BAKERSFIELD CITY SCHOOL DISTRICT

2024-2027 Local Control and Accountability Plan

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BAKERSFIELD CITY SCHOOL DISTRICT

"WHERE THE CHILD COMES FIRST"

LCFF Budget Overview for Parents

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

CDS Code: 15 63321 0000000

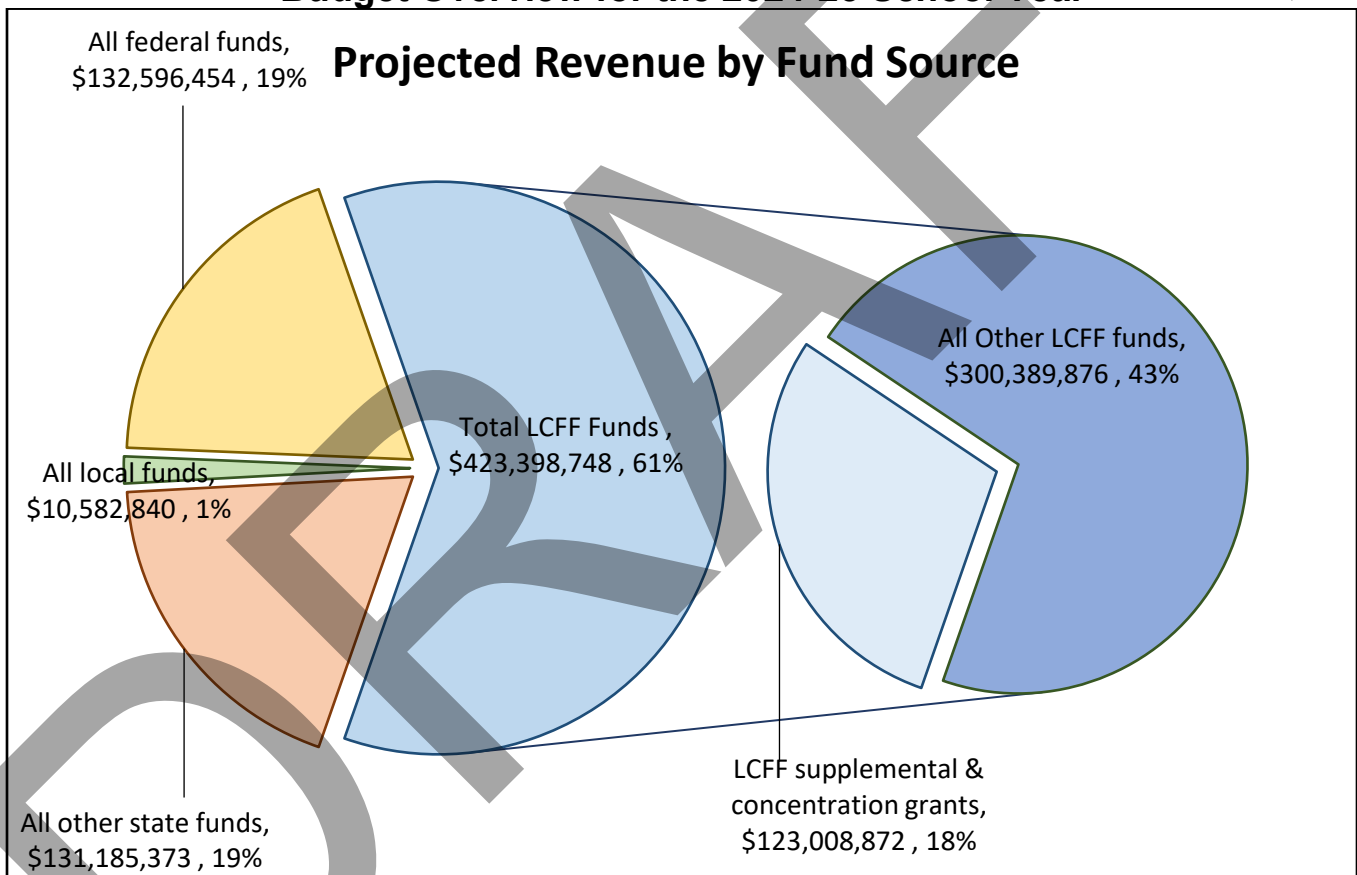School Year: 2024-25

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 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $132,596,454 , 19%

