of our students. The district focused on small group instruction and intervention during the Universal Access time and Good First Instruction in order to address achievement gaps. We also were not able to provide after school tutoring and Saturday tutoring at all schools due to staff not being able to fulfill the need. Due to circumstances related to the ongoing staffing shortages, actual costs were lower than budgeted in the areas of: daily attendance of students related to; limitations of after school tutoring during the year and Saturday tutoring. We also used carryover funds from previous years to cover expenses.

# Local Control and Accountability Plan

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

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

## Plan Summary [2023-24]

### 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 28,835 students. A decrease of 472 students from the 2021-22 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 future, based on the enrollment 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 consist of 80.6% Hispanic (HIS), 8.4% White (WH), 7.9% African American(AA), 1.4% Two or More Races, 0.8% Asian, 0.5% American Indian, 0.4% Filipino, 0.1% Pacific Islander(PI), 84.2% Socioeconomically Disadvantaged (SED), 27.4% English Learners (EL), 10.1% Students with Disabilities (SWD), 3.1% Homeless (HL), and 0.8% Foster Youth (FY) (Per CDE Fall 2022 Dashboard, Enrollment-District Demographics). BCSD language groups are represented with 37.92% Spanish, 0.55% Arabic, and .12% other non-English languages,.05% Mixteco,.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 commitment of our teachers, administrators, and classified staff. BCSD employs 1,912 certificated employees and 2,232 classified employees. Including substitute staff, the district supports more than 5,000 employees. The COVID-19 pandemic affected the recruitment and employment process, making it difficult to find suitable substitutes in various positions, ultimately impacting the work for the district 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 and we continue to see the remnants of its impact on schools. Students and teachers in this school year (2022-23) are no longer immersed in distance learning. The district has returned to a full in-person approach to learning while still expected to follow state-issued health and safety guidelines as necessary. The district has continued to support families who may at times be impacted by the resurfacing of COVID-19 positive cases and strives to support students and families with academic support as needed. Approximately 28,800 students began the school year in person and the district had close to 50 families request their child continue placement on Independent Study (IS) for numerous reasons including illness. Based on the district's monitoring of local metrics, there is evidence of the residual impact on student academics at most of our schools and continued concern of student learning loss. The district is committed to do everything possible to increase academic achievement, support each student's social-emotional needs, and re-engage family and community to bridge the COVID-19 learning gap. In addition, this commitment extends to providing support and interventions to address the individual needs of our students and families.

## 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 the 2022 California School Dashboard and local data including educational partner feedback the following successes have been identified related to each of the district's LCAP 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 successes were measured through student performance on both the Smarter Balanced Assessment Consortium (SBAC), and the administration of the STAR-Renaissance Test.

Priority 1(a): Basic Teacher Mis-Assignment

Based on the CALSAAS report there was a slight drop in the exceptions from 15.19% to 14.12%, exceptions include those teaching outside of their credential, electives, and special education teachers who have alternate assignments (with board resolutions) even though they were appropriately assigned to meet the need of the district in 2021-2022.

Priority 1(c): Basic Facilities in good repair

Based on the Facilities Inspection Tool (FIT) self-administered report for 2022-2023 100% of school sites continue to have an overall rating of "Good" or "Exemplary".

## Priority 2: State Standards

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

\*Math Standards in professional development : 71.2% responded the district's level of implementation at Full Implementation (4) or Full Implementation & Sustainability (5)

Based on the feedback, 71.2% of respondents indicated the district's professional development in the area of mathematics is at the Full Implementation or Full Implementation & Sustainability, which is an increase of +4.8 percentage points in comparison to the 2021-22 Self-Reflection Tool Survey.

## Priority 4 (a):

Academic Performance: English Language Arts (ELA)

The Filipino student group scored 32.9 pts. below standard (performance level of High), which is 29.3 pts closer to standard met than the "all student" group.

## Academic Performance: Mathematics

The following student groups scored higher than the "all student" group:

The Filipino Student group scored 23.9 pts. below standard, which is 81.3 points closer to standard met than the "all student" group.

The Asian student group scored 59.7 pts. below standard, which is 45.5 points closer to standard met than the "all student" group.

The White student group scored 67.6 pts. below standard, which is 37.6 points closer to standard met than the "all student" group.

Academic Performance: Science (5th and 8th Grade only) The following student groups scored higher than the "all student" group:

20% of the Asian student group is currently meeting or exceeding the Standard for Science, which is 5.87% more in comparison to the "all student" group.

36% of the Filipino student group is currently meeting or exceeding the Standard for Science, which is 21.87% more in comparison to the "all student" group.

27.56% of the White student group is currently meeting or exceeding the Standard for Science, which is 13.43% more in comparison to the "all student" group.

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

50.5 % of English Learners are making progress towards English Proficiency as measured by the ELPAC and Reported in the Fall 2022 California Dashboard, which is an increase of 24.4 percentage points from the previous year.

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

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

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

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

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

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

Priority 8a: Outcomes in a broad course of study

See Table A

Based on the Benchmark Assessment System (BAS) 32.8% of students in grades Kindergarten to First met reading expectations by the second administration of the assessment, which is an increase of 1.47 percentage points in comparison to the 2021-22 school year.

Based on the STAR Early Literacy assessment, 34.3% of students assessed in grades Kindergarten to First read proficiently by the Winter administration, which is an increase of 8.9% in comparison to the 2021-22 school year.

Based on the STAR Reading assessment, 28.9% of students assessed in 2nd-8th grade were proficient in Reading by the Winter administration, which is an increase of 1.7% in comparison to the 2021-22 school year.

Based on the STAR Math assessment, 33.6% of students assessed in 2nd-8th grade were proficient in Math by the Winter administration, which is less than a 1% decrease in comparison to the 2021-22 school year. While these are currently small academic gains, the district expects to build on and improve these successes.

The district's continued efforts to mitigate the impacts of the pandemic through the actions in goal 1 continue to provide evidence of successful implementation, as evidenced by some student groups in the California Dashboard. We will continue to allocate funds for schools and through the school plan development, we expect annual improvement as a district, as schools implement evidence based practices to address performance gaps among student groups not yet meeting standards. The continued actions in goal 1 including professional development opportunities for teachers and administrators around practices to improve literacy, building strong foundational skills of the critical elements for strong literacy and language development, have resulted in an increase of students making progress in language acquisition to maintain growth in the district's ELPI. Through the continued support for new teachers and the district's efforts to provide staff opportunities to complete the requirements for credentials, we will continue to reduce the percentage of staff teaching outside their credential, as we build a workforce prepared to meet the needs of the students we serve.

In addition, actions such as PLTW, E-sports, GATE, and Dual Immersion will continue to successfully provide enrichment opportunities and will continue to provide students with access to a broad course of study, leading to improved academic achievement, as evidenced by the local monitoring of student performance through BAS, and STAR assessments. The district will continue in its efforts to build on and improve on the successes in literacy by providing ongoing professional development to build the knowledge and extend the expertise for all staff and administrators on foundational literacy skills, diagnosing student literacy skills and determining the best use of data to accelerate, support and inform high quality instruction and intervention by grade level as part of the Multi-Tiered System of Support.

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 2019 to 2022. Based on the Expulsion Rate: 2019-2022 table, the rate for the Bakersfield City School District continues to be maintained at less than 0.0%. The district's current monitoring of expulsions for the 2022-23 school year are projected to remain at less than .02%.

See Table B

Based on the Fall 2022 California Dashboard data:

Priority 6a: Suspension Indicator

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

Medium: English Learners (1.8%) Filipino (1.9%), Hispanic (2.3%), White (2.5%)

Very Low: Asian (0.0%)

The continued training and support of Behavioral Intervention Specialists, School Social Workers and Youth Service Specialists to address the social emotions well-being of students included in goal 2 as part of this year's LCAP will provide the continued success for years to come as we mitigate the residual effects of student absenteeism post-pandemic. Through the continued effective implementation of the MTSS process at all schools and ongoing SEL Toolbox training of teachers and parents, we anticipate the district will move forward towards improvement to meet the needs of students most in need of Tier 2 and Tier 3 support to develop positive relationships and improve mental health.

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 2022-2023 LCAP Community Surveys,

\*90.6% of respondents strongly agree or agree that their schools/district provides regular opportunities to participate, as indicated in the Annual Parent Climate Survey, an increase of 3.9% from last year.

\*88.5% of respondents strongly agree or agree that their overall experience at BCSD schools is very positive, an increase of 0.5% from last year.

The continued actions included in goal 3 as part of this year’s LCAP will provide the district the success for years to come as we continue with our efforts to re-engage parents post pandemic. Family and Community Engagement (FACE) staff and the programs to involve parents that support critical learning on how to develop a positive environment for students at home will increase parent involvement in our schools. In addition, the continued support of office assistants, FACE Liaisons, and parent centers will continue to create a positive experience for parents when visiting schools or when communicating with schools to report absences. Providing parents the resources and tools through Parent University workshops and courses to successfully work as partners will improve students' success in academics and socioemotional health.

ASSESSMENT NAME	2021-2022 School Year	2022-2023 School Year
<b>BAS</b> Grades K-1 Meeting Reading Expectations by 2 <sup>nd</sup> Administration	31.33% of Students	32.8% of Students
<b>STAR Early Literacy</b> Grades K-1 Reading Proficiently Based on Winter Administration	25.4% of Students	34.3% of Students
<b>STAR Reading</b> Grades 2-8 Reading Proficiently Based on Winter Administration	27.2% of Students	28.9% of Students
<b>STAR Math</b> Grades 2-8 Proficient in Math Based on Winter Administration	34.1% of Students	33.6% of Students

Table A

Expulsion Rate: 2019-2022				
Academic Year	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
2021-22	31,265	1	1	0.00%
2020-21	30,891	0	0	0.00%
2019-20	33,656	5	5	0.01%

Table B

## 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.

Based on the review of the 2022 California School Dashboard and local data including educational partner feedback, the following areas of need have been identified related to each of the district's LCAP goals.

### Goal 1: Academic Achievement

Bakersfield City School District is reporting student group status based on the Fall 2022 Dashboard, since there is no available growth Dashboard data from the Fall of 2021 Dashboard.

The following are identified needs based on the Fall 2022 California School Dashboard.

#### Priority 1a: Basic Services: Conditions of Learning

14.12% teachers that were not fully credentialed and .06% of teachers held credentials, permits or waivers and were not otherwise authorized for the assignment in 2021-2022 as determined by the CALSAAS Report

The Bakersfield City School District continues to have a need to hire highly qualified teachers who are authorized for their assignments, there is a continued 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's efforts to build a diverse team of instructional teachers and leaders has been evident through the Kern Urban Teacher Residency(KUTR) program, and the need will continue to exist as the district demographics continue to change.

Upon analysis of the comparisons of teacher placements between schools with high percentages of low-income students and minority students, 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.

## Priority 2: State Standards

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

\*ELA Standards in professional development: 66.7% responded the district's level of implementation at Full Implementation (4) or Full Implementation & Sustainability (5)

\*ELA instructional materials: 75.8% responded to the district's level of providing the instructional materials at Full Implementation (4) or Full Implementation & Sustainability (5)

\*Math instructional materials: 74.2% responded to the district's level of providing the instructional materials at Full Implementation (4) or Full Implementation & Sustainability (5)

Based on the feedback, 66.7% of respondents indicated the district's level of providing professional development in meeting the standards for ELA at the Full Implementation or Full Implementation & Sustainability, which is a decrease of --7.5 percentage points in comparison to the 2021-22 Self-Reflection Tool Survey.

Based on the feedback, 75.8% of respondents indicated the district's level of providing the instructional materials for ELA is at the Full Implementation or Full Implementation & Sustainability, which is a decrease of -5.7 percentage points in comparison to the 2021-22 Self-Reflection Tool Survey.

Based on the feedback, 74.2% of respondents indicated the district's level of providing the instructional materials for ELA is at the Full Implementation or Full Implementation & Sustainability, which is a decrease of -6.4 percentage points in comparison to the 2021-22 Self-Reflection Tool Survey.

Based on the decrease in the percentage of respondents who indicated that the district's efforts in providing instructional materials and professional development in ELA and Math, the district has a need to continue with the implementation of actions that provide all certificated and classified staff with ongoing professional learning opportunities to meet the needs of all student including students with disabilities, English Language Learners, Foster Youth, and Low-Income. In addition, the district will need to continue in providing supplemental

instructional resources including STEAM resources, instructional manipulatives for all content areas in its efforts to support the continued academic progress and continue to address the impact of learning loss as a result of the pandemic.

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

See Table A

Based on the results of the Fall 2022 California Dashboard the district is currently at -62.2 pts. below standard in English Language Arts (ELA), which is 26.1 points lower in comparison to the 2019 Fall Dashboard for ELA and the district is currently at -105.2 pts. below standard in Math, which is 32.4 points lower in comparison to the 2019 Fall Dashboard for Math.

The following student groups in the Low and Very Low Performance Levels on the 2022 Dashboard have been identified as an area of need in English Language Arts (ELA)

Performance Level of Low: American Indian (68.5 pts. below standard), Asian (27.1 pts. below standard), Hispanic (63.5 pts. below standard), Two or More Races (56.1 pts. below standard), White (31.3 pts. below standard)

Performance Level of Very Low: African American(AA) (92.7 pts. below standard), English Learners(EL) (86.8 pts. below standard), Foster Youth(FY) (89.5 pts. below standard), Homeless(HL) (89.8 pts. below standard), Socioeconomically Disadvantaged(SED) (71.7 pts. below standard), Students with Disabilities(SWD) (123.4 pts. below standard)

The following student groups in the Low and Very Low Performance Levels on the 2022 Dashboard have been identified as an area of need in Mathematics (Math)

Performance Level of Low: Asian (59.7 pts. below standard), White (67.6 pts. below standard)

Performance of Very Low: African American (137.5 pts. below standard), American Indian (119 pts. below standard), English Learners (125 pts. below standard), Foster Youth (121.7 pts. below standard), Hispanic (106.8 pts. below standard), Homeless (119.2 pts. below standard), Two or More Races (106.4 pts. below standard), Socioeconomically Disadvantaged (114.1 pts. below standard), Students with Disabilities (155.2 pts. below standard)

While the Pacific Islander student groups has No Performance Level their performance of (110.2 pts. below standard) has also been identified as an area of need.

Based on the number of identified student groups across the district in both ELA and Math, the district is going to continue to provide the supports for improvement through actions in goal 1 supporting schools's implementation of evidence-based practices and part of the Multi-Tiered system of support, continue with class size reduction ratios to effectively engage students in learning and be able to progress towards meeting the California State Standards. The district will also continue to work in developing the school's leadership through Executive

Development Programs (NCEE) and Administrative Leadership Institutes(ALI), in understanding the diverse needs of students and how to set up systemic structures that support equitable programs aligned to improve learning conditions for students that result in improved outcomes across all content areas, but especially in ELA and Math. Professional Learning opportunities throughout the year for all certificated and classified staff focused on research-based teaching and learning strategies for Literacy, Mathematics, Language, Writing, History-Social Science, Next Generation Science Standards and all other content areas, will strengthen collectively the efficacy, accountability and allow for consistent implementation of high leverage strategies that will continue to mitigate the learning loss for all students post pandemic, but especially in meeting the needs of EL's, Low-Income students, and Foster Youth who were most impacted.

See Table B

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

District wide: 14.13% of ALL students Met or Exceeded Standard for Science

SED: 11.44% Met or Exceeded Standard for Science

English Learner: 1.57% Met or Exceeded Standard for Science

Foster Youth: 5.88% Met or Exceeded Standard for Science

SWD: 3.41% Met or Exceeded Standard for Science

African American: 6.51% Met or Exceeded Standard for Science

American Indian or Alaska Native: 9.09% Met or Exceeded Standard for Science

Hispanic or Latino: 13.46% Met or Exceeded Standard for Science

Two or more races 13.21% Met or Exceeded Standard for Science

Based on the results of the 2022 California Science Test (CAST) the district currently has 14.13% of students tested in 5th and 8th grade Meeting or Exceeding Standard which is 1.44 percentage points lower in comparison to the 2019 CAST administration.

As the data demonstrates, the percentage of students meeting or exceeding standard in science for identified student groups is lower than the "all student" group.

In order to address the identified academic needs for students, the district plans to continue to provide 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, E-Sports, Summer STEAM Academies, National Youth Sports Programs (NYSP), CSTEM and Robotics, 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 and develop the needed learning opportunities and programs with support from staff for schools identified as Focus Schools and conduct on-going monitoring of local metrics to assess needs in support for all schools. Through the district's Service Delivery Model (SDM) program the district plans to continue providing services to all schools but especially to the Focus Schools to establish, maintain, or restore relationships. The district office team and schools will continue to jointly coordinate

efforts based on individual school needs and together develop comprehensive plans and monitor progress of improvement of academic performance across all content areas, especially ELA, Mathematics and Science.

In addition, the district will continue to provide Online Learning Systems and Resources that have shown evidence of effectiveness in addressing individual students' needs for added literacy, math and science support, including STAR Renaissance and Next Generation Math. Also, the continued support to upgrade libraries both in the classroom and at the school level to ensure students have continued access to culturally responsive texts, literature, and resources. The district will continue with increased learning opportunities to continue to mitigate the gaps in literacy, math and science, through the Extended Learning Program Academies, Summer Academies, and coordinate supplemental programs to address all student needs but especially the unique needs of Migrant students, EL, Foster Youth and Preschool students in our district as part of the Universal PreKindergarten state initiative. Aligning all services with the district Portrait of a Graduate strategic efforts to create a system that is cohesive from Preschool to 8th grade.

Priority 8a: Outcomes in a broad course of study

Based on the administration of local monitoring instruments including BAS, STAR Early Literacy Assessment, STAR Reading, and STAR Math the following are the identified needs:

See Table C

Based on 32.8% of students in grades Kindergarten and First meeting Reading expectations by the second administration, there is a need to increase the percentage of students reaching mastery in foundational skills for literacy, meet the individual needs of students with small class sizes and improve Tier I Level Good First Instructional practices for the entire district through school based targeted and tiered student support, centralized supports for schools with the development of School Plans that align implementation of evidence-based practices by student groups.

In addition, based on the Percentage of students proficient in Reading (28.9%) and Math (33.6%) on the Winter Administration of the STAR Assessments, during the 2022-23 school year for grades 2nd-8th, there is a need to continue to provide students with opportunities for re-engagement and support by school vice-principals ensure students attend schools daily to receive the intervention determined with the support of curriculum and instruction specialists, coaches, and coordinators. Also, for schools who are identified as Focus schools, the district will continue to provide increased learning opportunities and levels of support with additional Intervention Specialists, Teachers on Special Assignments, Teacher Tutors, Academic Coaches, and an administrator, to address the Tier 2 and Tier 3 needs of individual students.

Following are identified needs based on the Fall 2022 California School Dashboard and Dataquest reports from the California Department of Education:

Priority 4(e): English Learner Progress Indicator

50.5 % of English Learners are making progress towards English Proficiency as measured by the ELPAC and Reported in the Fall 2022 California Dashboard, which is an increase of 24.4 percentage points from the previous year.

Based on the English Learner Progress Indicator 49.5% of English Learners did not make progress towards English proficiency as measured by the ELPAC and reported in the Fall 2022 California Dashboard.

#### Priority 4f: EL Reclassification Rate

A 2.4% Reclassification Rate for the 2021-2022 school year is estimated based on available local data

The percentage of students identified as English Language Learners reclassified as Fluent English Proficient (RFEP) in 2021-2022 is estimated to be at 2.4%, which is -4.9 percent lower in comparison to 2020-2021.

Based on almost half the EL student population (49.5%) not making progress towards English proficiency in 2021-22 there is a need to continue with actions that will provide EL students increased opportunities for language development and support.

As a result of the estimated decrease of 4.9% from 2020/21 of the district's percentage of students being reclassified as fluent English proficient (RFEP), the district's efforts to continue with services through LCAP actions that provide schools the support with EL 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 will remain. The district will also continue in its efforts to offer opportunities for after school tutoring, Saturday academies, and increased support, especially at our Middle School/Jr. High's where we have the largest concentration of Long Term English Learners.

Goal 2: Social Emotional Learning: Ensure a safe, healthy, and secure environment for all students, parents, guardians and employees.

Based on the Fall 2022 California Dashboard data:

#### Priority 5b: Chronic Absenteeism Indicator

Very High: All Students (51.6%)

Very High: Student groups including the following: African American (64.2%), American Indian (60.3%), Asian (44.1%), English Learners (48.6%), Filipino (30.8%), Foster Youth (56.1%), Hispanic (50.8%), Homeless (62.8%), Two or More Races (53%), Pacific Islander (60%), Socioeconomically Disadvantaged (54.2%), Students with Disabilities (62.3%), White (47.9%).

#### Priority 5a: Attendance Rate

83.67% Attendance Rate for the "all student group"

The district continues to see the impacts of absenteeism as a result of student illness (be it COVID-19 or other illnesses), mental health, and socialization challenges within the Bakersfield community post-pandemic.

In order to continue to make progress towards pre-pandemic rates, the district plans to address this decline in attendance and high chronic absenteeism rates by using all available resources through the Multi-Tiered Systems of support to address the challenges and barriers students continue to experience post-pandemic. The district will continue with targeted interventions provided by the behavioral intervention specialists, ASSW's, YSS's, Psychologists and Behavioral Health Therapists and ensure an equity based support model where all students

have access to meet their social, emotional and mental health needs. In addition the district will continue to provide all staff with the professional learning opportunities to develop their understanding of how to best meet student needs using culturally responsive and student centered practices across all schools.

Based on the 2022 Fall Dashboard  
Priority 6a: Suspension rates

2.6% suspension rate for all students

African American have a suspension rate of 5.7%, which is 3.1% higher than the “all student” group.

Foster Youth have a suspension rate of 6.4%, which is 3.8% higher than the “all student” group.

An analysis of assertive discipline records shows that, as of May 1st, 431 unique students account for 772 discipline entries related to substance possession, use, or sales. Junior high/middle schools have the majority, particularly Sequoia (95), Washington (92), Sierra (91), Chipman (78), Curran (57), and Compton (56). In addition, mental health crisis assessments are projected to exceed 650 by the year's end. This represents an increase of 12% over last year's total (578).

These suspension rates, substance abuse discipline records, and documented mental health crisis assessments indicate the need for ongoing supports to improve behavior by addressing social emotional needs, as well as refining structures and systems of support to prevent students from getting suspended. In order to address the increase in mental health related needs (crisis and substance abuse), additional mental health staff are needed in the form of mental health therapists and school psychologists. In order to address the suspension rate, the district will continue to offer multiple opportunities for engagement through either enrichment, clubs, or sports to promote and increase a sense of belonging and community. The district has increased the efforts to address the school conditions by providing activities and programs that improve their attitude towards school by having positive experiences that reduce the number of suspensions. Students will have the added support of Youth Support Specialists and Associate School Social Workers to work directly with Foster Youth, African-American and other at-risk youth. Further, the development of staff training aimed at addressing the high number of African American students, de-escalation, and improving supervision are needed.

Priority 6(c): School Climate

Overall in Spring 2023, 70% of students indicated that they like school in comparison to 79% in the Fall of 2022, 83% indicate they feel welcome at school in comparison to 85% and 63% indicate they like school compared to 73% in the Fall. The survey results indicate, across almost all questions regarding instructional climate, students in higher grade bands provide lower ratings compared to students in lower grade bands. (Hanover Research Student Climate Survey Spring 2023)

The survey's Spring 2023 administration key findings indicate that while most students continue to perceive their school's emotional climate positively, there has been a decline in student ratings in Spring 2023 compared to previous administration in the Fall of 2022.

The district continues to evaluate with other local measures the effectiveness of goal 2 supports through the administration of a local student climate surveys which focus on finding the current district/school status among students in grades 3rd-8th that identify the emotional and

physical environment, instructional climate, student attitudes towards school and relationships with adults for academic success. Understanding a student's perspective through the survey is another tool that helps the district determine the overall perception of the actions in goal two from a student perspective.

In order to ensure students have safe campuses and improve student perceptions of safety across all grades, the district will continue with campus supervision (CPALs) 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:** 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.

**Priority 3a: District efforts to seek parent input**

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 a decrease in the number of responses in the Annual Parent Climate Survey by 2,855 from last year (2021-22), and a decrease in the LCAP Community Survey of 380 responses. There was also a decrease in the number of participants who completed the Parent University program of 23 parents in comparison to the prior year. In addition, the percentage of schools with parent representation at the District Level for the District Advisory Committee (DAC) decreased by 3% (65% to 62%) and the District African American Parent Advisory Committee (DAAPAC) decreased by 4% (47% to 43%) compared to last year. Based on the LCAP Community survey the majority of parents who responded were Low-Income parents (77.3%), .3% were parents of Foster Youth students, a decrease from 0.6%. The survey indicated 23.9% were parents of English Language Learners, an increase from 19.2% in 2021-22. The need to increase feedback from parents of all unduplicated parent groups will continue to be a need as evidenced by the decrease of responses in both the LCAP community Feedback Survey and the Annual Parent Climate Survey to ensure the development process includes the perspectives of the families and community within the BCSD boundaries.

These results highlighted the need to continue to focus on the district's efforts to increase outreach to families and the need to continue to focus on parents of students that need 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. The district needs to continue with the efforts to increase parent involvement in committees that have allowed for parent input and voice in identifying and addressing student's academic, socio-emotional, and health needs. The district will continue with existing actions and provide more opportunities for parents by expanding partnerships with community organizations and additional resources that result in increased parent involvement in our schools. The district plans to add additional college courses with its existing partner, Bakersfield College, to increase the options and opportunities for learning through Parent University, and continue to support welcoming parent centers that will connect families to schools as educational partners that results in the increase of academic achievement of all students.

The Bakersfield City School District understands the importance of providing students with a cohesive system that addresses academic, social-emotional needs and believes these can be addressed by building close relationships with parents and students. In the 2022-23 school year the district partnered with the Kern County Superintendent of Schools office and engaged in the Continuous Improvement Process (CIP) in conjunction with the implementation of creating a committee to develop a BCSD Portrait of a Graduate. Through this partnership with the county office and with educational partners, we expect to identify competencies that will inform our actions to develop a strategic plan with a clear focus in our LCAP to address the district's identified needs.

California Dashboard 2018-2022				
Academic Area	2018	2019	2020-21	2022
ELA	41.1 points below standard	36.1 points below standard	No Data Available	62.2 points below standard
Math	74 points below standard	72.8 points below standard	No Data Available	105.2 points below standard

Table A

California Assessment of Student Performance and Progress (Science)				
Academic Area	2019	2020	2021	2022
California Science Test (CAST) 5th and 8th Grade	15.57% Met or Exceeded Standard	No Data Available	No Data Available	14.13% Met or Exceeded Standard

Table B

ASSESSMENT NAME	2022-2023 School Year
<b>BAS</b> Grades K-1 Meeting Reading Expectations by 2 <sup>nd</sup> Administration	32.8% of Students
<b>STAR Early Literacy</b> Grades K-1 Reading Proficiently Based on Winter Administration	34.3% of Students
<b>STAR Reading</b> Grades 2-8 Reading Proficiently Based on Winter Administration	28.9% of Students
<b>STAR Math</b> Grades 2-8 Proficient in Math Based on Winter Administration	33.6% of Students

Table C

## 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's transition to fully re-engage families, staff and students back to in-person normalcy began prior to the start of the year with phone calls encouraging families and students to begin to prepare for the first day of in-person instruction. Regardless of the challenges faced last year, all schools have continued to focus on the social-emotional well-being of students by creating and fostering cultures of kindness, safety, and inclusion as the district returned fully committed and a strong sense of urgency for continued intervention to meet the individual needs of students and determine strengths to accelerate learning. The district's focus on past successful approaches to lead the learning included the highest participation of teachers in Summer Institute in 2022, which will be carried into the 2023-24 Summer Institute. A continued practice to provide students with the services and experiences for learning

they need aligned with the district's vision to have students involved in district innovative educational programs that are developed through the lens of equity and develop actions that build staff knowledge to serve and represent a diverse community of 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 2023.

\*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, Science Camp at CALM and Grimmway Edible Schoolyard

\*Students will have the opportunity to play the piano in the Stiern and Cato piano labs and at 5 additional schools

\*School gardens will be revitalized in the after school STEAM Academy

\*Small group literacy support during the STEAM Academy

\*Enrichment opportunities will be made available to students during the after school STEAM academy. Enrichment opportunities may include folklorico, crocheting, yoga and art

\*Students will have the opportunity to participate in animatronics (building and coding)

\*STEAM instructional specialists will provide access to lessons that focus on science, technology, engineering, performing arts and hands-on math.

\*Students will have access to lessons using devices that allow them the opportunity to be collaborative and creative

#### Curriculum and Instruction

##### English / Language Arts:

\*Continue to provide guidance on newly developed Literacy Framework and Maps developed as a result of the 2022 Literacy Evaluation

\*We will continue to expand the available culturally relevant book titles to libraries

\*Continue to increase culturally relevant book titles for classroom libraries

\*Shifting the Balance book study will continue to guide the work and professional development at the school sites

\*Literacy professional development will be provided focused on building a culture of literacy, district developed Literacy Framework and Literacy Maps

\*Professional development will be provided on foundational skills including: phonics, phonemic awareness, word work

\*Professional development, coaching, and modeling will focus on the implementation of the following elements of literacy at all grade levels: Foundational Skills, Read Aloud, Shared Reading, Guided Reading and Independent Reading

\*Professional development, coaching, and modeling focused on incorporating writing to think deeply, negotiate and process will be provided and supported by district writing rubrics

### Mathematics

\*Site Leaders will continue Building Thinking Classrooms Book Study and support implementation at school sites.

\*Continue with the implementation and professional development on the Next Gen platform at all school sites to support classroom instruction, including a district pre/post-assessment

\*Professional development, coaching and modeling will focus on Fluency and Number Sense, Mathematical Language, Problem Solving and Reasoning and Calibration

### Science:

\*Teachers will continue to receive on-going professional development, coaching, classroom modeling, and instructional support to successfully implement the Next Generation Science Standards using the newly adopted science curriculum

\*Will review and reintroduce the core components of the integrated science approach inclusive of hands-on learning opportunities

### History Social Science

\*Continued professional development on the themes of history outlined in the History Social Science Framework (Appendix B)

\*Finalize 4th and 5th grade units of instruction for multiple subject teachers

Professional development will focus on civic actions integrated into district developed units

\*In 2023-24 we will begin 2nd and 3rd grade capacity with grade level unit development

\*Book studies will be expanded with TAC/TLT teams, focused on Civics in History

### PLTW/ E-Sports

\*Expand the implementation of Middle School E-Sports League from 3 school pilot to all 10 Middle Schools

\*Creation of 3 school Elementary E-Sports pilot

\*Distribution of required equipment for participation in Esports expanded to all ten middle schools/junior high schools.

\*Maintain PLTW program at 25 sites, inclusive of all 11 PLTW Gateway Sites(MS/JH) and 15 PLTW Launch elementary sites.

\*Continue coaching and professional development to support PLTW classroom teachers

\*Enhance Pathways of instruction at the PLTW Gateway sites

### NTD:

\*Provide a trained mentor to provide weekly mentoring and “just in time support” to every BCSD teacher teaching on a permit, intern credential or preliminary credential

- \*Continue to offer New Teacher Orientation with emphasis on site-based need and district onboarding
- \*Continue to embed a focus on the Culture of Literacy within professional development
- \*Mentors will continue to focus on deepening teacher reflection through the use of transformative questions
- \*Increase the number of teachers recommended for CA Clear Credentials and continue to provide support for teachers to clear their credentials
- \*Continue to provide CSET support for interns and teachers on permit
- \*Continue to provide TPA and RICA support for induction candidates with Executive Order exceptions
- \*Continue to ongoing development of mentors to provide best mentoring to teachers in our programs

#### Teacher Residencies (Kern Urban Teacher Residency & Education Specialist Residency-Bakersfield:

- \*Will continue to train and develop new teachers to start in classrooms who understand how to best meet the needs of BCSD students.
- \*Will build on the capacity created by former KUTR residents by joining the KUTR mentoring team
- \*Will continue to conduct mentor walks to improve mentor practices
- \*Will build on the success of course and testing completion from previous cohorts and will continue the support to ensure a high success rate
- \*Will collaborate with educational partners to ensure coursework reflects District practices
- \*Will improve site administrator training and communication
- \*Education Specialist Residency will continue to grow in the 2023-24 academic year

#### 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 the process will continue in the coming year
- \*School sites utilized the LAS Links Español assessment to progress/monitor student's growth in Spanish in the Dual Immersion program in grades K to 4th
- \*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, English Learners in Special Education, Reclassification requirements
- \*Classroom teachers from each elementary school will participate in the English Learner Toolkit of Strategies training
- \*Continue with Middle/Jr. High school teacher participation with English 3D and the English Learner Toolkit of Strategies trainings
- \*Continue to support ELL instruction with resources and EL professional development for teachers and program implementation in the classrooms to support language acquisition
- \*School and district administrators will continue their professional growth in:
  - \*Understanding of the California English Learner Roadmap
  - \*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)

- \*Continue providing training and support for 87 Behavioral Intervention Specialists (2 per site). Bi-monthly training will continue to be offered for all behavioral intervention specialists to support the MTSS and Tier 2 process.
- \*Continue to support the 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 ensuing school year.
- \*MTSS academic coaches will continue to deliver professional development on adult wellness, employee engagement and compassion fatigue for school sites and departments.
- \*MTSS academic coaches and PBIS Coordinator will continue to support teacher training requests for Summer Institute in the area of behavior management.
- \*Parent University will continue to include courses on adult wellness and social emotional learning.
- \*Summer Institute training will have keynote speaker/presentation (2 hours) to focus on building and maintaining relationships.
- \*A fidelity tool was created to support behavioral intervention specialists on system accountability and consistency and will be implemented in the coming year.
- \*Second Step and TOOLBOX will continue to be programs offered across the district for all teachers to support social emotional learning in the classroom setting.
- \*Students that require additional support in Tier 2 will continue to receive access to social skills instruction using the following programs: Forward Thinking, Second Step, MindUp.
- \*School sites will continue to receive professional development from their assigned MTSS coach in the area of self-care.
- \*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 23-24 school year.

### Goal 3: Family and Community Engagement (FACE)

- \*Parent University will be fully implemented in-person
- \*Partnership with Bakersfield College to offer Credit/No Credit courses to Parent University Pathways
- \*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
- \*Provide 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 23-24 school year
- \*Increased culturally responsive and family-focused parent education sessions to include; i.e. Parents on a Mission, Los Niños Bien Educados, and the sessions will continue again in 23-24 school year
- \*Loving Solutions and Parent Project 10-week courses will be offered in Fall and Spring
- \*Parents as Leaders (PALs), and PALs Ambassadors will continue 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 40 of 44 school sites,

\*Full time FACE Liaisons at all 44 school sites to provide parent education sessions that are linked to learning, provide outreach to resources and support within the district and community, and to build relational trust among parents, staff and the community. Will plan and implement monthly Parent Cafes and quarterly Family Education Nights for each school site. Attend monthly professional development to enhance family engagement tools and practices.

## 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.

McKinley Elementary School, Rafer Johnson Community School

### ***Support for Identified Schools***

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

BCSD supports McKinley Elementary and Rafer Johnson Community School in developing CSI plans through personalized training with the District Support Team (DST) to review CSI eligibility, California School Dashboard, Student Group Analysis, and the next steps. The Comprehensive Needs Assessment (CNA) process included an analysis of state and local data, and annual review to identify resource inequities, and ensure the comprehensive plans best serve the needs of those students who are failing, or are at-risk of failing to meet the challenging state academic standards. McKinley's CSI SPSA and Rafer Johnson Community School CSI & Title I Plan are aligned to the BCSD LCAP, developed using state & local data in the comprehensive needs assessment, resource inequity analysis, annual review and plan development.

For 23-24, McKinley's site leadership and the DST partnered with Kern County Superintendent of Schools for two sessions to support the root causes analysis process to identify resource inequities. Rafer partnered with the DST to complete the root cause analysis process to identify resource inequities.

## ***Monitoring and Evaluating Effectiveness***

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

McKinley's SPSA annual review, comprehensive needs assessment and SPSA development process is monitored by the District Support Team (DST). The Executive Director meets 1:1 with the principal to debrief the meeting and provide targeted coaching for the principal. Rafer Johnson Community School comprehensive needs assessment and plan development process is monitored by the State & Federal Programs Department & District Support Team. The DST, including the Assistant Superintendent of Educational Services, will meet quarterly with CSI schools to monitor plan implementation and effectiveness to support student and school improvement. as well as the annual review of planned actions and expenditures.

# 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 is an essential component of any plan. We value the voice of the various partners and relationships we have developed over the years, as part of our district programs and services we offer to students. The LCAP development process will always include meaningful engagement with all educational partners working together to identify successes, needs, and provide input on what's working. 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 has collected 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 2022-2023 school year, the district continued to engaged with educational partners as follows:

1. Parent meetings including: Parent University that had DELAC, DAC, CAC, Migrant, DAAPAC, and Community members in sessions
2. Additional meeting at regularly scheduled meetings with District English Language Learners Committee (DELAC), Special Education Community Advisory Council (CAC) to SELPA, District Advisory Committee (DAC), and District African American Parent Advisory Council (DAAPAC)
3. Board meetings: board meeting presentations on the progress of implementation for each 2022-2023 LCAP Actions and to request educational partner feedback prior to the public hearing, Public Hearing of the 2023-2024 LCAP and Adoption of the 2023-2024 LCAP at the June board meetings
4. Surveys and Focus Groups including:  
\*Input through survey: 2022-2023 LCAP Community Feedback Survey

\*Student focus groups and surveys

5. Monthly Administrative Leadership Institute (ALI) meetings with principals

6. 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 administered the 2022-23 LCAP Community Feedback Survey to parents, community members and partners, classified employees, certificated employees, and administrators, seeking input on the District's goals, initiatives, and investments to improve student outcomes. This year, there were a total of 877 responses provided.

The district held its annual Town Hall meeting on April 13, 2023, via Zoom, to provide parents, teachers, community members, administrators, support staff, and other educational partners an additional opportunity to give input on the development of the 2023-24 LCAP plan. There were a limited number of participants in comparison to previous years.