All Other LCFF funds, $300,389,876 , 43%

All local funds, $10,582,840 , 1%

Total LCFF Funds , $423,398,748 , 61%

All other state funds, $131,185,373 , 19%

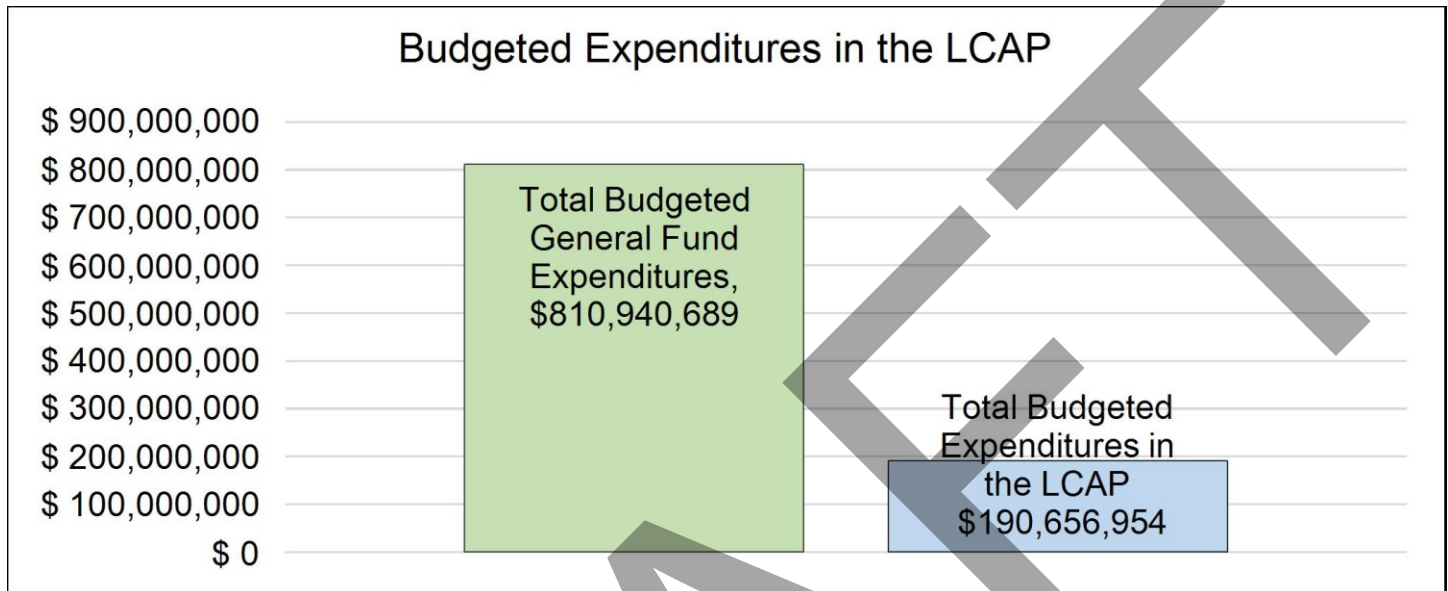LCFF supplemental & concentration grants, $123,008,872 , 18%

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 $697,763,415, of which $423,398,748 is Local Control Funding Formula (LCFF), $131,185,373 is other state funds, $10,582,840 is local funds, and $132,596,454 is federal funds. Of the $423,398,748 in LCFF Funds, $123,008,872 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $810,940,689

Total Budgeted Expenditures in the LCAP $190,656,954

This chart provides a quick summary of how much Bakersfield City School District plans to spend for 2024-25. 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 $810,940,689 for the 2024-25 school year. Of that amount, $190,656,954 is tied to actions/services in the LCAP and $620,283,735 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
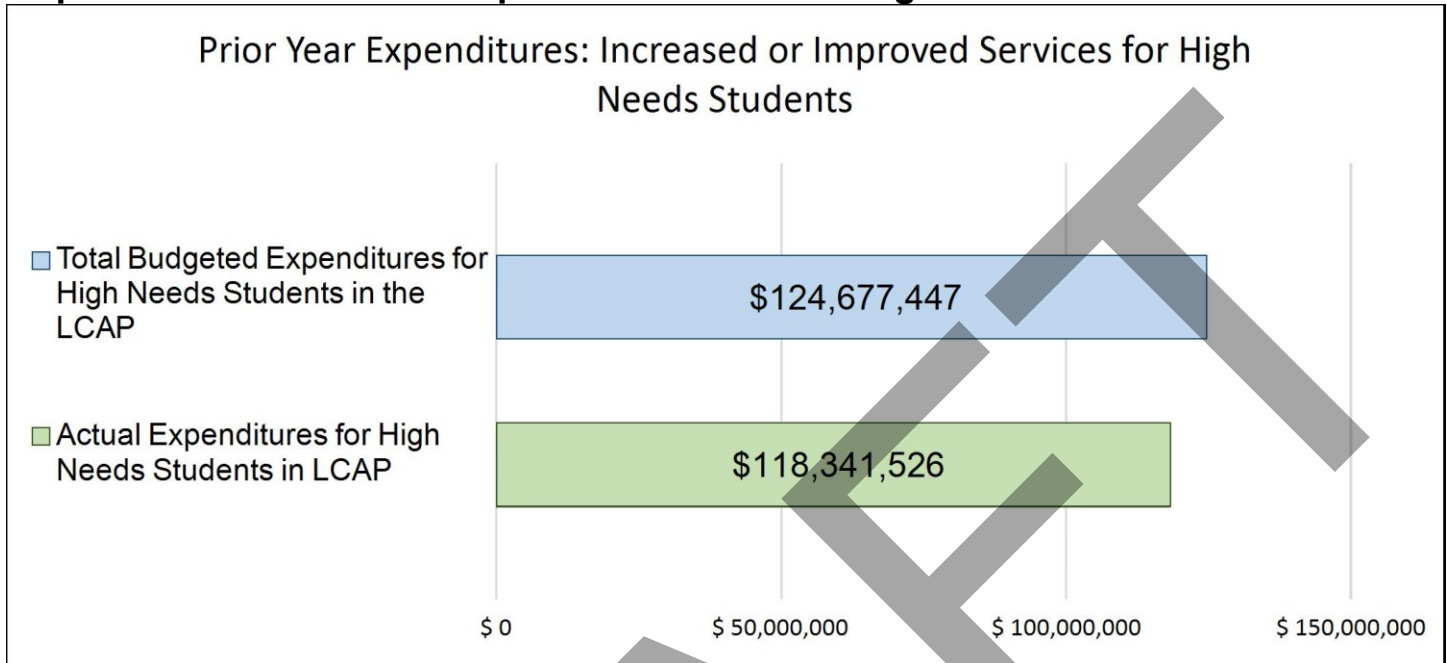
Funds that were not included in the LCAP include but are not limited to: ESSER III, ELOP, Proposition 28 AMS, Arts Music, and Instructional Materials Discretionary Block Grant, and the Literacy Coaches and Reading Specialists Grant Program.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Bakersfield City School District is projecting it will receive $123,008,872 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 $128,062,942 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 2023-24