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 Hanover student surveys 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 at our district office on March 8, 2023, to provide formal and informal input on the development of the LCAP. Students provided feedback including whether they liked attending school, their feelings about teacher support, and expressing how to best meet their learning needs in school.

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 (SPSA) 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 from CSEA, BETA, and LIUNA met with the Assistant Superintendent of Educational Services and the Assistant Superintendent of Human Resources 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 need for after school tutoring, the continued efforts to have socialization of students and provide incentives to motivate learning and the increase of Extended Learning Program academies.

Before the adoption of the 2023-24 LCAP at the June 27, 2023, Board meeting, the public hearing was held on June 13, 2023, 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. The Assistant Superintendent also provided dates and times for the public hearing when meeting with the different educational partners. 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 public hearing, board members listened to comments from students and community members and as a result existing actions in the plan will be carried out to meet the district goals in 2023-24. The board will be conducting the approval of the 2023-24 LCAP during the board meeting scheduled for June 27, 2023.

#### 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:

- \*Support for understanding the SBAC, and the need for additional tutoring/intervention and socialization for students (DELAC, DAC, Parent University parents and community, Professional Associations)
- \*Social Emotional Support (Parents, DELAC, DAAPAC, teachers)
- \*Student Engagement Activities/Chronic Absenteeism (DAAPAC, DELAC, Student Council, Professional Associations)
- \*Extended Learning Opportunities/Summer & After School Programs (Parents, DAC, DELAC, DAAPAC)
- \*Parent communication (Teachers)
- \*Transportation needs (Professional Associations, DAAPAC)
- \*Increased learning opportunities for students with basic skills and hands-on learning (Students, Professional Organizations)
- \*Opportunities to increase parent knowledge of student core areas, district services, IEPs, state assessments (Professional Organizations, Parents, DELAC, DAC)

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, feedback may have been addressed through the continued development of other district plans, including the ESSER III Expenditure Plan, the Educator Effectiveness Grant, and the Expanded Learning Opportunity Program, and the Expanded Learning Opportunity Grant.

Input from our educational partners affirmed continuation of implementing the current actions in our existing 3 Goals for the remaining year of our 2021-2024 LCAP.

Educational Partners provided valuable insight during feedback sessions which influenced aspects of our Action Steps within our 3 Goals as follows:

**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 continue to address the learning loss and mitigate the impact of COVID-19 on students meeting state standards. Based on the feedback from parents, the needs of English Learners will continue to be improved through monitoring, training for staff and administration and by providing opportunities to extend learning. Actions: 1.22, 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 focusing on 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
1	<p>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.</p> <p>Priority 1: Increase literacy rates for all students by more than one year of growth in one year of time.</p> <p>Priority 2: Increase mathematical proficiency rates for all students by more than one year of growth in one year of time.</p> <p>Priority 3: Increase language proficiency rates for all English learner students by one level annually.</p> <p>Priority 4: Increase access to science and social studies content in all elementary classrooms through an integrated instructional approach.</p> <p>Priority 5: Increase access to technology, engineering, and the arts in all classrooms through an integrated instructional approach.</p>

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 2023-24 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 and/or increasing at least one grade level in the academic areas of English Language Arts and Mathematics, to address learning loss. With the continued impact from the pandemic, monitoring student subgroup growth through Data Chats with school site and district staff twice a year will ensure that we will provide equitable services for our Foster students, ELs, and Socioeconomically Disadvantaged students and ensure they receive the services they need.

The unique circumstances of the transition back to physical schooling continues to create challenges for all students, their families, and staff. Although the district continued in its efforts to have sufficient staff to meet the needs of a district with almost 29,000 students, there continues to be a challenge in finding classified staff to fill all needs, especially for Instructional Aide II's in the Special Education Classrooms, There are also 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). In order for schools to continue 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 continued to linger post the pandemic. Our District goals have embedded support and services for our students that need it the most

and for the schools whose students have faced community challenges that have filtered through our schools making learning difficult for our students.

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. The District continues to see literacy as the ultimate tool to build on for all students but especially those who are two or more years behind, who are confronted with the lack of strong home support and to ensure they have good attendance to receive the intervention support made available for all students. Having two years of staff with limited opportunities for the strong professional development you can only get while in-person that will provide them with the skills to intervene and accelerate learning for students most in need. The District believes improving the academic achievement of students is best met with having the systems, support and resources to have the greatest impact and accelerate learning. Focused on good teaching in Tier 1 Level, strengthening literacy in K-2, providing targeted support and monitoring at the school level, and creating a culture in classrooms that is safe, inclusive and focused on student assets.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1a) Basic Services: conditions of Learning: fully credentialed under ESSA and teachers that are appropriately assigned in the subject area and for the pupils they are teaching	1a) 11.4% of teachers were not fully credentialed and 5% of teachers held permits or waivers and were not appropriately assigned in the subject area and for the pupils they were teaching in 2019-2020 as determined by the CALSAAS report	1a) 15.19% of teachers were not fully credentialed and .05% of teachers held credentials, permits or waivers and were not otherwise authorized for the assignment in 2020-2021 as determined by the CALSAAS Report	1a) 14.12% of teachers were not fully credentialed and .06% of teachers held credentials, permits or waivers and were not otherwise authorized for the assignment in 2021-2022 as determined by the CALSAAS Report		1a) 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1b) Basic Services: Pupils in the schools district have sufficient access to the standards-aligned instructional materials	1b) 100% of students have access to standards-aligned materials as determined by the Williams textbook sufficiency report.	1b) 100% of students continue to have access to standard-aligned materials as determined by the Williams textbook sufficiency report.	1b) 100% of students continue to have access to standard-aligned materials as determined by the Williams textbook sufficiency report.		1b) Maintain 100% of students having access to standards-aligned materials as determined by the Williams textbook sufficiency report.
Priority 1c) Basic Services: school facilities are maintained in good repair	1c) 100% of school sites have an Overall rating of “Good” or “Exemplary” as determined by the Facilities Inspection Tool (FIT) self-administered report for 2020-2021	1c) 100% of school sites continue to have an overall rating of “Good” or “Exemplary” as determined by the Facilities Inspection Tool (FIT) self-administered report for 2021-2022	1c) 100% of school sites continue to have an overall rating of “Good” or “Exemplary” as determined by the Facilities Inspection Tool (FIT) self-administered report for 2022-2023		1c) Maintain 100% of school sites with an Overall rating of “Good” or “Exemplary” as determined by the Facilities Inspection Tool (FIT) during Williams Visitations.
Priority 2a) Implementation of state board adopted academic content and performance standards for all students	2a) Rating of 3 (Initial Implementation) based on the Self-Reflection Tool for progress in implementing programs aligned to the recently adopted academic standards and/or curriculum for	2a) Rating of 3 (Initial Implementation) based on the Self-Reflection Tool for progress in implementing programs aligned to the recently adopted academic standards and/or curriculum for	2a) Rating of 3 (Initial Implementation) based on the Self-Reflection Tool for progress in implementing programs aligned to the recently adopted academic standards and/or curriculum for		2a) By 2023-2024 Attain a rating of 5 (Full Implementation and Sustainability) as measured by the Self Reflection Tool for progress in implementing programs aligned to the recently adopted

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELA, ELD, Mathematics, NGSS, History-Social Science, and other adopted academic standards	ELA, ELD, Mathematics, NGSS, History-Social Science, and other adopted academic standards	ELA, ELD, Mathematics, NGSS, History-Social Science, and other adopted academic standards		academic standards and/or curriculum frameworks for ELA, ELD, Mathematics, NGSS, History-Social Science, and other adopted academic standards.
Priority 2b) How the programs and services will enable English Learners to access the CCSS & ELD standards for purposes of gaining academic content knowledge and English language proficiency	2b) All English learners receive daily designated and integrated ELD to gain academic content knowledge and language proficiency as determined by lesson plans and classroom observations	2b) All English Learners continue to receive daily designated and integrated ELD to gain academic content knowledge and language proficiency as determined by lesson plans and classroom observations	2b) All English Learners continue to receive daily designated and integrated ELD to gain academic content knowledge and language proficiency as determined by lesson plans and classroom observations		2b) All English learners will continue to receive daily designated and 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: <ul style="list-style-type: none"> <li>36.1 pts. Below Std.</li> </ul>	4a) CAASPP was not fully administered in the Spring of 2021. District is reporting local data for ELA and Math	Fall 2022 California Dashboard: ELA All Students Group: 62.2 pts. Below Std.		4a) Fall 2023 California Dashboard: ELA All Students Group: <ul style="list-style-type: none"> <li>21.1 pts. Below Std.</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Math All Students Group:</p> <ul style="list-style-type: none"> <li>72.8 pts. Below Std.</li> </ul> <p>2018-2019 CAST All Students Group 15.57% Met or Exceeded Standards</p>	<p>STAR</p> <p>*25.4% of students tested in STAR Early Literacy for grades K-1 were proficient in Reading based on the 2021-22 Winter Administration</p> <p>*27.2% of students tested in STAR Reading for grades 2-8 were proficient in Reading based on the 2021-22 Winter Administration</p> <p>*34.1% of students tested in STAR for grades 2-8 were proficient in Math based on the 2021-22 Winter Administration</p> <p>2020-2021 CAST Not administered</p> <p>The most recent data is 2018-2019 CAST</p> <p>All Students Group 15.57% Met or Exceeded Standard</p>	<p>Math All Students Group: 105.2 pts. Below Std.</p> <p>2021-22 CAST All Students Group 14.13% Met or Exceeded Standards</p>		<p>Math All Students Group:</p> <ul style="list-style-type: none"> <li>63.8 pts. Below Std.</li> </ul> <p>2022-2023 CAST</p> <p>All Students Group: 45% Met or Exceeded Standards</p>
Priority 4b)	4b) N/A	4b) N/A	4b) N/A		4b) N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
UC or CSU Entrance Requirements					
Priority 4c) Percentage of pupils who have successfully completed courses satisfying CTE Pathways	4c) N/A		4c) N/A		4c) N/A
Priority 4d) Students who have successfully completed courses described in 4b & 4c	4d) N/A		4d) N/A		4d) N/A
Priority 4e) English Learners making progress towards English Proficiency as measured by the ELPAC	4e) 45.7% of English Learners are making progress towards English Proficiency as measured by the ELPAC and Reported in the Fall 2019 Dashboard	4e) 26.1% of students are making progress towards English Proficiency as measured by the BCSD English Learners Progress Indicators (BELPI) given the suspension of the Fall 2021 Dashboard	4e) 50.5 % of English Learners are making progress towards English Proficiency as measured by the ELPAC and Reported in the Fall 2022 Dashboard		4e) 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	4f) 7.3% Reclassification Rate as reported on	4f) An estimated 2.4% Reclassification Rate		4f) Increase the Reclassification Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	as reported on Dataquest for 2019-2020	the Dataquest for 2020-2021	based on available local data for 2021-2022		to 15% as reported on Dataquest for 2023-24
Priority 4g) Pupils who have passed an AP Exam with a score of 3 or higher	4g) N/A	4g) N/A	4g) N/A		4g) N/A
Priority 4h) Pupils who demonstrate college preparedness	4h) N/A	4h) N/A	4h) N/A		4h) N/A
Priority 7a) Access to a broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable	7a) 100% students having access to and enrollment in a broad course of study including courses described under EC sections 51210 and 51220 (a)- (i), as measured by master schedules and class rosters.	7a) 100% students continue to have access to and enrollment, in a broad course of study including courses described under EC sections 51210 and 51220 (a)- (i), as measured by master schedules and class rosters.	7a) 100% students continue to have access to and enrollment, in a broad course of study including courses described under EC sections 51210 and 51220 (a)- (i), as measured by master schedules and class rosters.		7a) 100% students 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)	7b)	7b)	7b)		7b)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Programs and services developed and provided to unduplicated pupils	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.	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.	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.		100% of Low-Income, Foster Youth, and English Language Learner students will continue to have access to enroll in programs and services developed and provided for unduplicated pupils, as measured by master and class rosters.
Priority 7c) Programs and services developed and provided to individuals with exceptional needs	7c) 100% of individuals with exceptional have access to enroll in programs and services developed for individuals with exceptional needs according to their IEP	7c) 100% of individuals with exceptional continue to have access to enroll in programs and services developed for individuals with exceptional needs according to their IEP.	7c) 100% of individuals with exceptional needs continue to have access to enroll in programs and services developed for individuals with exceptional needs according to their IEP.		7c) 100% of individuals with exceptional needs will continue to have access to enroll in programs and services developed for individuals of exceptional needs in accordance with their IEP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8a) Outcomes in a broad course of study. Pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable	<p>8a) BAS *43.45% of students in grades K-2nd Met Reading Expectations in 2019-2020 by the 2nd Administration</p> <p>STAR *32% of students tested in STAR for grades K-2nd were proficient in Reading based on the 2019-20 Winter Administration *46% of students tested in STAR for grades K-2nd were proficient in Math based on the 2019-2020 Winter Administration</p> <p>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</p>	<p>8a) BAS *31% of students in grades K-2nd Met Reading Expectations in 2021-22 by the 2nd Administration</p> <p>STAR *38% of students tested in STAR for grades K-2nd were proficient in Reading based on the 2021-22 Winter Administration *40.1% of students tested in STAR for grades K-2nd were proficient in Math based on the 2021-22 Winter Administration</p> <p>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</p> <p>NEW BASELINE</p>	<p>8a) New Baseline established in 2021-22 (see below)</p> <p>BAS *32.8% of students in grades K-1 Met Reading Expectations in 2022-2023 by the 2nd Administration</p> <p>STAR *34.3% of students tested in STAR Early Literacy for grades K-1 were be proficient in Reading based on the 2022-23 Winter Administration *28.9% of students tested in STAR Reading for grades 2-8 were proficient in Reading based on the 2022-23 Winter Administration *33.6% of students tested in STAR for grades 2-8 were proficient in Math based on the 2022-23 Winter Administration</p>		<p>8a) BAS 60% of students in grades K-2nd will have Met Reading Expectations by the 2nd Administration in 2023-24</p> <p>STAR 50% of students tested in STAR for grades K-2nd will be proficient in Reading based on the 2023-24 Winter Administration 60% of students tested in STAR for grades K-2nd will be proficient in Math based on the 2023-24 Winter Administration</p> <p>CORE CROWTH 80% of students assessed mid-year using the Kindergarten Screen Tool (KST) scoring average readiness skills for T-Kindergarten in 2023-24</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>BAS 31.33% of students in grades K-1 Met Reading Expectations in 2021-2022 by the 2nd Administration</p> <p>STAR 25.4% of students tested in STAR Early Literacy for grades K-1 were proficient in Reading based on the 2021-22 Winter Administration 27.2% of students tested in STAR Reading for grades 2-8 were proficient in Reading based on the 2021-22 Winter Administration 34.1% of students tested in STAR for grades 2-8 were proficient in Math based on the 2021-22 Winter Administration</p> <p>CORE GROWTH Full Year Inventory (FYI) (Dec. 1st - Dec. 17th) for grade TK</p>	<p>CORE GROWTH Full Year Inventory (FYI) (Dec. 1st - Dec. 17th) for grade TK</p> <p>Major Areas:</p> <p>Social Emotional Self 83.93%</p> <p>Language and Literacy 68.49%</p> <p>Mathematics 68.71%</p> <p>Physical Development 87.82%</p> <p>Arts &amp; Science 86.91%</p>		<p>New Desired Outcomes based on 2021-22 baselines BAS 55% of students in grades K-1 will have Met Reading Expectations by the 2nd Administration in 2023-24</p> <p>STAR 40% of students tested in STAR Early Literacy for grades K-1 will be proficient in Reading based on the 2023-24 Winter Administration</p> <p>40% of students tested in STAR Reading in grades 2-8 will be proficient in Reading based on the 2023-24 Winter Administration</p> <p>50% of students tested in STAR for grades 2-8 will be proficient in Math based on the 2023-24 Winter Administration</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Major Areas: Social Emotional Self 78.29%  Language and Literacy 43.85%  Mathematics 35.46%  Physical Development 73.27%  Arts & Science 71.29%			CORE CROWTH by 2023-24 Full Year Inventory (FYI) will score the following by December for grade TK  Major Areas:  Social Emotional Self 90%  Language and Literacy, 65%  Mathematics, 50%  Physical Development, 85%  Arts and Science 85%

## 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 30	\$2,103,450.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.2	School-based Targeted and Tiered Student Support	<p>Provide evidence-based targeted and tiered support for schools to address the needs of all students, but particularly those at risk of not meeting challenging State academic standards. Provide opportunities for for underperforming student groups identified as Foster Youth, Low-Income, English Language Learners, as well as student groups with a performance level of very low and low in the California Dashboard and needing improvement to use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.</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 comprehensive needs assessment and consultation with School Site Councils.</p> <p>Title I, Part A supports include:  *The acceleration, support, and enrichment supports enable the development of intervention models for literacy, math, science, and language support to students during the school day and/or after school supplemented by evidence-based, targeted intervention instruction. Use instructional strategies that strengthen the academic program in</p>	\$13,243,092.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education 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. Extracurricular activities to provide hands-on learning experiences to address classroom lessons and state standards. ATSI and CSI student support academic success and engagement.</p> <p>*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, consultants, mentors, extracurricular activities, and SEL materials.</p> <p>*Building teacher capacity to refine a culture of high quality teaching and learning through school site professional learning aligned to SPSA goals. 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, English Learner Strategies, and the CRA (Concrete Representational-Abstract) Math strategy. Professional Learning support includes site based coaching by certificated coaching staff, consultants, conferences, webinars, professional learning materials, certificated</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>and classified extra time to attend professional learning and participate in professional learning communities.</p> <p>*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.</p>		
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, three clerks, a proportion of a budget supervisor, will provide the centralized technical assistance to school sites. Support included: online program for school plans, conferences and training on state and federal guidelines, as well as supplies, equipment, and staff to monitor the effective implementation of state and federal programs aimed at increasing and improving outcomes for Low Income students, especially those in the Low and Very Low performance level on the California Dashboard.	\$778,263.00	Yes
1.4	Vice-Principals	In order to support and promote student engagement, monitor student's academic progress and attendance as part of the school's system of support, that results in increased academic achievement for all students, including Low-Income, Foster Youth, and English Learners. The district will continue its efforts to re-engage students by assigning 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.	\$6,897,807.00	Yes

Action #	Title	Description	Total Funds	Contributing
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, 12 Instructional Specialists and one curriculum and Instruction Coordinator will support school site leadership teams in the development of lesson resources aligned to the California Content Standards for Mathematics, ELA, Next Generation Science Standards, History Social Science, Visual and Performing Arts, World Languages, and the Preschool Foundations. Resources aimed to meet the diverse academic and language demands of students in efforts to address the learning and language loss.	\$2,380,669.00	Yes
1.6	Coaches, Program Specialist	Six Coaches, five Program Specialists, two Behavioral Health Specialists 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.	\$1,902,093.00	Yes
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. In order to address the need to improve language development of English Language Learners, additional professional development will be provided to all Specialists.	\$2,684,655.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	New Teacher Development-Coordinator, Specialists, Clerical, Mentors, Residents	In order to address the need for general and special education 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.	\$3,937,319.00	Yes
1.9	Library Media Assistants, Library Techs	In order to provide ongoing library access to diverse reading collections both in print and online to increase the literacy levels for Low-Income, Foster Youth, and English Language Learners as well as all other students and teaching staff, library media assistants will provide staff development opportunities in the use of information resources in a variety of formats in order to integrate information literacy skills throughout the curriculum, including digital media literacy, research strategies and use of resources.  *(34) 8 Hour Library Media Assistants *(9) Computer Technicians *(1) Library Media Instructional Specialist  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.	\$3,198,855.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	TOSA, Intervention Specialist, Academic Coach, Teacher Tutor, Vice-Principal 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> <p>*Teacher Intervention Specialist (Casa Loma, Fremont)            *Teacher on Special Assignment- TOSA (Hills)            *Teacher Tutor (Longfellow)            *Academic Coach (Emerson, 2- King, Munsey)            *Vice-Principal (Emerson)</p>	\$1,457,134.00	Yes
1.11	Executive Development Program (NCEE)	All students, including Low-Income, Foster Youth, and English Learners, require access to effective leaders to ensure a safe and nurturing educational environment in which all students receive high quality instruction. The development of leaders who understand the diverse needs of students and can set up systemic structures that support equitable programs aligned to improve conditions, will be supported by the professional development from the Executive Development Program through the National Center on Education and the Economy (NCEE) in all 44 schools (formerly NISL).	\$130,748.00	Yes
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	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p>		
1.13	Professional Learning - Specialists, APL, AC, Certificated Staff	<p>Enhance student achievement for all students including Low-Income, Foster Youth, and English Learners by providing professional learning to Program Specialists, Instructional Specialists, Academic Program Leaders, Academic Coaches and for certificated staff across the district, on topics such as Balanced Literacy, Number Sense and Problem-solving, meeting the needs of English Language Learners, Cognitive Coaching, Data Protocols, refining the Multi-Tiered System of Supports (MTSS), and meeting the Social Emotional needs of students post the pandemic. (Consultants and release time)</p>	\$500,000.00	Yes
1.14	Professional learning - Summer & Regular Year	<p>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, clerk, 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</p>	\$22,632,459.00	Yes

Action #	Title	Description	Total Funds	Contributing
		professional learning so that teachers have an understanding of alignment of various grade level standards and determine key learning skills, standards, and learning progressions. Additional one time Title I Carryover funding to address the needs to develop the understanding of Good First Instruction and Intervention using evidence-based practices that will improve literacy, mathematics, and all other content areas for teachers, administrators, and classified staff.		
<b>1.15</b>	Professional learning - SPED Certificated	Prepare effective teachers to meet the academic needs of Special Education students, through culturally and linguistically inclusive practices that provide learning opportunities focused on meeting the individualized needs of students in all content areas including English Language Arts/Literacy, Mathematics, Language Development for students identified as English Learners, Writing, History Social Science, Next Generation Science Standards, Physical Education, and all other areas aligned to the Individualized Education Plans.	\$274,876.00	No
<b>1.16</b>	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.	\$73,486.00	Yes
<b>1.17</b>	Professional Learning Google Certification Engineering, Gaming, Coding (DELETED in 2022/23 LCAP)	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	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 was deleted in 2022-23.</p>		
1.18	Update of Technology for teaching and learning	<p>In order to address the need to develop the technology skills, engagement, and ability to use online information and communication technologies to find, evaluate, create, and communicate information requiring both cognitive and technical skills for all students including Low-Income, Foster Youth, and English Language Learners, is essential and supported through student access for 1:1 devices at school and at home. Updated technology equipment to support teaching and learning will be provided at 44 school sites through the support of:</p> <p>Electronics Systems Support Technician (2)</p> <p>Network Support Technician(14)</p> <p>Network Systems Engineer (2)</p> <p>Network Support Technician Supervisor (1)</p> <p>New Position- Chief Tech Officer (1)</p> <p>Network Administrator (Total 5: includes the 4 new positions)</p> <p>One Chief Technology Officer will provide vision and leadership for developing, implementing, and managing instructional technology initiatives to enhance student engagement and accelerate learning in the classroom. Four classified Network Administrators positions will be added to provide support to district staff and students related to ensuring the District’s software and technology network are working. These additional positions are needed to support the vast increase in</p>	\$5,541,828.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student technology and standards implementation as a result of expanding opportunities for STEAM.		
<b>1.19</b>	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.	\$220,000.00	Yes
<b>1.20</b>	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> <p>* (1) Coordinator, Educational Technology, Data &amp; Analysis  * (2) Educational Technology Data &amp; Assessment Analysts</p>	\$1,158,888.00	Yes
<b>1.21</b>	EL/RFEP Monitoring System	The need to continue to provide support for students making the necessary progress in language acquisition and after being reclassified as Fluent English Proficient (RFEP) through the	\$1,580,661.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.	\$683,642.00	Yes
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.	\$10,727,228.00	No
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 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	\$1,733,137.00	Yes

Action #	Title	Description	Total Funds	Contributing
		reclassified and reclassified students, will have increased access to GATE programs to support their continued need for rigor of instruction.		
<b>1.25</b>	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> <p>*Teachers (Voorhies-19, Harris-10, Walter Stiern-3) *TOSA (Harris)</p>	\$4,969,992.00	Yes
<b>1.26</b>	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>	\$3,450,363.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>*11 Music Teachers</li> <li>*5 Choir Teachers</li> <li>*2 Academic Coaches</li> <li>*1 Coordinator</li> <li>*1 Secretary</li> <li>*1 Clerk</li> </ul>		
<b>1.27</b>	PLTW 6th-8th, professional learning, certification, technology	The need to provide all students including Low-Income students, Foster Youth, and English Learners with increased access to a broad course of study through effective Project Lead the Way programs at all junior high and middle schools in the district through support for professional learning opportunities and certification of staff and the necessary equipment and resources for quality programs.	\$753,469.00	Yes
<b>1.28</b>	Project Launch K-6th, teacher and support staff training, curriculum, materials, technology, extra time	The need to provide early and increased access to STEM concepts and opportunities for students at all academic levels in grades K-6th, including Low-Income students, Foster Youth, and English Learners through the Project Launch at all elementary schools phased in over the next five years. Reaching full implementation with ongoing teacher and support staff training, curriculum access, instructional materials, technology, seating materials, storage, and extra time for teachers by 2026.	\$539,531.00	Yes
<b>1.29</b>	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.	\$904,409.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$425,000.00	Yes
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.	\$2,262,146.00	No
1.32	CSUB National Youth Sports Program	The need to provide all students with supplemental enrichment opportunities to accelerate progress to close learning gaps through supplemental summer programs combining sports instruction with the teaching of vital life skills, such as personal health, job responsibilities, nutrition, alcohol and other drug prevention activities as part of the CSUB National Youth Sports Program.	\$154,696.00	No
1.33	Homeless case management	Increase and improve the services to meet the needs of students identified as Homeless such as remediation/tutoring, school materials, clothing, support services, basic needs for food, transportation, and case management through the District's McKinney-Vento program.  *1 clerk *5 FACE Liaisons/Driver *1 District Liaison Homeless Foster	\$656,072.00	No

Action #	Title	Description	Total Funds	Contributing
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.	\$236,103.00	Yes
1.35	Coordination of Supplemental Programs	<p>California State Preschool  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.</p> <p>Compensatory Education  Coordination of Professional Learning and Assistance to Schools to meet the needs of students eligible for Title I services through District Title I Initiatives:</p> <p>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, the following priorities were identified and will be addressed at the site</p>	\$96,867,615.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>and district level through professional development and curriculum planning:</p> <ul style="list-style-type: none"> <li>*Increase the frequency and rigor of collaborative conversations</li> <li>*Ensure an explicit, systematic phonemic awareness and phonics instruction</li> <li>*Strengthen the elements of balanced literacy</li> <li>*Increase student content building and integration</li> <li>*Address Learned Helplessness</li> <li>*Ensure alignment between instructional standards, lesson purpose and task</li> <li>*Formalize writing instruction</li> </ul> <p>PLS opportunities include: PD and Coaching Support from Curriculum &amp; 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.</p> <p>Conferences/PD Consultants include:</p> <ul style="list-style-type: none"> <li>*Virtual Modules Of Shifting The Balance and The Phonemic Awareness And Phonics Instruction</li> <li>*ACSA Summer Leadership Institute for: New Principals, VP's, and Academic Coaches</li> <li>*Solution Tree Professional Learning Community Summer Summit/Conference</li> <li>*Cognitive Coaching</li> <li>*Fountas and Pinnell Leveled Literacy Intervention</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<p>*Point Loma Univ. Center for Excellence in Learning for Reading and Language Arts Added Authorization</p> <p>*Renaissance Learning</p> <p>*MTSS Professional Learning Institute</p> <p>*Project Lead the Way Teachers attend specialized courses for one week throughout the course of the year or summer.</p> <p>*Literacy program evaluation through Zaner-Bloser</p> <p><b>#2 Assistance to Schools</b></p> <p>TK/K spring orientation for students and parents to support the effective transition of participants into elementary school.</p> <p>Fall Onboarding for students and parents to support the effective transition of participants into elementary and junior high/middle school.</p> <p>Re-engagement/Outreach to find students at risk of not attending.</p> <p>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</p> <p>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.</p> <p><b>Migrant</b> 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).</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>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 &amp; 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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>*New Teacher Development Department staff and supports</li> <li>*Curriculum and Instruction Department staff and supports</li> <li>*Special Education Department staff and supports</li> <li>*Summer and School Year PD opportunities</li> <li>*District Teacher Leadership Teams and District Advisory Committees</li> <li>*Summer Institute</li> <li>*NISL</li> <li>*Monthly Administrative Leadership Institutes</li> <li>*BCSD Service Delivery Model</li> <li>*Cognitive Coaching</li> <li>*District Title I Initiative for Professional Development supports including staff, consultants, conferences, and materials</li> </ul> <p>English Learner Coordination of services for English Learners and students identified as Immigrants using Title III funds. Services include: professional learning for teachers, administrators, school and community-based organizational personnel, Program Specialists, and support to enhance instructional opportunities.</p>		

Action #	Title	Description	Total Funds	Contributing
		<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) Title IV 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 &amp; 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 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.</p>	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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> <p>*1 teacher per school site (44 schools)</p>	\$200,000.00	Yes
1.38	English Learners tutoring & Saturday Academies	<p>Efforts to increase access to supplemental learning opportunities for students identified as English Learners through after school tutoring and support, as well as Saturday Academy sessions. Staff paid to tutor will provide students additional time for acceleration of language acquisition to ensure all EL students can attain English Proficiency prior to entering middle school/junior high. Tutoring costs for 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.</p>	\$150,000.00	Yes
1.39	Increase supports for Long Term English Learners	<p>In order to continue 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</p>	\$270,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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>		
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> <p>*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.</p> <p>*Schools will communicate the available supports focused on addressing the literacy achievement gaps for all students, including unduplicated pupils</p> <p>*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</p> <p>*Continue to promote literacy throughout the year beyond the initial onboarding by establishing expectations that promote literacy</p> <p>*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,</p>	\$549,549.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Transportation, as well as extra time for certificated staff and FACE is provided as needed.		
1.41	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> <p>*3 Science Teachers on Special Assignment (TOSAs)</p>	\$881,842.00	Yes
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 comprehensive needs assessment, addressing identified resource inequalities, and</p>	\$6,793,035.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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"> <li>*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.</li> <li>*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.</li> <li>*Tutoring and/or other extended learning opportunities that augment the core academic program;</li> <li>*Targeted support and interventions to address students' needs during the school day and/or after school through interventions, extracurricular opportunities, and incentive programs.</li> <li>*Curriculum, leveled readers, classroom and library books, assemblies, field trips, transportation, duplication, technology, materials, equipment and furniture to implement interventions; and</li> <li>*Certificated support staff to provide supplemental intervention instruction and support. <ul style="list-style-type: none"> <li>*Teacher Intervention Specialist</li> <li>*Teacher Tutor</li> <li>*Academic Coach</li> <li>*Academic Program Leader</li> </ul> </li> <li>*Classified support staff to provide supplemental intervention instruction and support. <ul style="list-style-type: none"> <li>*Instructional Aide</li> <li>*Specially Funded Clerk</li> </ul> </li> <li>*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.</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
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 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</p>	\$8,675,619.00	Yes

Action #	Title	Description	Total Funds	Contributing
		changes to discover what was effective and what was not, and applying new knowledge in the next cycle of continuous 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 Specialist	<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> <p>*Intervention Specialists (Total 42), excluding Chavez and Downtown</p>	\$6,595,092.00	Yes

## Goal Analysis [2022-23]

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.

As the students and staff in the district returned to be fully in-person during the 2022-23 school year, the district continued in its efforts to implement all actions in Goal 1: Academic Achievement.

The Bakersfield City School District was faced with the challenges of staffing shortages and even staff burnout. The overall implementation of actions including professional learning opportunities for teachers and extended learning opportunities for students were those most affected during the 2022-23 school year. However, the district increased learning opportunities through summer and breaks to address student needs and successfully implemented professional learning for teachers.

Actions 1.1, 1.8, 1.14, 1.15, 1.43 were fully implemented to improve student learning. Class sizes were reduced in grades 4th-8th in order to provide individualized instruction; teacher mentors were provided to support new teacher preparedness (New Teacher Development), and providing teachers with opportunities to learn about effective evidence-based instructional practices aimed at building teacher knowledge; professional learning was provided on evidence-based instructional practices in the area of literacy for Good First Instruction in classrooms including Special Education; allocations to schools for local decision making on the professional learning needs based on individual teacher needs will provide sites to design professional learning opportunities for new teachers as well as experienced teachers in need of follow-up support on topics such as literacy, writing, science, and all other content areas. Some challenges encountered were the availability of teachers to receive professional learning after school, however, the district provided release time during the day to allow for all teachers to receive uniform access to the training across the district.

Actions 1.9, 1.19, 1.20, 1.22, 1.40, 1.41, 1.44 were fully implemented to support teachers and students with the necessary materials, books, online resources, library media assistants and computer technicians needed to build a strong literacy foundation for students to address the academic loss, and provide hands-on learning experiences for students, especially students with unique needs including EL, Foster Youth, and Low Income. Also with the intervention specialists the district began to address the learning loss in the area of literacy, provided much needed support at all schools in the area most needed as determined by each school, developing intervention programs that fostered a love for reading while addressing skills most impacted as a result of the pandemic. Some challenges were the transitions of classroom teachers to intervention positions leaving an open position in the classroom that was filled to give students the needed instruction in the classroom.

Actions 1.2, 1.3, 1.5, 1.6, 1.10, 1.13, 1.18, 1.42 were fully implemented to support schools with the expertise of specialists, budget supervisors, coordinators, the needed number of coaches, technology specialists to support instruction; allocation of funds to sites addressed student groups who with most intense need for support, groups identified as Low or Very Low Performing; a Service Delivery Model to work as a team to restore effective practices and rethink the approaches for learning based on student needs. Coordination on the best use of funds was sometimes a challenge as some allocations of one time funds needed to be aligned based on need and allowability of funds. The support of electronic systems support technicians, network technicians, network system engineers, network support technician supervisor, and existing network administrators to support the 1:1 device implementation and maintenance for students who need to advance their technology skills and access to online learning systems.

Actions 1.11 & 1.12 were fully implemented to prepare educational leaders that understand the development of coherent systems and can address the academic needs of students using evidence, data; prepared staff to lead the work to provide quality programs for the diverse needs of students; gave feedback on improving learning conditions and establishing district wide expectations to ensure leaders were prepared to mitigate student learning loss. The challenge of finding sufficient time to oversee the schools and provide the training and support for administrators did not interfere with the development of administrative teams to lead the work.

Actions 1.7, 1.16, 1.21, 1.25, 1.38, 1.39 were fully implemented to effectively support and monitor EL students and increase language acquisition through teacher preparation, training on effective strategies, and extending learning opportunities for students who need it the most, especially Long Term English Learners. Understanding EL students were impacted in language acquisition progress, the district offered support for in classroom instruction on the ELD Toolkit and conducted follow up sessions at sites with a high number of EL students and monitored implementation in classrooms. The district will continue to support the expansion of the DI programs that were fully implemented to support Dual Immersion sites as the programs expanded.

Actions 1.23, 1.24, 1.31, 1.32, 1.35 were fully implemented to provide students with extended learning opportunities, after school and during the summer in efforts to re-engage students in activities that promote hands-on learning and provide opportunities for students to develop leadership skills through hands-on learning STEAM activities.

Actions 1.26, 1.27, 1.28, 1.29, 1.30, 1.36, 1.37 were fully implemented to provide increased access to a broad course of study for students and support teachers who to meet the academic needs of all students through GATE programs, Visual and Performing Arts, Project Lead the Way, Project Launch, PROUD Academy, E-Sports, CSTEM-Robotics, and Civic Projects.

Actions 1.33 & 1.34 were fully implemented to provide services to meet the needs of students identified as Homeless or Foster Youth such as remediation/tutoring, school materials, clothing, support services, basic needs for food, transportation, and case management through the District's McKinney-Vento program. Students received services as needed through the Youth Service Specialists, Associate School Social Workers, and staff assigned to follow-up with students and family.

Action 1.4 was fully implemented to have Vice-Principals in order to support and promote student engagement, increase academic achievement, and focus on improving attendance to ensure students had access to good first instruction and interventions available at the school for all students, including Low-Income, Foster Youth, and English Learners; ensure students are present and reduce the need for intervention or gaps in learning.

COVID-19 continues to have an impact on the district's ability to fill vacant positions on a timely basis, due to staffing shortages but it has not prevented the district from continuing to implement actions that address the academic deficiencies exacerbated by the pandemic and still evident in classrooms and documented through student performance in district indicators. The district prides itself in implementing all actions in Goal 1 in its efforts to address the academic needs of students, support individual needs for educators and administrators in improving student outcomes to reach mastery of the state academic standards.

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 2022-23 LCAP Goal 1 was \$187,783,887. The estimated actual expenditures for 2022-23 LCAP Goal 1 is \$134,494,775. This is a difference of \$53,289,112. The substantive differences were in the following actions:

Actions 1.2 & 1.14 Material differences in planned funding and estimated actual expenditures was due to the available Title I & II carryover over funds as a result of the pandemic, from 2021-22 for implementation of the action in 2022-23.

Action 1.5 Material differences in planned funding and estimated actual expenditures was due to the reduction of Title I carryover funds previously allocated for supplemental evidenced-based materials.

Action 1.7 Material differences in planned funding and estimated actual expenditures was due to the use of carryover Title III funds for EL Specialists to provide support in schools.

Action 1.15 Material differences in planned funding and estimated actual expenditures was due to district using other one time funds for professional development from Title I and one time grant funds (Early Intervention Preschool Grant).

Action 1.18 Material differences in planned funding was due to action language not reflecting the 1- Electronics Systems Support Technician, 14-Network Support Technicians, 2-Network Systems Engineers, 1-Network Support Technician Supervisor, 1-Network Administrator positions for which funds were allocated in 2022-23 to provide support in schools.

Action 1.23 Material differences in planned funding and estimated actual expenditures to increase access for Extended Learning Program Academies was due to the action being funded through ELOP and ELOG.

Action: 1.31 Material differences in planned funding and estimated actual expenditures was due to the Extended Learning Opportunity Programs after school being implemented and the district integrated one time ESSER funds to coordinate funds and provide students with enrichment opportunities and a well-rounded educational program to support the regular day efforts during the after school academies.