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

□ Total Budgeted Expenditures for High Needs Students in the LCAP — $124,677,447

□ Actual Expenditures for High Needs Students in LCAP — $118,341,526

Axis: $0 — $50,000,000 — $100,000,000 — $150,000,000

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 2023-24, Bakersfield City School District's LCAP budgeted $124,677,447 for planned actions to increase or improve services for high needs students. Bakersfield City School District actually spent $118,341,526 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-6,335,921 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 the 2023-2024 school year. Continued staff shortages have been an ongoing issue that has affected the delivery of these services. Despite an increase in attendance and a decrease in chronic absenteeism, we are still experiencing high levels of student absences. Inconsistency has affected our planned actions in our workforce, with ongoing vacancies in different job assignments. During this school year, we had a high volume of requests for independent study programs. As a district, we continued to offer teachers opportunities to provide students with extracurricular or supplemental engagement activities beyond the school day, but could not fully meet the needs of our students in this area.To address achievement gaps, the district focused on small group instruction and intervention during Universal Access time, as well as emphasizing good first Instruction. However, we were not able to provide after-school tutoring and Saturday tutoring at all schools due to staffing limitations.because of the ongoing staffing shortages, actual costs were lower than budgeted in areas related to daily student attendance, such as the limitations on after-school and Saturday tutoring programs. We were able to use carryover funds from previous years to help cover these expenses.Overall, the 2023-2024 school year has presented significant challenges related to staffing and service delivery, which have impacted our ability to fully support our high-needs students and provide the level of extracurricular and supplemental opportunities we had planned.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bakersfield City School District	Laura Orozco, Assistant Superintendent	orozcola@bcsd.com (661) 631-4000

Goals and Actions

Goal	Description
Goal 1	Academic Achievement: The Bakersfield City School District is committed to ensuring the academic achievement of all students are met by providing access to high quality, culturally responsive instruction where all students are supported in a multi-tiered system of support to reach grade-level mastery of all content standards. ➢ Priority 1: Increase literacy rates for all students by more than one year of growth in one year of time. ➢ Priority 2: Increase mathematical proficiency rates for all students by more than one year of growth in one year of time. ➢ Priority 3: Increase language proficiency rates for all English learner students by one level annually. ➢ Priority 4: Increase access to science and social studies content in all elementary classrooms through an integrated instructional approach. ➢ Priority 5: Increase access to technology, engineering, and the arts in all classrooms through an integrated instructional approach.

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) 5.57% of teachers were not fully credentialed and .36% of teachers held credentials, permits or waivers and were not otherwise authorized for the assignment in 2022-2023 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 CALSAAS report.
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) 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)	1c)	1c)	1c)	1c)	1c)
Basic Services: school facilities are maintained in good repair	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	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	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	97.7% of school sites have an overall rating of "Fair" or "Good" or "Exemplary" as determined by the Facilities Inspection Tool (FIT) self-administered report for 2023-2024	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)	2a)	2a)	2a)	2a)	2a)
Implementation of state board adopted academic content and performance standards for all students	Rating of 3 (Initial Implementation) based on the 2020-21 Self-Reflection Tool for progress in implementing programs aligned to the recently adopted academic standards and/or curriculum for ELA, ELD, Mathematics, NGSS, History-Social Science, and other adopted academic standards	Rating of 3 (Initial Implementation) based on the 2021-22 Self-Reflection Tool for progress in implementing programs aligned to the recently adopted academic standards and/or curriculum for ELA, ELD, Mathematics, NGSS, History-Social Science, and other adopted academic standards	Rating of 3 (Initial Implementation) based on the 2022-23 Self-Reflection Tool for progress in implementing programs aligned to the recently adopted academic standards and/or curriculum for ELA, ELD, Mathematics, NGSS, History-Social Science, and other adopted academic standards	Rating of 3 (Initial Implementation) based on the 2023-24 Self-Reflection Tool for progress in implementing programs aligned to the recently adopted academic standards and/or curriculum for ELA, ELD, Mathematics, NGSS, History-Social Science, and other adopted academic standards	By 2023-2024 Attain a rating of 5 (Full Implementation and Sustainability) as measured by the Self Reflection Tool for progress in implementing programs aligned to the recently adopted academic standards and/or curriculum frameworks for ELA, ELD, Mathematics, NGSS, History-Social Science, and other adopted academic standards.

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 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 observations.

Priority 4a) Pupil Achievement Performance on Statewide Assessments	4a) Fall 2019 California Dashboard:	4a) CAASPP was not fully administered in the Spring of 2021. District is reporting local data for ELA and Math	4a) Fall 2022 California Dashboard:	4a) Fall 2023 California Dashboard:	4a) Fall 2023 California Dashboard:
	ELA All Students Group: -36.1 pts. Below Std.	**STAR**	ELA All Students Group: -62.2 pts. Below Std.	ELA All Students Group: -62.5 pts. Below Std.	ELA All Students Group: -21.1 pts. Below Std.
	Math All Students Group: -72.8 pts. Below Std.	• 25.4% of students tested in STAR Early Literacy for grades K-1 were proficient in Reading based on the 2021-22 Winter Administration	Math All Students Group: -105.2 pts. Below Std.	Math All Students Group: -97.9 pts. Below Std.	Math All Students Group: -63.8 pts. Below Std.
	2018-2019 CAST All Students Group 15.57% Met or Exceeded Standards	• 27.2% of students tested in STAR Reading for grades 2-8 were proficient in Reading based on the 2021-22 Winter Administration	2021-22 CAST All Students Group 14.13% Met or Exceeded Standards	2022-23 CAST All Students Group 14.62% Met or Exceeded Standards	2022-2023 CAST All Students Group: 45% Met or Exceeded Standards