Action: 1.35 Material differences in planned funding and estimated actual expenditures was due to budgeted allocations including prior year carryover and current year award for ELOP. The district is still implementing ELOP as a result current year award was not fully expended and will be rolled over into the 2023-24 LCAP.

Action: 1.36 Material differences in planned funding and estimated actual expenditures was due to the action being funded through a different resource including one time federal/state funding (ESSER II, EEG).

Action: 1.37 Material differences in planned funding and estimated actual expenditures was due to the action being funded through Title II Federal Funds.

Actions 1.38 & 1.39 Material differences in planned funding and estimated actual expenditures was due to opportunities for tutoring for English Language Learners using carryover Title III funds directed for EL students that were not spent as a result of the pandemic in prior years.

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

The district is making progress towards goal 1 as demonstrated by the following data:

#### Priority 4: Pupil Achievement

50.5 % of English Learners are making progress towards English Proficiency as measured by the ELPAC and Reported in the Fall 2022 Dashboard an increase of 4.8% from 2019. The following actions have contributed to this improvement: Actions 1.1, 1.2, 1.7, 1.9, 1.10, 1.14, 1.16, 1.18, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 1.30, 1.31, 1.35, 1.36, 1.37, 1.38, 1.39, 1.40, 1.41, 1.42, 1.43, 1.44. These actions have provided students opportunities to engage in language rich experiences, provide support for staff to build knowledge around language acquisition, and allow schools and district to identify the individualized needs of EL students and provide intervention as needed.

#### STAR Data

Based on the Benchmark Assessment System (BAS) 32.8% of students in grades Kindergarten to First met reading expectations by the second administration of the assessment, which is an increase of 1.47 percentage points in comparison to the 2021-22 school year.

Based on the STAR Early Literacy assessment 34.3% of students assessed in grades Kindergarten to First read proficiently by the Winter administration, which is an increase of 8.9% in comparison to the 2021-22 school year.

Based on the STAR Reading assessment 28.9% of students assessed in 2nd-8th grade were proficient in Reading by the Winter administration, which is an increase of 1.7% in comparison to the 2021-22 school year.

Based on the STAR Math assessment 33.6% of students assessed in 2nd-8th grade were proficient in Math by the Winter administration, which is less than a 1% decrease in comparison to the 2021-22 school year.

The district's efforts to build literacy and language through the following actions have contributed to these improvements: providing on-going professional development and instructional materials; and interventions to build the knowledge and extend the expertise for all staff and administrators on language development and acquisition, literacy skills, diagnosing student literacy skills and determining the best use of data to accelerate, support and inform high quality instruction and intervention by grade level as part of the Multi-Tiered System of Support. (Actions 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.20, 1.21, 1.22, 1.24, 1.25, 1.27, 1.28, 1.35, 1.39, 1.41-1.44).

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

#### Priority 7: Course Access

The district has continued to provide increased support for 100% of Low-income, Foster Youth, and English Language Learner students access to programs and services developed to meet their needs. The district provides access, and exposure to valuable learning experiences that build the background knowledge and capacity to make connections with the content presented in ELA, Mathematics, Science, Physical Education, STEAM, History Social Science. Actions that build literacy, communication, collaboration, and other skills in preparation to meet the expectations of a BCSD graduate. (Actions 1.19, 1.29, 1.32).

#### Priority 5: Attendance/Chronic Absenteeism

2023 Attendance and Chronic Absenteeism rates (reported in KiDS) for Foster Youth indicate the following actions are supporting improved attendance by Foster Youth students in the district.

##### Attendance:

91.36% “all student” group

92.52% Foster Youth

##### Chronic Absenteeism:

31% “all student” group

25% Foster Youth

These actions provide individualized support for Foster Youth and Homeless students to address their need for stability and continuity and ensure they access all resources available at schools with the support of staff. (Actions 1.33, 1.34).

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 2023-24 LCAP Year:

Goals: No changes

Metrics: As a result of available 2023 Fall Dashboard reporting and based on the feedback from site and district administrators, some local metrics were revised to include new reporting data made available and for clarity of reporting. Specifically changes to:

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

Removal of STAR and BAS reporting since the 2023 Fall Dashboard reporting for ELA and Math are now included. STAR and BAS reporting will continue to be included in Priority 8(a) based on the 2022-23 Baselines.

Desired Outcomes: No changes

Actions: Changes

Action 1.3: Revised action to include the proportional cost of a budget supervisor and an additional clerk.

Action 1.5: Revised action to reflect the decrease from fourteen to twelve Instructional Specialists continuing to provide support in 2023-24.

Action 1.7: Revised action to include additional one-time Title III Carryover funding to address the needs of EL students.

Action 1.6: Revised action by removing the position of one coordinator and to reflect the number of coaches for which funds had been allocated in 2022-23 and continuing in 2023-24.

Action 1.9: Revised action to reflect the number of Library Media Assistants and Computer Technicians for which funds had been allocated in 2022-23 and continuing in 2023-24.

Action 1.10: Revised action by adding the Vice-Principal position for added support to one identified focus school.

Action 1.14: Revised action to include additional one time Title I Carryover funding to address the needs to develop the understanding of Good First Instruction and Intervention using evidence-based practices that will improve literacy, mathematics, and all other content areas for teachers, administrators, and classified staff.

Action 1.18: Revised action to include additional funding and for added positions; four new classified network administrators, and a Chief Technology Officer. In addition, action now reflects positions Electronic Systems Support Technician, network administrator, Network support technicians, Network Systems Engineers, Network Support Technician Supervisor for which funds have been allocated since the 2018-2019 LCAP and continuing in 2023-24.

Action 1.21: Revised action to reflect the decrease in contracts and consultant agreements for online systems.

Action 1.22: Revised action to reflect decrease in funding allocation for classroom and school libraries, now funded through one time ESSER funds.

Action 1.23: Revised action to include additional funds to support extended learning opportunities and increase access to learning to mitigate learning loss.

Action 1.25: Revised action by adding an additional teacher at Harris to support the students now transitioning into 5th grade in the Dual Immersion Program.

Action 1.40: Revised action to reflect the decrease in funds for onboarding costs.

Action 1.42: Revised action to reflect the increase in funds to support the targeted and tiered academic interventions needed to mitigate student learning loss.

Action 1.43: Revised action by reflecting the decrease in funds as the district continues to provide learning opportunities during the day, in the summer, or on late start days.

**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.**

# Goals and Actions

## Goal

Goal #	Description
2	<p>Goal 2: Social Emotional Learning - The Bakersfield City School District is committed to supporting the social emotional, mental and physical health of all students, families and staff working together to create a school environment through a sense of shared responsibility. Our students' social emotional, mental, and physical health will be supported through responsive staff, informed in what it takes to meet the individual needs of students through a culturally responsive and trauma informed multi-tiered system aimed to provide students the tools to achieve their goals.</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) 83.67% Attendance Rate  Based on the 2021-22 CALPADS EOY 3 data report ATT120  The attendance rate is lower than expected because attendance tracking during the 2021-22 school was impacted by the contact tracing as a result of COVID-19		5a) 96.50 % Attendance Rate Based on the California Dashboard  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. In the absence of the Fall 2020 Dashboard,	5b) 51.6% of students in K-8 were chronically absent  Based on the Fall 2022 California Dashboard		5b) 11.5% Chronic Absenteeism Rate  Based on the 2023-24 California Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		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) 118 students Based on the 2022-23 Fall 1 CALPADS Report 1.14		5c) 30 students Based on the 2023-24 Fall 1 CALPADS Report 1.14
5d) High School Dropout Rates - N/A	5d) N/A	5d) N/A	5d) N/A		5d) N/A
5e) High School Graduation Rates - N/A	5e) N/A	5e) N/A	5e) N/A		5e) N/A
6a) Suspension Rates	6a) 2.1% suspension rate Based on the 2019 Fall Dashboard	6a) Based on local data reported Aug.-Dec. 2021 1.2% suspension rate (In the absence of the 2020 Dashboard, local data is being used to report suspension rates.)	6a) 2.6% suspension rate Based on the 2022 Fall Dashboard		6a) 1.5% suspension rate Based on the 2023-24 California Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6b) Pupil Expulsion Rates	6b) 0.015%  Based on the 2019-20 CALPADS EOY Report 7.10	6b) 0% expulsions were reported for the 2020-21 *Based on the 2020-21 CALPADS EOY Report 7.10	6b) 0.003% expulsions were reported for the 2021-22  *Based on the 2021-22 CALPADS EOY Report 7.10		6b) 0.1 % Based on the 2023-24 CALPADS EOY Report 7.10
6c) Annual California Healthy Kids Survey	6c) FALL 2020 7th Grade 52% Strongly Agree/Agree having School Connectedness 56% Strongly Agree/Agree having Caring Adult Relationships 59% Perceive School as Very Safe or Safe  8th Grade 53% Strongly Agree/Agree having School Connectedness 53% Strongly Agree/Agree having Caring Adult Relationships 65% Perceive School as Very Safe or Safe	6c) FALL 2021 7th Grade 52% Strongly Agree/Agree having School Connectedness  52% Strongly Agree/Agree having Caring Adult Relationships  48% Perceive School as Very Safe or Safe  8th Grade 49% Strongly Agree/Agree having School Connectedness 46% Strongly Agree/Agree having	6c) SPRING 2023 3rd-4th 89% Feel welcome at School 93% Adults care about students 83% Feel safe at school 90% Feel safe in classroom  5th-6th 83% Feel welcome at School 89% Adults care about students 74% Feel safe at school 85% Feel safe in classroom		6c) SPRING 2024 3rd-4th 90% Feel welcome at School 90% Adults care about students 90% Feel safe at school 90% Feel safe in classroom  5th-6th 80% Feel welcome at School 80% Adults care about students 80% Feel safe at school 80% Feel safe in classroom

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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.</p> <p>FALL 2019 5th Grade 65% Strongly Agree/Agree having School Connectedness 69% Strongly Agree/Agree having Caring Adult Relationships 67% Perceive School as Very Safe or Safe</p>	<p>Caring Adult Relationships</p> <p>47% Perceive School as Very Safe or Safe</p> <p>Baseline Year Grades 3-8) Hanover Survey</p> <p>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</p> <p>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</p> <p>7th-8th 66.1% Feel welcome at School</p>	<p>7th-8th 80% Feel welcome at School 82% Adults care about students 71% Feel safe at school 81% Feel safe in classroom</p>		<p>7th-8th 80% Feel welcome at School 80% Adults care about students 80% Feel safe at school 80% Feel safe in classroom</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		64.2% Adults care about students 56.8% Feel safe at school 69.2% Feel safe in classroom			

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Cafeteria and Playground Activity Leaders (CPALs)	Two hundred and seventy 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.	\$5,600,744.00	Yes
2.2	Site funding allocations for teachers, clubs	The need to increase student engagement, school attendance, and student achievement for all students, including Foster Youth, English Learners and Low-Income at all middle and junior high schools by providing 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.	\$400,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.3</b>	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.	\$1,318,443.00	Yes
<b>2.4</b>	Coordinator of Student and School Safety	The need to increase the sense of safety for all students, including unduplicated pupils, staff, families, and the community throughout the district with the support of 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.	\$217,025.00	Yes
<b>2.5</b>	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.	\$9,289,666.00	Yes
<b>2.6</b>	Associate School Social Workers (ASSW)	The need to rebuild relationships with all students, including unduplicated pupils, who continue to be 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	\$3,124,225.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(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 District will continue to evaluate the Service Delivery Model structure annually to determine the need for additional ASSW staff.		
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.	\$2,151,518.00	Yes
2.8	School Psychologists & Behavioral Health Therapists	<p>The need to decrease suspension rates, address mental health crisis, and reduce substance use concerns for all students including, Foster Youth, Low-Income students, and English Learners at sites with student groups with a performance level of very low and low in the California Dashboard, will align with the efforts to support schools having school psychologists to provide intensive and direct assistance to identified students with immediate crisis response management.</p> <p>*15 Psychologists *7 Behavioral Health Therapists</p>	\$4,154,104.00	Yes

Action #	Title	Description	Total Funds	Contributing
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> <p>*Associate School Social Worker (6 sites)            *Behavior Intervention Specialist (4 sites)            *Campus Supervisor (1 site)</p>	\$1,506,019.00	Yes
2.10	SEL Professional learning for site administrators	The need to increase the percentage of students reporting through the California Healthy Kids Survey an increased sense of safety and access to caring adults, by providing professional learning to increase the effectiveness of site administrators on topics such as the development of culturally responsive and trauma informed relationships, developing student-centered classrooms, SEL curriculum implementation, increasing student agency and voice in schools, and the goal to refine systems and structures to support a comprehensive Multi-Tiered System of Supports for all students including Low-Income, Foster Youth, and English Learners at 44 school sites.	\$70,000.00	Yes
2.11	SEL Professional learning for all site support staff	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,	\$223,144.00	Yes

Action #	Title	Description	Total Funds	Contributing
		SEL curriculum implementation, increasing student agency and voice, and training for classified staff to refine the systems and structures to support a comprehensive Multi-Tiered System of Supports for all student including Low-Income, Foster Youth, and English Learners across our 44 school sites.		
<b>2.12</b>	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.	\$35,983.00	Yes
<b>2.13</b>	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.	\$87,763.00	Yes
<b>2.14</b>	Social Emotional Learning curriculum (SEL Toolkit)	The need to continue to provide Social-Emotional Support and strategies that build a student's mechanism to increase their critical social-emotional competencies and reduce incidents of misbehavior	\$364,423.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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.		
<b>2.15</b>	Community organization partnerships for mentoring	The need to continue 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 through the District's MTSS framework and continue to contract with a community organization.	\$469,314.00	Yes
<b>2.16</b>	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, 3 School Health Office Technicians, 2 Clerks, 8 School & Community Facilitator/Drivers, 10 School Wellness Center Medical Assistants, 1 Office Manager and operate four regional Comprehensive School-Based Health Clinics to provide prevention and treatment services for medical, mental health, vision, and dental needs for students. Clerks will assist with files, calls to parents and community partners, scheduled appointments, and clerical support for health staff. The work of providing quality comprehensive school-based health clinics (wellness center) will continue with Phase II at MLK.	\$5,770,784.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 Classroom Specialist (10 total) at each of our Jr. High/Middle Schools to counsel students through the restorative conferences when conflicts arise. Through these conferences, students are able to use their voice to share their feelings/emotions with peers and/or teachers in a safe and positive environment. Specialists will lead conflict resolution meetings and intervene to prevent students from getting suspended.	\$1,590,613.00	Yes
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>	\$1,042,660.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 make a positive impact in their schools and/or community. Students will engage with community leaders/professionals and create campaigns to address a need in their community. (transportation, YSS & BIS staff, materials, supplies, facilities, extra time)	\$100,000.00	Yes
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)	\$50,000.00	Yes
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.	\$870,512.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$1,103,260.00	Yes
2.23	Campus Supervisors at all Jr. High/Middle Schools	In order to increase the perceived sense of safety for all students, including unduplicated pupils and to reduce incidents resulting in suspension of pupils while at school, all Jr. High/Middle Schools and select Elementary Schools identified by need will have fourteen Campus Supervisors to assist in ensuring the social-emotional, mental, and physical safety and welfare of all students and community by providing a safe and secure school environment.	\$1,526,924.00	Yes
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>	\$4,302,067.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>*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.</p> <p>*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.</p> <p>**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.</p> <p>*Planned expenditures are established based on consultation with School Site Councils.</p>		
<b>2.25</b>	8 hour Custodians	<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 had contributed to a significant increase in student absences. Schools have returned to in-person instruction and the need mitigate the transmission of COVID-19 also increased as the number of outside visitors to the campuses also increased, the additional custodians will continue to be assigned to schools that have a high concentration of unduplicated students (above 55 percent) including Foster Youth, English Learners, and Low-Income students.</p> <p>*8 hour custodians (Total 42), excluding Chavez and Downtown</p>	\$3,563,916.00	Yes

## Goal Analysis [2022-23]

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

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

The Bakersfield City School District is back to instructional delivery fully in-person, and continues to face the impacts brought about by COVID-19 including continued pockets of chronic absenteeism, a decreased sense of student engagement, and a challenge of finding personnel to meet the Social-Emotional needs of a student population that will see lasting impacts of the pandemic for years to come.

The Bakersfield City School district, like all other districts, experienced the challenges brought about by the pandemic, encountering vacancies and continued turnover of staff for positions including CPALS, and BIS's among others which are integral to provide students with the necessary support for improved student behavior and increased positive engagement with the school community.

Goal 2 Actions fully implemented included Action 2.1 (CPALs), Action 2.5 (BIS), Action 2.20 (Staff extra time for Foster Youth support), these actions. Although staff were hired to provide schools with the needed supervision and monitoring of students with the appropriate delivery of intervention, not all positions were filled as expected at the start of the school year. The district's challenge in 2022-23 has been the ability to find the personnel needed since the onset of the academic year. Five additional CPAL's were hired than originally planned to support schools in need of additional supervision and to ensure a safe campus while outdoors. In addition, the challenge of having current staff available after school or on weekends did not hinder the district's ability to provide staff with the necessary training. The district pivoted in its approach to training by providing professional development during the work days, throughout the school year.

Actions 2.4, 2.22, 2.23 were fully implemented in order to increase the perceived sense of safety for all students and families, especially unduplicated pupils, while on school campuses and buses. The safety coordinator ensured plans were developed in accordance with state expectations but most importantly to ensure student safety plans were updated to meet the needs and concerns of students, staff, parents and community.

The district's LCAP Actions 2.16, 2.17, 2.18, 2.25 were fully implemented, however the district's ability to complete Phase II of the comprehensive school-based health clinic at Dr. Martin Luther King Jr. school (MLK) was impacted by delays to supply chain and availability of services during the year, and it is expected the District will need to extend the completion of Phase II into the coming year. All clinics aimed at reducing and preventing the health barriers impacting all students from attending school and missing instruction that often result in low student achievement were in full operation and provided services. In addition, the availability of the district's alternative to suspension program for Jr. High/Middle Schools have resulted in trained restorative classroom specialists, coordinator, and utilizing restorative practices while enrolled in the Alternative to Suspension Program and building student skills for improved decision-making. The ability of providing students a community day school as an alternative education program has allowed students to improve their attendance by building their social emotional competencies and eliminating concerning behaviors leading to suspensions. These actions helped address not only physical well-being but also social-emotional needs of students caused by the pandemic.

In order to address the increase in mental and physical health needs for students within the Bakersfield City School District the following actions were fully implemented by providing coordinators, MTSS coaches, clerical staff (Action 2.3), Behavior Intervention Specialists (Action 2.5), Associate School Social Workers (Action 2.6), Youth Service Specialists (Action 2.7), Psychologists (Action 2.8), and added personnel for schools identified in need of additional supports (Focus Schools Action 2.9). Focused on meeting the individual needs of Foster Youth, Low Income students whose needs were exacerbated by the pandemic and in need of Tier 2 and Tier 3 support. The work of these actions relied on partnerships established with outside community organizations to mentor the whole child beyond the regular school day, if the needs extended beyond and were attributed to a familial need (Actions 2.15, 2.20).

The district fully implemented the delivery of professional learning opportunities for classified, certificated, and site administrators (Actions 2.10, 2.11, 2.12, 2.13, 2.14, 2.24), addressing 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. Provided training for classified staff to refine the systems and structures for a comprehensive Multi-Tiered System of Support for all students including Low-Income, Foster Youth, and English Learners across our 44 school sites.

The district's continued implementation of the MTSS systems and supports continues in its success in 2022-23 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 on-going trauma. The district further had staff participate in the System Fidelity Check(SFC) to monitor all evidence of delivery of interventions.

Actions 2.2, 2.19, 2.21 were fully implemented to continue 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. Through these actions the district increased engagement and improved attendance by offering students options for school involvement through after school programs including; sports programs 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; access to funds at all sites to develop clubs that are connected to student interests and intended to engage students, improve attendance and impact student achievement.

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 2022-23 LCAP Goal 2 was \$42,949,263. The estimated actual expenditures for 2022-23 LCAP Goal 2 is \$41,794,399. This is a difference of \$1,154,864. The substantive differences were in the following actions:

Action 2.10 & 2.12: Material differences in planned funding and estimated actual expenditures is due to the SEL professional learning for site administrators and classroom teachers was offered during Summer Institutes or during late starts by trained district staff in lieu of consultants and instead of after school or weekends resulting in material differences between what was budgeted and what was actually expended.

Action 2.19: Material differences in planned funding and estimated actual expenditures was due to a reduction in the cost of materials and staff costs.

Action 2.20: Material differences in planned funding and estimated actual expenditures was due to District staff providing training to conduct daily preventive measures to improve student attendance during the day instead of after school or on Saturdays resulting in material differences in planned funding and estimated actual expenditures.

Due to time constraints, staff in need of training were not available after school or Saturdays and this resulted in significant savings for the district which contributed to the substantive differences in Goal 2.

#### 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.

We identified the following successes based on the California Department of Education's Dataquest reported BCSD Expulsion rates from 2019 to 2022. Based on the Expulsion Rate: 2019-2022 table, the rate for the Bakersfield City School District continues to be maintained at less than 0.0%. The district's current monitoring of expulsions for the 2022-23 school year are projected to remain at less than .02%.

Based on the Fall 2022 California Dashboard data:

Priority 6a: Suspension Indicator

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

Medium: English Learners (1.8%) Filipino (1.9%), Hispanic (2.3%), White (2.5%)

Very Low: Asian (0.0%)

Based on School Climate Survey data students sense of safety and connectedness has improved from 2021

#### Priority 6c: School Climate

##### 3rd-4th graders

89% feel welcome at school (+9%)

93% feel an adult cares about them (+9.1)

83% feel safe in school (+11.4)

90% feel safe in the classroom (+8)

##### 5th-6th graders

83% feel welcome at school (+12.1%)

89% feel an adult cares about them (+13.8%)

74% feel safe in school (+12.4%)

85% feel safe in the classroom (+9.9%)

##### 7th/8th graders

80% feel welcome at school (+13.9%)

82% feel an adult cares about them (+17.8)

71% feel safe in school (+14.2)

81% feel safe in the classroom (+11.8)

#### Priority 5: Attendance/Chronic Absenteeism

2023 Attendance and Chronic Absenteeism rates (reported in KiDs) for Foster Youth and English Learners show these student groups performing better than the "all student" group.

##### Attendance:

All Students: 91.36

FY 92.52%

ELS 92.51%

##### Chronic Absenteeism:

All students 31%

FY 25%

ELS 26%

The continued training and support of Behavioral Intervention Specialists, School Social Workers and Youth Service Specialists to address the social emotions well being of students included in goal 2 as part of this year's LCAP will provide the continued success for years to come as we mitigate the residual effects of student absenteeism post-pandemic. Through the continued effective implementation of the MTSS process at all schools and on-going SEL Toolbox training of teachers and parents we anticipated the district will move forward towards improvement to meet the needs of students most in need of Tier 2 and Tier 3 support for them to develop positive relationships with and mental health.

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.

Action 2.1: By providing schools with two hundred sixty-five Cafeteria and Playground Activity Leaders (CPALs) staff, in partnership with outside agencies, the district will continue to 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 support of staff to supervise students as a result of late starts all Middle schools/Jr. High's was essential this year when elementary schools experienced an increase in students arriving prior to the start of the school day. The extended learning/supervision time was funded from ELO-P for CPALs, in order to ensure student safety and engagement for all students including unduplicated pupils, which resulted in lower suspension for some student groups (English Learners, Filipino, Hispanic, White, Asian).

Actions 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.20 provided schools the needed supports for Tier2 and Tier 3 through the Multi-Tiered Systems of Supports for students whose SEL needs often affect their attendance and behavioral outcomes which has kept the district expulsions at less than .02% and suspension for the all student group at 2.6% which is .5% lower in comparison to the state's suspension rate. The support of a safety coordinator, associate school social workers, Behavior Intervention Specialists, Youth Services Specialists, and Psychologists 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. In addition staff will continue to support the effectiveness of providing immediate crisis response management for students who may still be impacted with the after effects of the pandemic.

Actions 2.2, 2.19, 2.21 have continued to engage students in opportunities to meaningfully participate in positive experiences that give students a sense of belonging, encourage positive relationships with their peers, and promote school involvement ensuring students feel accepted and valued. Allowing students to participate in clubs, sports, or leadership institutes which are venues for social engagement and the development of social skills deemed to improve school attendance and positive behavior.

Actions 2.10, 2.11, 2.12, 2.13, 2.14, 2.24 have allowed both certificated staff and classified to engage in professional learning 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 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.

Actions 2.15, 2.17, 2.18 have provided 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. Also, increasing support for student engagement and attendance for all students including Low-Income, Foster Youth, and English Learners at the Jr. High/Middle Schools with support from restorative classroom specialists, by explicitly teaching and utilizing restorative practices while enrolled in the Alternative to Suspension Program and building student skills for improved decision-making.

Actions 2.16, 2.22, 2.23 have continued to provide students with an increased sense of safety and addressed 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. The additional custodians to increase the disinfecting and cleanliness of high touch areas including classrooms to reduce the transmission of COVID-19 that had contributed to a significant increase in student absences at the height of the pandemic. In addition, by providing students the ability to access school-based health clinics (wellness centers), the district has addressed 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. The additional custodian at some schools to increase the disinfecting and cleanliness of high touch areas including classrooms to reduce the transmission of COVID-19 in combination with all other actions make the on-going difference for students' perceived sense of safety.

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 2023-24 LCAP Year:

Goals: No changes

Metrics: No changes

Desired Outcomes: No changes

Actions: Changes

Action 2.1: Increased CPAL's from two hundred sixty five to two hundred seventy to support schools with needed outdoor supervision and ensure students were safe during outdoor activities.

Action 2.5: Revised action to account for changes in funding due to salary increases.

Action 2.6: Increased the number of Associated School Social Workers by four in order to continue to address the individual root causes of Tier 2 and Tier 3 families and assists students and families to address the barriers that inhibit engagement and access to educational opportunities while in school, and conduct home visits as necessary.

Action 2.8: Increased the number of School Psychologists and supports through seven Behavioral Health Therapists to address the increase of assertive discipline incidents related to substance possession, use, and sales. Also to support the increase in mental health needs which indicate a 12% increase in comparison to the 2021-22 school year. These changes resulted in an increase in allocation amounts as well.

Action 2.9: Revised the action for Focus Schools to reflect the funded positions with four sites receiving an additional Behavior Intervention Specialist and six sites with an additional Associate School Social Worker to increase services and 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 as it was implemented in the 2022-23 school year and will continue in 2023-24.

Action 2.15: Revised action to account for changes in funding for increase in costs for contracts for services to students and families.

Action 2.16: Revised the action to account for changes in funding for the following positions (10) School Wellness Center Medical Assistants, four previously funded using one time funds (from GEER) and (3) School Health Office Technicians instead of four. The two custodian positions funded under this action were also removed. School Wellness Centers will continue with Phase II of construction in the 2023-24 school year.

Action 2.17: Action revised to reflect the ten Restorative Classroom Specialists implemented in the 2022-23 school year and will continue in 2023-24.

**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.**

# Goals and Actions

## Goal

Goal #	Description
3	<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.            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.</p>

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 continue to 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 the 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 continue to strengthen the commitment the district has made to work as partners with parents, families and community members and better meet the needs of our student population to be able to reach grade level mastery of all content standards. The effectiveness of these actions will be evaluated using the accompanying metrics.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3a) The district’s efforts in seeking parent input in making decisions for the district and school resources	3a) 6,717 Parents participated in the completion of the Annual Parent Climate Survey  2,551 parents/guardians completed the 2020-21 LCAP Community Survey  350 Parent University Graduates in 2020-21 representing all students, including unduplicated pupils and individuals with exceptional needs  85% of respondents strongly agree or agree that the school has high expectations of their child/children  86.7% of respondents strongly agree or agree that their schools/district provide regular opportunities to	3a) 11,230 Parents participated in the completion of the Annual Parent Climate Survey  1,257 parents/guardians completed the 2021-22 LCAP Community Survey  302 Parent University Graduates in 2021-22 representing all students, including unduplicated pupils and individuals with exceptional needs  87 % of respondents strongly agree or agree that the school has high expectations of their child/children  86.7% of respondents strongly agree or agree that their schools/district provide regular opportunities to	3a) 8,375 Parents participated in the completion of the Annual Parent Climate Survey  877 parents/guardians completed the 2022-23 LCAP Community Survey  279 Parent University Graduates in 2022-23 representing all students, including unduplicated pupils and individuals with exceptional needs  89.5 % of respondents strongly agree or agree that the school has high expectations of their child/children  90.6 % of respondents strongly agree or agree that their schools/district provide regular opportunities to participate, as		3a) 15,000 Parents participating in the completion of the Annual Parent Climate Survey  15,000 parents/guardians completing the 2023-24 LCAP Community Survey  500 Parent University Graduates in 2023-24 representing all students, including unduplicated pupils and individuals with exceptional needs  90% of respondents reporting strongly agree or agree that the school has high expectations of their child/children  90% of respondents reporting strongly agree or agree that their schools/district provide regular

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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>participate, as indicated in the Annual Parent Climate Survey</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>indicated in the Annual Parent Climate Survey</p> <p>88.5% 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 2022-2023:</p> <p>District Advisory Committee (DAC): 62% of schools with parent representation</p> <p>District African American Parent Advisory Committee (DAAPAC): 43% of schools with parent representation</p>		<p>opportunities to participate, as indicated in the Annual Parent Climate Survey</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):</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					100% of schools with parent representation
3b) Promote parental participation in programs for Low Income, English Learners, and Foster Youth	3b) District English Learner Advisory Committee (DELAC): 53% of schools with parent representation  20.78% of respondents in the 2020-21 LCAP Community Feedback Survey were identified as parents of EL's  65.07% of respondents in the 2020-21 LCAP Community Feedback Survey were identified as parents of Low-Income Students  1.97% of respondents in the 2020-21 LCAP Community Feedback Survey were identified as parents of Foster Youth	3b) District English Learner Advisory Committee (DELAC): 59.5% of schools with parent representation  19.2% of respondents in the 2021-22 LCAP Community Feedback Survey were identified as parents of EL's  62.2% of respondents in the 2021-21 LCAP Community Feedback Survey were identified as parents of Low-Income Students  0.6% of respondents in the 2021-22 LCAP Community Feedback Survey were identified as parents of Foster Youth	3b) District English Learner Advisory Committee (DELAC): 59.5% of schools with parent representation  23.9% of respondents in the 2022-23 LCAP Community Feedback Survey were identified as parents of EL's  77.3% of respondents in the 2022-23 LCAP Community Feedback Survey were identified as parents of Low-Income Students  0.3% of respondents in the 2022-23 LCAP Community Feedback Survey were identified as parents of Foster Youth		3b) District English Learner Advisory Committee (DELAC): 100% of schools with parent representation  100% of EL parents/guardians will respond to the 2023-24 LCAP Community Feedback Survey  100% of Low-Income parents/guardians will respond to the 2023-24 LCAP Community Feedback Survey  100% of Foster Youth parents/guardians will respond to the 2023-24 LCAP Community Feedback Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3c) The district's efforts in promotion of parental participation in programs for unduplicated pupils and individuals with exceptional needs	3c) 5.85% of respondents in the 2020-21 LCAP Community Feedback Survey were identified as parents of Special Ed. Students  CAC Special Education Community Advisory Committee (CAC) 47% of schools with parent representation	3c) 8.1% of respondents in the 2020-21 LCAP Community Feedback Survey were identified as parents of Special Ed. Students  CAC Special Education Community Advisory Committee (CAC) 61% of schools with parent representation	3c) 10.8% of respondents in the 2022-23 LCAP Community Feedback Survey were identified as parents of Special Ed. Students  CAC Special Education Community Advisory Committee (CAC) 59% of schools with parent representation		3c) 100% of Special Ed parents/guardians will respond to the 2023-24 LCAP Community Feedback Survey  CAC Special Education Community Advisory Committee (CAC) 100% of schools will have parent representation

## 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.	\$4,962,218.00	Yes
3.2	Parent University, Now We're Cooking,	The need to increase and improve the support for all parents including parents of unduplicated pupils, on understanding the U.S. Educational	\$744,936.00	No

Action #	Title	Description	Total Funds	Contributing
	Summer Parent 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.		
<b>3.3</b>	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.	\$111,181.00	Yes
<b>3.4</b>	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.	\$1,916,598.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.5</b>	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 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.	\$1,892,659.00	Yes
<b>3.6</b>	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.	\$167,004.00	Yes
<b>3.7</b>	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.	\$808,324.00	Yes

## Goal Analysis [2022-23]

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.

Although the Bakersfield City School District has now been back to full in-person instruction for the 2022-23 school year, we continue to encounter the effects of the pandemic as we work towards the progress and success prior to COVID-19. The involvement of our parents has been instrumental in the success of all programs for students. This year we have evidence of a decrease in the number of participants attending events and programs aimed at building parent involvement, capacity, and increased communication to ensure partnerships between school and home and ensure all students succeed academically.

Actions 3.1 & 3.2 were fully implemented to support learning at home and bridge the instructional gap between home and school with a coordinator, specialist, Family and Community Engagement Reps, clerical staff, and FACE Liaisons to provide guidance, support and coordinate district wide events focused on increasing parent involvement. They continued to conduct increased community outreach in efforts to increase participation from families who are less engaged and harder to connect to the school community post pandemic.

Action 3.3: Action was fully implemented but not without encountering challenges to fill all staffing positions in order to meet the needs of all program sites across the district. Parents who were in attendance were able to receive quality instruction to acquire a second language and support the language development of their own children also identified as English Language Learners.

Actions 3.4 & 3.5: Actions were fully implemented to provide regular communication to parents regarding matters related to their child's education through the parent communication system and the support of the forty four office assistants who reached out to parents throughout the year, which the district believes is an essential part of making parents and families feel welcome and aware of all that takes place in the district and in their school.

Action 3.6: Action was fully implemented as the district knew in order to effectively involve parents, parent educational programs needed to be offered at times that are more accessible to parents.

Action 3.7: Action was partially implemented due to the district's challenge post pandemic to secure contractors to complete the remainder of 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. The district expects projects to begin once the bidding process is completed.

Although all actions were partially or fully implemented due to the challenges of the current year, the district has remained focused on reconnecting with families through successful practices of the past. We suspect that some families who were greatly impacted by the pandemic may continue to be hesitant to participate in our in-person events. We have experienced a decrease in the number of parents involved as evidenced by the decrease of 23 participants who completed Parent University, and almost three thousand less responses in the 2022-23 LCAP community survey.

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 2022-23 LCAP Goal 3 was \$10,267,627. The estimated actual expenditures for 2022-23 LCAP Goal 3 was \$9,885,908. This is a difference of \$381,719. The substantive differences were in the following actions:

Action 3.2 Material differences in planned funding and estimated actual expenditures was due to a reduction in the number of participants than anticipated.

Action 3.3 Material differences in planned funding and estimated actual expenditures was due to a reduction in locations where CBET was offered and one session instead of two.

The actions in goal 3 were implemented to reconnect and build the understanding and capacity of parents that would continue to build the existing educational partnerships established prior to the pandemic, the district coordinated carryover funds to continue to fully implement the actions.

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

The focus of Goal 3 is to improve how we engage and support our families so that our students can benefit from a synergistic support system, while equipping parents and families with strategies to support students in schools and give parents the voice to be active partners in the work of the District.

Based on the results of the 2022-23 Annual Parent Climate Surveys and 2022-23 LCAP Community Feedback Survey:

Priority 3a: District efforts in seeking parent input

89.5 % of respondents strongly agree or agree that the school has high expectations of their child/children, which is an increase of 2.5% when compared to 2021-22.

90.6 % of respondents strongly agree or agree that their schools/district provide regular opportunities to participate, which is an increase of 3.9% when compared to 2021-22.

88.5% of respondents strongly agree or agree that their overall experience at BCSD schools is very positive, which is a slight increase of .5% when compared to 2021-22.

#### Priority 3b: Promote Parental Participation

23.9% of respondents in the 2022-23 LCAP Community Feedback Survey were identified as parents of EL's, which is an increase of 4.7% when compared to 2021-22.

77.3% of respondents in the 2022-23 LCAP Community Feedback Survey were identified as parents of Low-Income Students, which is an increase of 15.1% when compared to 2021-22.

#### Priority 3c: District's efforts in promotion of parental participation in programs for unduplicated pupils with exceptional needs

10.8% of respondents in the 2022-23 LCAP Community Feedback Survey were identified as parents of Special Ed. Students, which is an increase of 2.7% when compared to 2021-22.

In addition, local FACE Liaison surveys indicate that 95% strongly agree or agree that FACE professional development intended to support staff resulted in improved recruitment strategies and outcomes to increase parent participation.

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

Action 3.1 Including the efforts of FACE staff to re-establishing relationships with parents in-person, have contributed to increased sense of support and collaboration between parents and schools. Although there was a decrease in the number of respondents to surveys in comparison to other years, the district will continue with the implementation of these actions based on the improved feedback from parents and community indicating the district's efforts to engage parents as active participants in the decision making process and partners in the education of students at BCSD.

Actions 3.2, 3.3 & 3.6 on understanding the U.S. Educational system, district opportunities for increased parent involvement, understanding the District's instructional and social emotional goals, and priorities, and access to parent programs (Parent University, Now We're Cooking, Summer Parent Academies, Saturday Parent Classes and other parent education classes and events). Support to parents with English acquisition, resulting in their child's improved academic performance, as well as increased opportunities for parent input, and feedback with the support of teachers, specialists, academic coaches, FACE liaisons. These actions are one of the many ways the district has been able to build parenting skills and capacity to increase their involvement in our schools and allowed for increased opportunities for feedback and communication to develop the Portrait of a BCSD Graduate.

Action 3.4 & 3.5 provide our schools with ways to communicate with parents on a daily basis about matters related to their child's education, ensuring we work together as partners to provide students the support they need to attend school every day. It is one of the many ways in which we are able to send out surveys, make calls, and speak with parents on a regular basis. This allows schools to collect information and

feedback from parents quickly and the district is able to monitor receipt of messages to ensure all parents have access to their child's academic information. This allows schools to continue to engage parents in school functions, and keep them informed of opportunities for increased involvement.

Action 3.7 increases engagement opportunities for parent involvement by providing a welcoming environment to access services, attend workshops to support student learning and build relationships as educational partners with schools.

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 to continue with Goal 3 and its actions.