		• 34.1% of students tested in STAR for grades 2-8 were proficient in Math based on the 2021-22 Winter Administration 2020-2021 CAST Not administered The most recent data is 2018-2019 CAST All Students Group 15.57% Met or Exceeded Standard			
Priority 4b) UC or CSU Entrance Requirements	4b) N/A	4b) N/A	4b) N/A	4b) N/A	4b) N/A
Priority 4c) Percentage of pupils who have successfully completed courses satisfying CTE Pathways	4c) N/A	4c) N/A	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	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) 49.8 % of English Learners are making progress towards English Proficiency as measured by the ELPAC and Reported in the Fall 2023 Dashboard	4e) 100% of English Learners are making progress towards English Proficiency as measured by the ELPAC.
Priority 4f) English Learner Reclassification Rate	4f) 14.7% Reclassification Rate as reported on Dataquest for 2019-2020	4f) 7.3% Reclassification Rate as reported on Dataquest for 2020-2021	4f) An estimated 2.4% Reclassification Rate based on available local data for 2021-2022	4f) An estimated 7.5% Reclassification Rate based on available local data for 2022-2023	4f) Increase the Reclassification Rate to 15% as reported on Dataquest for 2023-24
Priority 4g) Pupils who have passed an AP Exam with a score of 3 or higher	4g) N/A	4g) N/A	4g) N/A	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	4h) N/A

Priority 7a)	7a)	7a)	7a)	7a)	7a)
Access to a broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable	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.	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.	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.	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.	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)	7b)
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 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 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.

Priority 8a) Outcomes in a broad course of study. Pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable	8a)	8a)	8a)	8a)	8a)
	BAS ● 43.45% of students in grades K-2nd Met Reading Expectations in 2019-2020 by the 2nd Administration **STAR** ● 32% of students tested in STAR for grades K-2nd were proficient in Reading based on the 2019-20 Winter Administration ● 46% of students tested in STAR for grades K-2nd were proficient in Math based on the 2019-2020 Winter Administration **CORE GROWTH** ● 56.27% Students	**BAS** ● 31% of students in grades K-2nd Met Reading Expectations in 2021-22 by the 2nd Administration **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 **CORE GROWTH** ● 73.78% Students	Baseline established in 2021-22 (see below) **BAS** ●32.8% of students in grades K-1 Met Reading Expectations in 2022-2023 by the 2nd Administration **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	Baseline established in 2021-22 (see below) **BAS** ●36.7% of students in grades K-1 Met Reading Expectations in 2023-2024 by the 2nd Administration **STAR** ●40.6% of students tested in STAR Early Literacy for grades K-1 were be proficient in Reading based on the 2023-24 Winter Administration ●31.4% of students tested in STAR Reading for grades 2-8 were proficient in Reading based on the 2023-24 Winter Administration	Desired Outcomes for 2023-2024 **BAS** ● 55% of students in grades K-1 will have Met Reading Expectations by the 2nd Administration in 2023-24 **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 ● 40% of students tested in STAR Reading in grades 2-8 will be proficient in Reading based on the 2023-24 Winter Administration

assessed mid-year in TK using the Kindergarten Screen Tool (KST), scored at average readiness skills for T-Kindergarten in 2020-21	assessed mid-year in TK using the Kindergarten Screen Tool (KST), scored at average readiness skills for T-Kindergarten in 2021-22 **NEW BASELINE** **BAS** ●31.33% of students in grades K-1 Met Reading Expectations in 2021-2022 by the 2nd Administration **STAR** ●25.4% of students tested in STAR Early Literacy for 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	●33.6% of students tested in STAR for grades 2-8 were proficient in Math based on the 2022-23 Winter Administration **CORE GROWTH** Full Year Inventory (FYI) (Dec. 1st - Dec. 17th) for grade TK Major Areas: Social Emotional Self 83.93% Language and Literacy 68.49% Mathematics 68.71% Physical Development 87.82% Arts & Science 86.91%	●35.7% of students tested in STAR for grades 2-8 were proficient in Math based on the 2023-24 Winter Administration **CORE GROWTH** Full Year Inventory (FYI) (Dec. 1st - Dec. 17th) for grade TK Major Areas: Social Emotional Self 79.4% Language and Literacy 49.85% Mathematics 39.51% Physical Development 81.98% Arts & Science 82.48%	● 50% of students tested in STAR for grades 2-8 will be proficient in Math based on the 2023-24 Winter Administration **CORE GROWTH 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%

		●34.1% of students tested in STAR for grades 2-8 were proficient in Math based on the 2021-22 Winter Administration			
		CORE GROWTH			
		Full Year Inventory (FYI) (Dec. 1st - Dec. 17th) for grade TK			
		Major Areas:			
		Social Emotional Self 78.29%			
		Language and Literacy 43.85%			
		Mathematics 35.46%			
		Physical Development 73.27%			
		Arts & Science 71.29%			

Goal Analysis

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. (PROMPT 1)

Actions 1.1, 1.8, 1.14, 1.15, and 1.43 continued to be fully implemented by the district as continued efforts to improve student learning and continued mitigation of learning loss. Class sizes continued at reduced levels in grades 4th-8th and new teacher support was given through mentors and the New Teacher Development department as well as opportunities to develop existing teachers through professional learning opportunities both in the summer and throughout the year. Schools conducted follow-up professional development to build on the learning and reflect on the consistency of the strategy implementation as the year progressed.

Special Education and general education teachers also received integral professional learning focused on meeting the needs for Students with Disabilities and developing a stronger understanding of inclusion model practices for all staff, site and district administrators. The district continues to encounter the challenge of reaching all teaching staff and allowing 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, and 1.44 continue to be fully implemented to support students' continued need to improve literacy through access to books and online learning systems that support teachers and students in monitoring the progress students need to continue to make throughout the year. Schools successfully onboarded the newest learners and began to build strong relationships with parents to help bridge the learning gaps for students and identify early in the year the additional intervention supports for students most at-risk. Although onboarding and intervention supports are made available, the district continues to work to reduce absences in order to make sure students are at school to receive the core instruction, intervention, and support.

Actions 1.2, 1.3, 1.5, 1.6, 1.10, 1.13, 1.18, and 1.42 were fully implemented and continued throughout the year to support schools by having content area specialists, budget supervisors, coordinators, coaches, technology specialists readily available to assist teachers, administrators and students. The district continues to allocate funds to sites to address student groups with the most intense need for support. Staff supporting schools through the Service Delivery Model continued to work collaboratively with schools to address the individualized needs of school sites, by grade level, teacher and sometimes at the student level as well. Coordination of funds continues to be a challenge as one-time funds are restricted and need to be aligned based on allowable use and consideration must be taken for sustainability of services once the funds have been exhausted or no longer available. The continued need to support

Actions 1.11 and 1.12 continue to be fully implemented as intended as educational leaders continue to prepare to lead schools and develop coherent systems that have led to improving academic success for students post-pandemic. Leaders continue to use student data to lead staff and develop programs that address the diverse needs of students, monitor progress and mitigate learning loss, and respond to the needs of students with the most urgent needs for intervention.

Actions 1.7, 1.16, 1.21, and 1.25 continued to be fully implemented as intended to continue to address the needs and monitor the progress of English Language Learners and increase teacher preparation with the knowledge of research-based strategies for continued language

acquisition for newcomers, and Long Term English Learners. The district continued to offer support for classroom instruction and incorporated a third year of ELD Toolkit follow-up training sessions to strengthen both designated and integrated EL instruction. The continued support of DI programs were also fully implemented at sites where programs continue to expand.

Actions 1.23, 1.24, 1.31, 1.32, and 1.35 continued to be fully implemented and provided students with expanded learning opportunities throughout the school year and in the summer as the district continued its efforts to re-engage students through the use of hands-on learning opportunities that have successfully led to an increased student interest and participation as evidenced by enrollment in academies and programs aimed to engage students who have traditionally not engaged in extended learning programs. In addition, the number of teachers with GATE certification has increased to meet the needs of students who have been identified as GATE students.

Actions 1.26, 1.27, 1.28, 1.29, and 1.30 continued to be fully implemented to provide students with choices and select from a broad course of study which will meet their interests and academic needs or need to challenge through GATE programs, Visual and Performing Arts, Project Lead the Way (PLTW), Project Launch, PROUD Academy, and E-Sports.

Actions 1.36 and 1.37 were partially implemented as the district focused on implementation of the robotics program and will continue to build CSTEM classes in future years. The district faced some challenges in the development of civic engagement projects as this year it is in the initial stages of development of projects, rubrics, and assessments.

Actions 1.38 and 1.39 were partially implemented as some schools faced the challenge of finding staff to provide tutoring and increase the support provided to students identified as English language learners or Long Term English Learners.

Actions 1.33 and 1.34 continue to be fully implemented as the district continues to evaluate and determine new needs caused by the economic impacts and home conditions that have resulted in increased numbers of students being identified as Homeless or Foster Youth. The district has expanded services to homeless students through collaboration with homeless shelters and school sites through the McKinney-Vento program and its staff. Youth Service Specialists, Associate School Social Workers, and staff assigned to follow-up with students and families have allowed schools to reduce the number of students who miss daily instruction and intervention support made available at schools.

Action 1.4 continues to be fully implemented as Vice-Principals through their efforts to re-engage students have increased the access to daily instruction and intervention support for students to make academic gains. Students receive the support necessary for good first classroom instruction when they are present at school and help prevent an increase in learning gaps. Their efforts to create a positive environment and increase student's sense of connectedness results in students being present for learning and improving academic outcomes.

The District has maintained a focus on mitigating student learning loss and has worked on providing staff the needed resources, professional learning opportunities and time to evaluate and analyze progress. In addition, the efforts to re-engage students in school and be present for learning and receive the intervention supports especially for unduplicated students who need it the most. The district was short of meeting all of the expected targets in all priorities for the past three years, however, there was evidence of progress in the number of fully credentialed teachers in classrooms, student performance in mathematics, from -105.2 pts distance from standard (DFS) to -97.9 points and in science with 14.13% meeting or exceeding standards to 14.62%, according to the state reporting. In addition, the rate of reclassification for English

Learner students doubled in the last two years from 2.4% to 7.5% and we expect this to be the trend in the coming year. An indication of implemented actions having an impact resulting in some gains over the last two years. The district acknowledges chronic absenteeism and reduced attendance rates continue to be one of the greatest challenges having a direct impact on reaching academic achievement in classrooms but continues to its commitment to mitigate learning loss three years after the pandemic.