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: No change

**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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
117,073,767	\$15,436,215

## 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
39.81%	1.91%	\$5,396,590.09	41.72%

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 25,388 of the total students enrolled in the district based on the 2021-22 Fall 1-1.17 certified snapshot report in CALPADS. The district’s unduplicated students include 84.2% Socioeconomically Disadvantaged (Low Income), 27.4% English Learners, and 0.8% Foster Youth, according to the Fall 2022 California Dashboard. The following evidence-based and research based practices are aligned to the three district goals and are principally directed towards unduplicated pupils to continue with district improvement and positive outcomes for all students.

The COVID-19 pandemic has continued to have a lasting impact on BCSD students and the district continues in its efforts to address the needs through actions aimed to improve outcomes for students most in need. It is the district’s goal to have all students increase in academic performance, have their social emotional needs met and rebuild relationships with parents and community to support student learning in the years to come, because although students made growth while returning to full in-person instruction, establishing a sense of “normalcy” is going to take a collaborative effort and more than one year’s time.

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:  
 2022-23 STAR Reading proficiency rates for all students is 20% compared to:

English Learners- 8%  
Low Income- 18%  
Foster Youth- 10%

2022-23 STAR Math proficiency rates for all students is 26% compared to:

English Learners-16%  
Low-Income- 24%  
Foster Youth- 17%

A review of the 2021-22 Smarter Balanced California Science test (CAST) reveals the following for 5th and 8th student performance in Science:

“All student group” 14.13% met or exceeded standards compared to:

- Socio-economically Disadvantaged 11.44% met or exceeded standards
- English Learners 1.57% met or exceeded standards
- Foster Youth 5.88% met or exceeded standards

In consideration of this significant difference in performance gap and also the decrease in performance in comparison to pre-pandemic years and to address the needs of Low-Income, EL, and Foster Youth students, the district will continue 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 continue to 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 1.3,1.10, 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 continue to make the greatest impact on student learning and academic growth as students continue to mitigate the learning loss and the district attempts to provide students with a sense of normalcy. 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 expect to see the following 2022-23 academic outcomes improve:

STAR Reading proficiency rates will improve from the current 2022-23 percentage rates:

English Learners- 8%  
Low Income- 18%  
Foster Youth- 10%

STAR math proficiency rates will improve from the the current 2022-23 percentage rates:

English Learners-16%

Low-Income- 24%  
Foster Youth- 17%

CAST scores will improve and increase the percentage of students meeting or exceeding standards from the current 2022-23 percentages:

- \*English Learners 1.57% met or exceeded standards
- \*Socio-economically Disadvantaged 11.44% met or exceeded standards
- \*Foster Youth 5.88% met or exceeded standards

## Goal 2: Social Emotional Learning

In review of the outcomes of socioeconomically disadvantaged students (SED) and Foster Youth students, the following performance gaps were revealed. The Fall 2022 California School Dashboard reports the following chronically absent outcomes:

51.6% of all students in K-8th were identified as chronically absent, while 54.2% of SED students were chronically absent and 56.1% of Foster Youth students were chronically absent. A difference of 2.6% higher for SED students and 4.5% higher for Foster Youth in comparison to the “All students” group.

According to the dashboard, the reported performance level for suspensions is Very High for identified Foster Youth with a rate of 6.4%, in comparison to the “All students” group which has a suspension rate of 2.6%.

Furthermore, a review of the Hanover student survey revealed students' agreement with statements about feeling safe at school and in their classroom decline as students grow older. Likewise, students' agreement towards the statements “I feel welcome at school”, “I feel like I belong at school”, and “Adults at my school care about students” also decline as students grow older. As such, there is a continued need to provide social emotional support for students throughout the entirety of their experience in BCSD.

### 7th - 8th Grades

- 80% Agree - I feel welcome at school
- 74% Agree - I feel like I belong at school
- 83% Agree - I feel safe in my classroom
- 72% Agree - I feel safe at school
- 83% Agree - Adults at my school care about students

### 5th - 6th Grades

- 82% Agree - I feel welcome at school
- 76% Agree - I feel like I belong at school

85% Agree - I feel safe in my classroom  
75% Agree - I feel safe at school  
89% Agree - Adults at my school care about students

#### 3rd - 4th Grades

89% Agree - I feel welcome at school  
84% Agree - I feel like I belong at school  
89% Agree - I feel safe in my classroom  
80% Agree - I feel safe at school  
92% Agree - Adults at my school care about students

Low income students often have additional socio-emotional needs that require attention and support within the schools. These needs often arise due to the trauma and challenging circumstances they face outside of the academic setting. Needs include higher levels of stress, anxiety and a lack of connectedness due to their economic circumstances. The district can provide a supportive environment to address their emotional well-being, mental health, and programs that support their social-emotional needs in and outside of the classroom. These often become barriers that create a sense of isolation or exclusion creating challenges in developing positive peer relationships.

The district will facilitate opportunities for collaboration, teamwork, and social interactions to help low-income students build strong relationships with their peers through extracurricular activities, clubs, connections with supportive staff including CPALS, campus supervisors, health staff to address physical needs/barriers, and having a Multi-Tiered System of support that can address additional obstacles through the following actions:

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-promise 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 support for schools 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 and emotionally safe to attend school. We expect to see improved outcomes as follows:

Improved Chronic Absenteeism rates by decreasing from the current 2022-23 rates:

Low Income: 54.2%  
Foster Youth: 56.1%

Improved Suspension by decreasing from the current 2022-23 percentage rates:

Foster Youth: 6.4%

### 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 8,375 parents responding indicated the following:

Parents of Socially Economically Disadvantaged students were 68.6% of the respondents; they represent 84% of the student population.

Parents of English Language Learner students were 31.8% of the respondents; they represent 27.4% of the student population.

Parents of Foster Youth students were 1.0% of the respondents; they represent 0.8% of the student population

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 a decrease in the number of responses in the Annual Parent Climate Survey by 2,855 from last year (2021-22), and a decrease in the LCAP Community Survey of 380 responses. There was also a decrease in the number of participants who completed the Parent University program of 23 parents in comparison to the prior year. In addition, the percentage of schools with parent representation at the District Level for the District Advisory Committee (DAC) decreased by 3% (65% to 62%) and the District African American Parent Advisory Committee (DAAPAC) decreased by 4% (47% to 43%) compared to last year. Based on the LCAP Community survey the majority of parents who responded were Low-Income parents (77.3%), .3% were parents of Foster Youth students, a decrease from 0.6%. The survey indicated 23.9% were parents of English Language Learners, an increase from 19.2% in 2021-22. The need to increase feedback and engage parents of all unduplicated parent groups in providing input will continue to be a goal for the Bakersfield City School District through the implementation of the following actions:

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 needed increase of parents participating in our schools, based on successes of the prior years and need to address the lingering impacts of the pandemic. Parents need to have a clear understanding that 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 parental participation through increased percentage of respondents on LCAP Community surveys from the current:

23.9% of respondents in the 2022-23 LCAP Community Feedback Survey were identified as parents of EL's

77.3% of respondents in the 2022-23 LCAP Community Feedback Survey were identified as parents of Low-Income Students

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 Winter 2022-23 for Early Literacy, Low-Income students in comparison to “All students” had 5.2% less students performing At/Above Benchmark. EL students had 12.2% less students performing At/Above Benchmark and Foster Youth had 4% less students At/Above Benchmark when compared to the “All student” group.

Upon further review of the STAR comparisons of student performance for Reading from Winter 2022-23, Low-Income students in comparison to “All students” had 2.8% less students performing At/Above Benchmark. EL students had 17.8% less students performing At/Above Benchmark and Foster Youth had 12.2% less students At/Above Benchmark when compared to the “All student” group.

Upon further review of the STAR comparisons of student performance for Math from Winter 2022-23, Low-Income students in comparison to “All students” had 2.5% less students performing At/Above Benchmark. EL students had 13% less students performing At/Above Benchmark and Foster Youth had 9.9% less students At/Above Benchmark when compared to the “All student” group.

In consideration of the continued performance gap and to address the needs of Low-Income, EL, and Foster Youth students BCSD will continue in its efforts 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 1.34 - to address the needs of Foster Youth and a faster system to identify students 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 continue to support the need to increase 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 current needs, conditions, and circumstances of Low-Income, EL, and Foster Youth students reveals the following rates of students identified as chronically absent on the Fall 2022 California Dashboard:

All Students: 51.6% (Very High)

Socioeconomically Disadvantaged students: 54.2 (Very High)

English Learners: 48.6% (Very High)

Foster Youth: 56.1%

A review of the current needs, conditions, and circumstances of Low-Income, EL, and Foster Youth students reveals the following suspension rates on the Fall 2022 California Dashboard:

2.6% suspension rate for all students

Foster Youth have a suspension rate of 6.4%, which is 3.8% higher than the “all student” group.

Low Income students have a suspension rate of 2.8% which is 0.2% higher than the “all student” group.

In addition the district’s current data show the following:

\* Low-Income students in comparison to all students indicates that the percentage of students suspended in 2022-23 in comparison to all students is 0.2% higher.

\*Foster Youth students in comparison to non-Foster Youth students, indicates that the percentage of students suspended in 2022-23 in comparison to all students is +1.6% higher.

In consideration of the continued performance gap and to address the needs of Low-Income, EL, and Foster Youth students BCSD will continue in its efforts to improve the percentage of chronically absent students and address the root causes for suspension rates for Foster Youth and Low income students in comparison to the all student group 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 show the following

\*50.1 % of students made progress towards English proficiency

\* An estimated 2.4% of ELs were reclassified as Fluent English Proficient in comparison to 7.3 in the prior year

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)

In consideration of the need of 49.1% of the students who did not make progress towards English proficiency, the district believes that by supporting the parents of English Language Learners to increase their own language proficiency will result in increased progress towards English proficiency for EL students in the Bakersfield City School District and improve the reclassification rates to pre-pandemic levels.

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

\*(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 10)

\*(Action 2.7) Youth Services Specialists (Total 6)

\*(Action: 2.25) 8 hour custodians (Total 42), excluding Chavez and Downtown

15% of concentration grant funding is utilized within the 2023-24 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 continue to improve our attendance rate in the 2023-24 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 who continue to address learning loss and staff such as Behavior Intervention Specialists, Youth Service Specialists and Associate School Social Workers to support and improve outcomes for all students, especially Foster Youth, Low-Income and English Language Learner students.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Grades TK-8th Staff to Student Ratio = 1 Staff to 10 Students	Grades TK-8th Staff to Student Ratio = 1 Staff to 17 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 14 Students

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$125,102,447.00	\$104,502,622.00	\$191,416.00	\$49,264,365.00	\$279,060,850.00	\$221,083,351.00	\$57,977,499.00

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	\$2,103,450.00				\$2,103,450.00
1	1.2	School-based Targeted and Tiered Student Support	All				\$13,243,092.00	\$13,243,092.00
1	1.3	Centralized Technical Assistance to School Sites	Low Income	\$52,584.00			\$725,679.00	\$778,263.00
1	1.4	Vice-Principals	English Learners Foster Youth Low Income	\$6,897,807.00				\$6,897,807.00
1	1.5	Specialists, Coordinator	English Learners Foster Youth Low Income	\$788,434.00			\$1,592,235.00	\$2,380,669.00
1	1.6	Coaches, Program Specialist	English Learners Foster Youth Low Income	\$1,902,093.00				\$1,902,093.00
1	1.7	EL Specialists	English Learners	\$389,610.00			\$2,295,045.00	\$2,684,655.00
1	1.8	New Teacher Development-Coordinator, Specialists, Clerical, Mentors, Residents	English Learners Foster Youth Low Income	\$3,745,903.00		\$191,416.00		\$3,937,319.00
1	1.9	Library Media Assistants, Library Techs	English Learners Foster Youth Low Income	\$3,198,855.00				\$3,198,855.00

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, Vice-Principal at Focus Schools	English Learners Foster Youth Low Income	\$1,457,134.00				\$1,457,134.00
1	1.11	Executive Development Program (NCEE)	English Learners Foster Youth Low Income	\$130,748.00				\$130,748.00
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	\$224,160.00			\$22,408,299.00	\$22,632,459.00
1	1.15	Professional learning - SPED Certificated	Students with Disabilities				\$274,876.00	\$274,876.00
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 (DELETED in 2022/23 LCAP)	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	\$5,541,828.00				\$5,541,828.00
1	1.19	STEAM resources, manipulatives, access to novels	English Learners Foster Youth Low Income	\$220,000.00				\$220,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.20	Online learning systems and resources	English Learners Foster Youth Low Income	\$1,139,060.00			\$19,828.00	\$1,158,888.00
1	1.21	EL/RFEP Monitoring System	English Learners	\$865,000.00			\$715,661.00	\$1,580,661.00
1	1.22	Upgraded libraries and classroom libraries & spaces, resources for teachers	Low Income	\$488,009.00			\$195,633.00	\$683,642.00
1	1.23	Increase access for Extended Learning Program Academies	All		\$8,337,072.00		\$2,390,156.00	\$10,727,228.00
1	1.24	GATE, professional learning and certification	English Learners Foster Youth Low Income	\$1,733,137.00				\$1,733,137.00
1	1.25	Dual Immersion, Multilingual Programs	English Learners Foster Youth Low Income	\$4,969,992.00				\$4,969,992.00
1	1.26	VAPA in grades 3rd-8th, performances, multimedia	English Learners Foster Youth Low Income	\$3,450,363.00				\$3,450,363.00
1	1.27	PLTW 6th-8th, professional learning, certification, technology	English Learners Foster Youth Low Income	\$753,469.00				\$753,469.00
1	1.28	Project Launch K-6th, teacher and support staff training, curriculum, materials, technology, extra time	English Learners Foster Youth Low Income	\$539,531.00				\$539,531.00
1	1.29	Achievement Academy	English Learners Foster Youth Low Income	\$904,409.00				\$904,409.00
1	1.30	Electronic Sports in 4th-8th	English Learners Foster Youth	\$425,000.00				\$425,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.31	Summer Academies	All		\$2,262,146.00			\$2,262,146.00
1	1.32	CSUB National Youth Sports Program	All				\$154,696.00	\$154,696.00
1	1.33	Homeless case management	Homeless				\$656,072.00	\$656,072.00
1	1.34	Foster Youth support and services	Foster Youth	\$236,103.00				\$236,103.00
1	1.35	Coordination of Supplemental Programs	All		\$93,903,404.00		\$2,964,211.00	\$96,867,615.00
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	\$150,000.00				\$150,000.00
1	1.39	Increase supports for Long Term English Learners	English Learners	\$270,000.00				\$270,000.00
1	1.40	TK-8th Literacy Achievement and onboarding	English Learners Foster Youth Low Income	\$100,000.00			\$449,549.00	\$549,549.00
1	1.41	Science Curriculum K-8th	English Learners Foster Youth Low Income	\$447,445.00			\$434,397.00	\$881,842.00
1	1.42	School-based Student Support	English Learners Foster Youth Low Income	\$6,793,035.00				\$6,793,035.00
1	1.43	School-based Professional Learning	English Learners Foster Youth	\$8,675,619.00				\$8,675,619.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.44	Intervention Specialist	English Learners Foster Youth Low Income	\$6,595,092.00				\$6,595,092.00
2	2.1	Cafeteria and Playground Activity Leaders (CPALs)	English Learners Foster Youth Low Income	\$5,600,744.00				\$5,600,744.00
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	\$1,318,443.00				\$1,318,443.00
2	2.4	Coordinator of Student and School Safety	English Learners Foster Youth Low Income	\$217,025.00				\$217,025.00
2	2.5	Behavior Intervention Specialists (BIS)	English Learners Foster Youth Low Income	\$9,289,666.00				\$9,289,666.00
2	2.6	Associate School Social Workers (ASSW)	English Learners Foster Youth Low Income	\$3,124,225.00				\$3,124,225.00
2	2.7	Youth Services Specialists (YSS)	Foster Youth	\$2,151,518.00				\$2,151,518.00
2	2.8	School Psychologists & Behavioral Health Therapists	English Learners Foster Youth Low Income	\$4,154,104.00				\$4,154,104.00
2	2.9	ASSW, BIS, Campus Supervisor at Focus Schools	English Learners Foster Youth Low Income	\$1,506,019.00				\$1,506,019.00
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	\$223,144.00				\$223,144.00
2	2.12	SEL Professional learning for classroom teachers	English Learners Foster Youth Low Income	\$35,983.00				\$35,983.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.13	SEL Professional learning for classified staff	English Learners Foster Youth Low Income	\$87,763.00				\$87,763.00
2	2.14	Social Emotional Learning curriculum (SEL Toolkit)	English Learners Foster Youth Low Income	\$364,423.00				\$364,423.00
2	2.15	Community organization partnerships for mentoring	English Learners Foster Youth Low Income	\$469,314.00				\$469,314.00
2	2.16	Regional Comprehensive School-Based Health Clinics	English Learners Foster Youth Low Income	\$5,770,784.00				\$5,770,784.00
2	2.17	Alternative to Suspension Program at Jr. High/Middle Schools	English Learners Foster Youth Low Income	\$1,590,613.00				\$1,590,613.00
2	2.18	Coordinator/Principal and School Social Worker at the Community Day School	English Learners Foster Youth Low Income	\$1,042,660.00				\$1,042,660.00
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	\$870,512.00				\$870,512.00
2	2.22	Student Safety	English Learners Foster Youth Low Income	\$1,103,260.00				\$1,103,260.00
2	2.23	Campus Supervisors at all Jr. High/Middle Schools	English Learners Foster Youth Low Income	\$1,526,924.00				\$1,526,924.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.24	School-based Social-Emotional Learning supports	English Learners Foster Youth Low Income	\$4,302,067.00				\$4,302,067.00
2	2.25	8 hour Custodians	English Learners Foster Youth Low Income	\$3,563,916.00				\$3,563,916.00
3	3.1	FACE Coordinator, Instructional Specialist, Family and Community Engagement Reps, Clerical Staff, and FACE Liaisons	English Learners Foster Youth Low Income	\$4,962,218.00				\$4,962,218.00
3	3.2	Parent University, Now We're Cooking, Summer Parent Academies, Saturday Parent Classes and other Parent Education Classes and Events	All				\$744,936.00	\$744,936.00
3	3.3	Community-Based English Tutoring (CBET)	English Learners	\$111,181.00				\$111,181.00
3	3.4	District website, social media, other digital platforms and communication applications	English Learners Foster Youth Low Income	\$1,916,598.00				\$1,916,598.00
3	3.5	Office Assistants at each school site	English Learners Foster Youth Low Income	\$1,892,659.00				\$1,892,659.00
3	3.6	Staff extra time for Parent Education and Parent Project (Proyecto Padre)	English Learners Foster Youth Low Income	\$167,004.00				\$167,004.00
3	3.7	Parent Centers at Martin Luther King Jr. Elementary and Eissler Elementary	Low Income	\$808,324.00				\$808,324.00

## 2023-24 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
\$294,107,165	117,073,767	39.81%	1.91%	41.72%	\$125,102,447.00	0.00%	42.54 %	<b>Total:</b>	\$125,102,447.00
								<b>LEA-wide Total:</b>	\$94,671,445.00
								<b>Limited Total:</b>	\$2,583,389.00
								<b>Schoolwide Total:</b>	\$27,847,613.00