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.(PROMPT 2)

Bakersfield City School District conducted an analysis of material differences between the Budgeted Expenditures and Estimated Actual Expenditures.The total amount budgeted for the 2023-24 LCAP Goal 1 was $219,524,823. The estimated actual expenditures for 2023-24 LCAP Goal 1 is $116,346,867.This is a difference of $103,177,956.The substantive differences were in the following actions:

Action 1.2 (School-based Targeted and Tiered Student Support) although the action was fully implemented other funds including Title I Carryover, one time funds ESSER funds, and Educator Effectiveness funds were used.

Action 1.5 (Specialists, Coordinator) although the action was fully implemented other funds including Title I Carryover, one time funds ESSER funds, and Educator Effectiveness funds were used.

Action 1.13 (Professional Learning - Specialists, APL, AC, Certificated Staff) although the action was fully implemented other funds including Educator Effectiveness and Title II funds were used.

Action 1.14 (Professional Learning Summer and Regular) although the action was fully implemented other funds including Title I Carryover, ESSER III and Educator Effectiveness funds were used.

Action 1.23 (Increase access for Extended Learning Program Academics) although the action was fully implemented ASES Carryover funds were used due to the available additional ELOP funds.

Action 1.30 (Electronic Sports 4th-8th) although the action was fully implemented the district was able to use other funds including Expanded Learning Opportunities Grant (ELOG) and Expanded Learning Opportunities Plan (ELOP).

Action 1.31 (Summer Academics) although the action was fully implemented the district was able to use ESSER III one time funds.

Action 1.35 (Coordination of supplemental programs) although the action was fully implemented the district was able to use other available ELOP carryover funds.

Action 1.37 (Engage in Civic Projects 4th-8th) this action was not implemented to the extent that the district would have liked and has made the decision to delete this action from the next LCAP.

Action 1.38 (English Learners Tutoring & Saturday Academies) and Action 1.39 (Electives for English Learners) were partially implemented and not all funds were expended since not all schools were able to find staff to provide tutoring or provide after school electives for English Learner students.

Action 1.1 meant to reduce class sizes to allow for teacher small group instruction leading to higher academic achievement was determined to be ineffective in meeting the district's goal for academic success. State indicator desired outcomes for ELA and Math were not met and therefore impacted the district's ability to effectively meet its goal. However, our sites did have significant success in supporting students through reading interventions according to local STAR data. Between 2022-23 and 2023-24, the district saw an increase in the percentage of students in grades 2nd-8th scoring at the proficiency level in reading, rising from 28.9% to 31.4%.

Action 1.2 meant to provide supplemental funds to schools using Title I funds to provide evidence-based targeted and tiered support was somewhat effective as student subgroups showed improved outcomes. The following student group moved from the Very Low Performance status to Low in English Language Arts: Students with Disabilities. The following student groups moved from the Very Low (RED) Performance status to Low in Mathematics: all students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, and American Indian/Alaska Native.

Action 1.3 meant to provide centralized technical support to schools to effectively use the funds allocated to schools within the allowable use and for the purchase of necessary services for students.The action was determined to be effective and did meet the desired outcomes to provide trainings and ongoing supports for 44 schools. 91% attendance rate for SFP training for personnel that support the implementation of SPSA State and Federal Funds. Action 1.4 was deemed ineffective in achieving the district's desired outcomes to improve academics based on state performance for ELA and Math. This action will be revised to increase effectiveness by having Vice-Principals use local metrics to progress monitor student achievement and ensure students who need intervention support are referred through the MTSS process.

Actions 1.5 and 1.6 were ineffective in achieving the desired outcomes in ELA, Math, and CAST. The district however, had evidence of success from the professional learning opportunities focused on literacy by specialists, and coaches to support literacy interventions, small group instruction, good first instruction, resulting in growth in reading as evidenced by the STAR Reading percentages for benchmark in comparison this year to last year (31.4% compared to 28.9% of students in grades 2-8).

Actions 1.7, 1.16, 1.21, 1.38, and 1.39 were ineffective in achieving our desired outcomes for the state ELPI indicator and reclassification percentage of students. Though the target was not met, sites did see an increase in the reclassification rate over the three year period. These actions will be revised to include targeted support for schools who currently have EL students in the RED status for ELPI.

Action 1.8 was highly effective and met the desired outcome to decrease the number of teachers who were not fully credentialed.

Actions 1.9, 1.10, and 1.22 were somewhat effective because although the district did not meet the desired outcomes for ELA there was an improvement for K-1 and 2-8, but the district didn't achieve its desired outcomes for 2-8.

Actions 1.11 and 1.12 to support current and aspiring administrators was ineffective in meeting the desired outcomes for implementation of academic content and performance (Priority 2); however they contributed in having a positive impact at all schools, as each cohort of 25 participants have successfully completed the program and they have transitioned into leadership roles with an increased understanding of

how to lead the work in schools to improve student academic achievement. Through the Administrative Leadership Institute administrators continue to apply the concepts of the Executive Development Program (NCEE).

Actions 1.13, 1.14, 1.15, and 1.43 to support schools with professional learning initiatives to improve academic performance were ineffective in achieving our desired outcomes in English Language Arts (ELA) and Math CAASPP. Reaching our overall goals post pandemic was unsuccessful; however, some indicators of success were identified through feedback from surveys conducted by teachers, and other certificated staff on the increase of knowledge and understanding of ELA, Math, and NGSS content standards. Between 2022-23 and 2023-24, the district saw an increase in the percentage of students in grades 2nd-8th scoring at the proficiency level in reading, rising from 28.9% to 31.4% in STAR.

Action 1.41 to provide all students with instructional materials aligned to the Next Generation Science Standards and provide professional development support for teachers was ineffective in meeting the desired outcomes. However, it was somewhat effective as measured by the slight increase in science from 14.13% of students meeting or exceeding standards to 14.62%, according to the state reporting. Also, based on the rating based on the self-reflection tool, the highest rating for Next Generation Science Standards(NGSS) professional development was at Level 4 (Full Implementation), and Instructional Materials at Level 4 (Full Implementation).

Action 1.42 to provide schools funds to implement targeted, and tiered academic interventions to implement Common Core State Standards and address the unique needs of unduplicated students was effective based on 2022-2023 reduction of level 1(Urgent Intervention) from Fall to Spring STAR Assessments, Early Literacy SED 15.8%, EL 19.1%, Foster Youth 14.8%, STAR Reading SED 6.9%, EL 7.3%, Foster Youth 7.9% and STAR Math SED 7.6%, EL 9.1% Foster Youth 5.5% . Although based on STAR 2023- 2024 this action did not meet desired outcome to reduce level 1 by 10%, the action was somewhat effective based on STAR Early Literacy from Fall to Spring which reduced Tier I (Urgent Intervention) for SED students 6.5%, EL students 9.5%, STAR Reading SED 6%, EL 2.4%, Foster Youth 10.6%, STAR Math SED 7.1% EL 4.9%, Foster Youth 11%.

Action 1.44 to provide schools with intervention specialists to address the identified needs of low-income, EL, and Foster Youth in Reading and Math at 42 schools actions did not meet desired outcomes, the action was somewhat effective based on STAR data increasing from baseline 2021-2022 of 25.4% of students in grades K-1st as proficient to 40.6% of students in K-1st as proficient. In addition, 34.1% of students tested in STAR for grades 2-8 were proficient in the baseline year 2021-22 compared to 35.7% in 2023-24.

Action 1.17 was deleted in 2022-23.

Action 1.18 was identified as effective with 100% of students having access to technology and the number of support requests for technology resolved.

Actions 1.19, 1.27, 1.28, and 1.36 were ineffective in meeting the desired outcomes for English Language Arts (ELA), Math, and Science CAASPP. Although lesson plans demonstrated implementation of science and projects as well as novels being used in instruction.

Action 1.20 the district's use of online learning systems and resources has been ineffective in meeting the desired outcomes for English Language Arts (ELA) and Math CAASPP and has not predicted student performance on meeting desired outcomes. We were able to use department personnel to create effective data reports for school and district level data analysis.

Action 1.23 although it was ineffective in meeting the desired outcomes for English Language Arts (ELA) and Math CAASPP, it was effective in increasing student access by eliminating wait lists and 100% of Low Income, Foster Youth, and English Language Learner students had access to enrollment based on master schedules and class rosters.

Actions 1.24, 1.25, and 1.26 were ineffective in achieving the district's desired outcomes for English Language Arts (ELA) and Math CAASPP; however local monitoring of STAR reading and math indicators identified students enrolled in GATE, Dual Immersion, and VAPA outperformed non-enrolled students. Also, 100% of Low Income, Foster Youth, and English Language Learner students had access to enrollment based on master schedules and class rosters.

Action 1.30 was ineffective in achieving the district's desired outcomes for ELA and Math; however local data indicates that students who participated in the PROUD academy increased in their school connectedness as evidenced by the significant decrease in chronic absenteeism rates (-22 percent).

Action 1.30 was ineffective in achieving the district's desired outcomes for English Language Arts (ELA) and Math CAASPP; however local data indicates students participating in electronic sports in grades 4th-8th have higher attendance rates in comparison to non-participating students and 100% of Low Income, Foster Youth, and English Language Learner students had access to enrollment based on master schedules and class rosters.

Action 1.31 was determined to be ineffective in achieving the district's desired outcomes for English Language Arts (ELA) and Math CAASPP. It was, however, effective in engaging students in continued learning during the summer academies. Students enrolled in the academies attended consistently and provided students with access to learning resources and 100% of Low Income, Foster Youth, and English Language Learner students had access to enrollment based on master schedules and class rosters.

Action 1.32 to provide all students with supplemental enrichment opportunities to accelerate progress was determined to be ineffective in achieving the district's desired outcomes for English Language Arts (ELA) and Math CAASPP. However, sites did have some success in supporting students and saw evidence of improvement in STAR Reading and Math scores and 100% of Low Income, Foster Youth, and English Language Learner students had access to enrollment based on master schedules and class rosters.

Action 1.33 and 1.34 were determined as ineffective in achieving the district's desired outcomes as state metrics indicate homeless and foster youth students are still performing poorly and currently in the RED status for both ELA and Math. However, 100% of Low Income, Foster Youth, and English Language Learner students had access to enrollment based on master schedules and class rosters.

Action 1.35's effectiveness is unknown as supplemental services for the California State Preschool Program and Migrant Education services had not established district metrics and have relied on required program metrics tied to funding requirements. This action is not a contributing action to increase or improve services for unduplicated pupils, but metrics will be determined to better evaluate effectiveness and be based on measures determined by the state's requirement of the DRDP for the California State Preschool Program. Migrant Education will align metrics to meet the state's required goals and objectives for migrant students.

Action 1.36 was determined to be somewhat effective in achieving the district's desired outcomes as 100% of Low Income, Foster Youth, and English Language Learner students had access to enrollment based on master schedules and class rosters. Evidence of effectiveness

and were provided the needed equipment and manipulatives during lessons aligned to the Next Generation Science Standards and Computer Science Standards. While we did not achieve our intended outcomes in math and science, we did see some improvement in students' distance from standard in mathematics. SED students had an increase of +8.6 points, Foster Youth with +2.3 points of increase, and English Learners had +5.9 points increase in the CA Dashboard for Mathematics.