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	\$2,103,450.00	
1	1.3	Centralized Technical Assistance to School Sites	Yes	LEA-wide	Low Income	All Schools	\$52,584.00	
1	1.4	Vice-Principals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,897,807.00	
1	1.5	Specialists, Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$788,434.00	
1	1.6	Coaches, Program Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,902,093.00	
1	1.7	EL Specialists	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$389,610.00	

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	1.8	New Teacher Development-Coordinator, Specialists, Clerical, Mentors, Residents	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,745,903.00	
1	1.9	Library Media Assistants, Library Techs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,198,855.00	
1	1.10	TOSA, Intervention Specialist, Academic Coach, Teacher Tutor, Vice-Principal at Focus Schools	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: School Set A	\$1,457,134.00	
1	1.11	Executive Development Program (NCEE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,748.00	
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	\$224,160.00	
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 (DELETED in 2022/23 LCAP)	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	\$5,541,828.00	
1	1.19	STEAM resources, manipulatives, access to novels	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$220,000.00	

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	1.20	Online learning systems and resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,139,060.00	
1	1.21	EL/RFEP Monitoring System	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$865,000.00	
1	1.22	Upgraded libraries and classroom libraries & spaces, resources for teachers	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$488,009.00	
1	1.24	GATE, professional learning and certification	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,733,137.00	
1	1.25	Dual Immersion, Multilingual Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,969,992.00	
1	1.26	VAPA in grades 3rd-8th, performances, multimedia	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,450,363.00	
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	\$753,469.00	
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	\$539,531.00	
1	1.29	Achievement Academy	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: School Set B	\$904,409.00	
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	\$236,103.00	

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	1.36	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	
1	1.38	English Learners tutoring & Saturday Academies	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$150,000.00	
1	1.39	Increase supports for Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$270,000.00	
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	Science Curriculum K-8th	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$447,445.00	
1	1.42	School-based Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,793,035.00	
1	1.43	School-based Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,675,619.00	
1	1.44	Intervention Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All schools except Downtown and Chavez	\$6,595,092.00	
2	2.1	Cafeteria and Playground Activity Leaders (CPALs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,600,744.00	
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	\$1,318,443.00	

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	2.4	Coordinator of Student and School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$217,025.00	
2	2.5	Behavior Intervention Specialists (BIS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All schools except Downtown and Chavez	\$9,289,666.00	
2	2.6	Associate School Social Workers (ASSW)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,124,225.00	
2	2.7	Youth Services Specialists (YSS)	Yes	LEA-wide	Foster Youth	All Schools	\$2,151,518.00	
2	2.8	School Psychologists & Behavioral Health Therapists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,154,104.00	
2	2.9	ASSW, BIS, Campus Supervisor at Focus Schools	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: School Set C	\$1,506,019.00	
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	\$223,144.00	
2	2.12	SEL Professional learning for classroom teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,983.00	
2	2.13	SEL Professional learning for classified staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$87,763.00	
2	2.14	Social Emotional Learning curriculum (SEL Toolkit)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$364,423.00	
2	2.15	Community organization partnerships for mentoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$469,314.00	

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	2.16	Regional Comprehensive School-Based Health Clinics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,770,784.00	
2	2.17	Alternative to Suspension Program at Jr. High/Middle Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,590,613.00	
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	\$1,042,660.00	
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	\$870,512.00	
2	2.22	Student Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,103,260.00	
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	\$1,526,924.00	
2	2.24	School-based Social-Emotional Learning supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,302,067.00	
2	2.25	8 hour Custodians	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All schools except Downtown and Chavez	\$3,563,916.00	
3	3.1	FACE Coordinator, Instructional Specialist, Family and Community Engagement Reps, Clerical Staff, and FACE Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,962,218.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Community-Based English Tutoring (CBET)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$111,181.00	
3	3.4	District website, social media, other digital platforms and communication applications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,916,598.00	
3	3.5	Office Assistants at each school site	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,892,659.00	
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	\$167,004.00	
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	\$808,324.00	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$241,000,777.00	\$186,175,082.00

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	\$2,817,583.00	\$2,761,231.00
1	1.2	School-based Targeted and Tiered Student Support	No	\$12,320,434.00	\$9,376,802
1	1.3	Centralized Technical Assistance to School Sites	No	\$644,162.00	\$644,162
1	1.4	Vice-Principals	Yes	\$6,061,351.00	\$6,880,997.00
1	1.5	Specialists, Coordinator	Yes	\$3,341,084.00	\$1,717,845.00
1	1.6	Coaches, Program Specialist, Coordinator	Yes	\$1,912,115.00	\$1,854,752.00
1	1.7	EL Specialists	Yes	\$1,324,046.00	\$604,667.00
1	1.8	New Teacher Development-Coordinator, Specialists, Clerical, Mentors, Residents	Yes	\$3,624,149.00	\$3,715,425.00
1	1.9	Library Media Assistants, Library Techs	Yes	\$2,994,543.00	\$2,964,707.00

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	1.10	TOSA, Intervention Specialist, Academic Coach, Teacher Tutor at Focus Schools	Yes	\$1,182,516.00	\$1,123,390.00
1	1.11	Executive Development Program (NCEE)	Yes	\$131,620.00	\$125,039.00
1	1.12	Administrative Leadership Institute	Yes	\$150,000.00	\$142,500.00
1	1.13	Professional Learning - Specialists, APL, AC, Certificated Staff	Yes	\$500,000.00	\$475,000.00
1	1.14	Professional learning - Summer & Regular Year	Yes	\$9,801,875.00	\$6,900,762.00
1	1.15	Professional learning - SPED Certificated	No	\$277,693.00	\$118,545.00
1	1.16	Professional learning - EL focus	Yes	\$73,486.00	\$69,812.00
1	1.17	Professional learning - Google Certification, Engineering, Gaming, Coding-ACTION DELETED	Yes	\$0.00	0
1	1.18	Update of Technology for teaching and learning	Yes	\$4,434,428.00	\$4,729,994.00
1	1.19	STEAM resources, manipulatives, access to novels	Yes	\$220,000.00	\$217,800.00
1	1.20	Online learning systems and resources	Yes	\$827,808.00	\$780,352.00
1	1.21	EL/RFEP Monitoring System	Yes	\$3,311,644.00	\$2,789,206
1	1.22	Upgraded libraries and classroom libraries & spaces, resources for teachers	Yes	\$2,114,513.00	\$1,981,749.00

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	\$6,194,078.00	\$1,279,327.00
1	1.24	GATE, professional learning and certification	Yes	\$1,673,631.00	\$1,640,158.00
1	1.25	Dual Immersion, Multilingual Programs	Yes	\$4,118,145.00	\$3,994,601.00
1	1.26	VAPA in grades 3rd-8th, performances, multimedia	Yes	\$3,097,725.00	\$3,266,748.00
1	1.27	PLTW 6th-8th, professional learning, certification, technology	Yes	\$755,382.00	\$717,613.00
1	1.28	Project Launch K-6th, teacher and support staff training, curriculum, materials, technology, extra time	Yes	\$537,618.00	\$510,737.00
1	1.29	Achievement Academy	Yes	\$944,083.00	\$936,879.00
1	1.30	Electronic Sports in 4th-8th	Yes	\$425,000.00	\$425,000.00
1	1.31	Summer Academies	No	\$2,469,076.00	0
1	1.32	CSUB National Youth Sports Program	No	\$137,663.00	\$127,663.00
1	1.33	Homeless case management	No	\$635,584.00	\$633,555.00
1	1.34	Foster Youth support and services	Yes	\$165,000.00	\$156,750.00
1	1.35	Coordination of Supplemental Programs	No	\$85,749,173.00	\$49,486,078.00

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	\$200,000.00	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	\$10,000.00
1	1.39	Increase supports for Long Term English Learners (REVISED)	Yes	\$291,103.00	\$10,000.00
1	1.40	TK-8th Literacy Achievement and onboarding	Yes	\$1,733,931.00	\$1,473,713.00
1	1.41	New Science Curriculum K-8th	Yes	\$840,032.00	\$657,515.00
1	1.42	School-based Student Support	Yes	\$3,670,208.00	\$3,725,924.00
1	1.43	School-based Professional Learning	Yes	\$9,259,412.00	\$9,074,224.00
1	1.44	Intervention Specialist	Yes	\$6,421,993.00	\$6,393,553.00
2	2.1	Cafeteria and Playground Activity Leaders (CPALs)	Yes	\$4,956,663.00	\$4,807,963.00
2	2.2	Site funding allocations for teachers, clubs	Yes	\$400,000.00	\$380,000.00
2	2.3	Coordinator, Clerk and MTSS Coaches	Yes	\$1,209,836.00	\$1,149,344.00
2	2.4	Coordinator of Student and School Safety	Yes	\$167,612.00	\$159,231.00

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	2.5	Behavior Intervention Specialists (BIS)	Yes	\$8,146,584.00	\$7,861,454.00
2	2.6	Associate School Social Workers (ASSW)	Yes	\$2,062,002.00	\$1,956,840.00
2	2.7	Youth Services Specialists (YSS)	Yes	\$1,912,898.00	\$1,868,901.00
2	2.8	School Psychologists	Yes	\$2,177,119.00	\$2,153,171.00
2	2.9	ASSW, BIS, Campus Supervisor at Focus Schools	Yes	\$1,234,955.00	\$1,221,370.00
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	\$222,110.00	\$215,447.00
2	2.12	SEL Professional learning for classroom teachers	Yes	\$36,276.00	0
2	2.13	SEL Professional learning for classified staff	Yes	\$92,463.00	\$87,840.00
2	2.14	Social Emotional Learning curriculum (SEL Toolkit)	Yes	\$364,014.00	\$345,813.00
2	2.15	Community organization partnerships for mentoring	Yes	\$118,000.00	\$118,000.00
2	2.16	Regional Comprehensive School-Based Health Clinics	Yes	\$5,753,133.00	\$5,690,539.00
2	2.17	Alternative to Suspension Program at Jr. High/Middle Schools	Yes	\$1,464,906.00	\$1,391,661.00

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	2.18	Coordinator/Principal and School Social Worker at the Community Day School	Yes	\$924,534.00	\$903,270.00
2	2.19	Student Leadership Institute transportation, staffing, materials, facilities, extra time, promotions	Yes	\$100,000.00	\$35,000
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	\$882,786.00	\$838,647.00
2	2.22	Student Safety	Yes	\$1,403,260.00	\$1,493,097.00
2	2.23	Campus Supervisors at all Jr. High/Middle Schools	Yes	\$1,309,911.00	\$1,394,415.00
2	2.24	School-based Social-Emotional Learning supports	Yes	\$4,722,578.00	\$4,586,449.00
2	2.25	8 hour Custodian	Yes	\$3,167,623.00	\$3,135,947.00
3	3.1	Parent coordinator, specialist, Family and Community Engagement Reps, clerical staff, and FACE liaisons	Yes	\$4,619,665.00	\$4,723,468.00
3	3.2	Parent University, Now We're Cooking, Summer Parent Academies, Saturday Parent Classes and other parent education classes and events	No	\$737,434.00	\$471,940.00
3	3.3	Community-Based English Tutoring (CBET)	Yes	\$123,767.00	\$5,000.00
3	3.4	District website, social media, other digital platforms and communication applications	Yes	\$1,768,874.00	\$1,745,879.00

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	3.5	Office Assistants at each school site	Yes	\$1,631,275.00	\$1,593,756.00
3	3.6	Staff extra time for Parent Education and Parent Project (Proyecto Padre)	Yes	\$172,252.00	\$166,223.00
3	3.7	Parent Centers at Martin Luther King Jr. Elementary and Eissler Elementary	Yes	\$1,214,360.00	\$1,179,642.00

**2022-23 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)
114,823,082	\$112,709,716.00	\$110,046,525.00	\$2,663,191.00	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	\$2,817,583.00	\$2,761,231.00		
1	1.4	Vice-Principals	Yes	\$6,061,351.00	\$5,940,124.00		
1	1.5	Specialists, Coordinator	Yes	\$792,625.00	\$768,846.00		
1	1.6	Coaches, Program Specialist, Coordinator	Yes	\$1,912,115.00	\$1,854,752.00		
1	1.7	EL Specialists	Yes	\$387,578.00	\$368,199.00		
1	1.8	New Teacher Development-Coordinator, Specialists, Clerical, Mentors, Residents	Yes	\$3,374,149.00	\$3,715,425.00		
1	1.9	Library Media Assistants, Library Techs	Yes	\$2,994,543.00	\$2,964,707.00		
1	1.10	TOSA, Intervention Specialist, Academic Coach, Teacher Tutor at Focus Schools	Yes	\$1,182,516.00	\$1,123,390.00		
1	1.11	Executive Development Program (NCEE)	Yes	\$131,620.00	\$125,039.00		
1	1.12	Administrative Leadership Institute	Yes	\$150,000.00	\$142,500.00		

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	1.13	Professional Learning - Specialists, APL, AC, Certificated Staff	Yes	\$500,000.00	\$475,000.00		
1	1.14	Professional learning - Summer & Regular Year	Yes	\$232,185.00	\$220,576.00		
1	1.16	Professional learning - EL focus	Yes	\$73,486.00	\$69,812.00		
1	1.17	Professional learning - Google Certification, Engineering, Gaming, Coding-ACTION DELETED	Yes	\$0.00	0		
1	1.18	Update of Technology for teaching and learning	Yes	\$4,434,428.00	\$4,729,994.00		
1	1.19	STEAM resources, manipulatives, access to novels	Yes	\$220,000.00	\$217,800.00		
1	1.20	Online learning systems and resources	Yes	\$807,784.00	\$767,395.00		
1	1.21	EL/RFEP Monitoring System	Yes	\$865,000.00	\$821,750.00		
1	1.22	Upgraded libraries and classroom libraries & spaces, resources for teachers	Yes	\$788,009.00	\$724,968.00		
1	1.24	GATE, professional learning and certification	Yes	\$1,673,631.00	\$1,640,158.00		
1	1.25	Dual Immersion, Multilingual Programs	Yes	\$4,118,145.00	\$3,994,601.00		
1	1.26	VAPA in grades 3rd-8th, performances, multimedia	Yes	\$3,097,725.00	\$3,266,748.00		
1	1.27	PLTW 6th-8th, professional learning, certification, technology	Yes	\$755,382.00	\$717,613.00		
1	1.28	Project Launch K-6th, teacher and support staff training, curriculum, materials, technology, extra time	Yes	\$537,618.00	\$510,737.00		

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	1.29	Achievement Academy	Yes	\$944,083.00	\$936,879.00		
1	1.30	Electronic Sports in 4th-8th	Yes	\$425,000.00	\$425,000.00		
1	1.34	Foster Youth support and services	Yes	\$165,000.00	\$156,750.00		
1	1.36	CSTEM and Robotics	Yes	\$200,000.00	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	\$10,000.00		
1	1.39	Increase supports for Long Term English Learners (REVISED)	Yes	\$291,103.00	\$10,000.00		
1	1.40	TK-8th Literacy Achievement and onboarding	Yes	\$100,000.00	0		
1	1.41	New Science Curriculum K-8th	Yes	\$445,988.00	\$423,689.00		
1	1.42	School-based Student Support	Yes	\$3,670,208.00	\$3,486,698.00		
1	1.43	School-based Professional Learning	Yes	\$9,259,412.00	\$9,074,224.00		
1	1.44	Intervention Specialist	Yes	\$6,421,993.00	\$6,393,553.00		
2	2.1	Cafeteria and Playground Activity Leaders (CPALs)	Yes	\$4,956,663.00	\$4,807,963.00		
2	2.2	Site funding allocations for teachers, clubs	Yes	\$400,000.00	\$380,000.00		
2	2.3	Coordinator, Clerk and MTSS Coaches	Yes	\$1,209,836.00	\$1,149,344.00		
2	2.4	Coordinator of Student and School Safety	Yes	\$167,612.00	\$159,231.00		
2	2.5	Behavior Intervention Specialists (BIS)	Yes	\$8,146,584.00	\$7,861,454.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.6	Associate School Social Workers (ASSW)	Yes	\$2,062,002.00	\$1,956,840.00		
2	2.7	Youth Services Specialists (YSS)	Yes	\$1,912,898.00	\$1,868,901.00		
2	2.8	School Psychologists	Yes	\$2,177,119.00	\$2,153,171.00		
2	2.9	ASSW, BIS, Campus Supervisor at Focus Schools	Yes	\$1,234,955.00	\$1,221,370.00		
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	\$222,110.00	\$215,447.00		
2	2.12	SEL Professional learning for classroom teachers	Yes	\$36,276.00	0		
2	2.13	SEL Professional learning for classified staff	Yes	\$92,463.00	\$87,840.00		
2	2.14	Social Emotional Learning curriculum (SEL Toolkit)	Yes	\$364,014.00	\$345,813.00		
2	2.15	Community organization partnerships for mentoring	Yes	\$118,000.00	\$118,000.00		
2	2.16	Regional Comprehensive School-Based Health Clinics	Yes	\$5,753,133.00	\$5,690,539.00		
2	2.17	Alternative to Suspension Program at Jr. High/Middle Schools	Yes	\$1,464,906.00	\$1,391,661.00		
2	2.18	Coordinator/Principal and School Social Worker at the Community Day School	Yes	\$924,534.00	\$903,270.00		
2	2.19	Student Leadership Institute transportation, staffing, materials, facilities, extra time, promotions	Yes	\$100,000.00	\$35,000		
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	\$882,786.00	\$838,647.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.22	Student Safety	Yes	\$1,403,260.00	\$1,493,097.00		
2	2.23	Campus Supervisors at all Jr. High/Middle Schools	Yes	\$1,309,911.00	\$1,394,415.00		
2	2.24	School-based Social-Emotional Learning supports	Yes	\$4,722,578.00	\$4,586,449.00		
2	2.25	8 hour Custodian	Yes	\$3,167,623.00	\$3,135,947.00		
3	3.1	Parent coordinator, specialist, Family and Community Engagement Reps, clerical staff, and FACE liaisons	Yes	\$4,619,665.00	\$4,723,468.00		
3	3.3	Community-Based English Tutoring (CBET)	Yes	\$123,767.00	\$5,000.00		
3	3.4	District website, social media, other digital platforms and communication applications	Yes	\$1,768,874.00	\$1,745,879.00		
3	3.5	Office Assistants at each school site	Yes	\$1,631,275.00	\$1,593,756.00		
3	3.6	Staff extra time for Parent Education and Parent Project (Proyecto Padre)	Yes	\$172,252.00	\$166,223.00		
3	3.7	Parent Centers at Martin Luther King Jr. Elementary and Eissler Elementary	Yes	\$1,214,360.00	\$1,179,642.00		

**2022-23 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)
\$281,833,224	114,823,082	0.22	40.96%	\$110,046,525.00	0.00%	39.05%	\$5,396,590.09	1.91%

## **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:**

Bessie E. Owens Elementary School  
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  
Jefferson Elementary School  
Leo G. Pauly Elementary School  
Longfellow Elementary School  
McKinley Elementary School  
Millie G. Munsey Elementary School  
Dr. Juliet Thorner Elementary School  
Williams Elementary School  
Abraham Lincoln Junior High  
Chipman Junior High School  
James Curran Middle School  
Emerson Middle School  
Sierra Middle School  
Sequoia Junior High School  
Washington Middle School

### **School Set C:**

Casa Loma Elementary School  
Fremont 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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> 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).

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