Action 1.37 was determined to be ineffective in achieving the district's desired outcomes English Language Arts (ELA) and Math CAASPP and although there was some evidence of effectiveness with 100% of Low Income, Foster Youth, and English Language Learner students having access to enrollment based on master schedules and class rosters this action will be deleted from the 2024-2025 LCAP.

Action 1.40 was found to be effective in achieving the district's desired outcomes as 100% of Low Income, Foster Youth, and English Language Learner students had access to enrollment and somewhat effective in the participation based on sign-in forms with 34 out of 44 schools (77%) who effectively offered all students onboarding support and opportunities to make the transitions into Kindergarten and Jr. High, more engaging and informative.

All LCAP actions were revised due to their ineffectiveness in achieving the desired outcomes. By reassessing and updating these actions, we aim to better address the unique needs of our students and community, ensuring that our strategies are both impactful and aligned with our goals of improving student engagement, academic achievement, and overall well-being. These revisions are essential for creating a more supportive and effective educational environment.

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.

Reflecting on prior practices, we recognized the need for significant adjustments to our goal, metrics, outcomes, and actions for the coming year in Goal 1. Driven by performance data and community feedback, our revised plan includes more targeted actions, refined metrics, and clearer outcomes to better address student needs and enhance the effectiveness of our initiatives. This ensures our efforts align with our commitment to fostering supportive, engaging actions to improve academic outcomes for all students but to principally address the needs of unduplicated students.

The district's goal 1 is being revised as follows:

The Bakersfield City School District is dedicated to the academic success of all students by providing high-quality teaching and learning practices through a multi-tiered system of support where students receive personalized instruction designed to help them achieve grade-level mastery of content standards.

Goal 1 was revised to reflect the overall focus of actions in this goal that are developed based on feedback from educational partners including students, parents, and teachers to meet the identified needs of all students for academic improvement.

The following revisions were made to the metrics to reflect the current progress and conditions for the desired outcomes of performance to measure action effectiveness by 2026-27:

Priority 1(a): Basic Services: The degree to which teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the students they are teaching

Metric was changed to add the use of the Induction Program Completer Survey to determine effectiveness with action for New Teacher Development. The use of the CalSAAS report will remain unchanged.

- BCSD will revise the desired outcome to Maintain at 6.0% or below, the percentage of teachers not credentialed based on the 2025-2026 CalSAAS report and 94% of respondents will rate the induction program as effective or very effective, based on the 2025-2026 Induction Program Completer Survey.

Priority 1 (c): Basic Services: school facilities are maintained in good repair

- The district's need to self-monitor all schools will now be based on its own evaluation of all schools, in order to maintain clean and safe campuses.

Priority 2(a): Implementation of state board adopted academic content and performance standards for all students

- The district will continue to use the same self-reporting tool, however the results will be disaggregated by the following content areas: ELA, ELD, Mathematics, and Next Generation Science Standards

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

- The district has revised its three year targets for ELA, Math, and CAST based on past performance trends for the "All Students" group. In addition the district added the following groups whose performance level is currently in the "RED Status" for ELA and Math, (English Learners, Foster Youth, Socio-economic disadvantaged, and African American).

Priority 4(e): English Learners making progress towards English Proficiency as measured by ELPAC

- The district has revised its three year target based on past performance trends for English Learners making progress to attain a percentage that places the district at "Very High" status as the target.

Priority 4(f): English Learner Reclassification Rate

- The district has revised its source for this metric and will use local data to determine reclassification rates due to the unavailability of data from Dataquest for the past two years.

Priority 7(b): Programs and services, supporting access to and enrollment in a broad course of study developed and provided to EL's, SED, and Foster Youth

- In addition to Master Schedules and Class Rosters to determine supporting access to and enrollment in a broad course of study developed and provided to EL's, the district will add an English Learner Program Metric, focusing on improving the "Defined Program" component from baseline Developing Level (rating of 2) with a desired outcome of Core Level (rating of 3) or above on the rubric of 1-5. The program needs to be clearly defined and consistently implemented in all settings, including both Designated and Integrated ELD instruction.There is a need for consistent materials and the inclusion of assessments to support the program. The ELD Standards need to be implemented across all settings to ensure uniformity and effectiveness.

Priority 7(c): Programs and services, supporting access to and enrollment in a broad course of study developed and provided to students with exceptional needs

- LRE Data from SIRAS system statistical report called *Student count by general education participation range code* will be used to determine the percentage of students participating in general education 80 to 100 percent of their day, with a desired outcome of 52 percent.

Priority 8(a): Outcomes in a broad course of study. Pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable

The district's need to monitor Kindergarten and 1st grade students academic performance and preparedness by adjusting the metrics to locally developed measures for Phonemic Awareness, Phonics, Letter Recognition, and Letter Sounds will allow staff to identify the needed supports and interventions for student academic success.The district is adjusting to local measures that are more student skills-based assessments for the following grades:

- Kindergarten will monitor the percentage of students who meet the letter sound expectations and the percentage of students meeting word blending by the winter administration of the Literacy Assessment.

- 1st grade will monitor the percentage of students who meet the CVC reading expectations, short vowel consonant blends word reading expectation by the winter administration. Baseline for first grade will be established in the Winter administration of 2024

- 2nd-8th will be measured by the percentage of students performing at a proficiency of level 3 or above on STAR Reading and Math based on middle of the year (MOY) administration

The district will also monitor the performance of all students, socio-economically disadvantaged students, EL students, Foster Youth students, Homeless students, and African American students, currently identified in the RED status on the CAASPP for ELA and

Math. In addition the district will monitor the pupil outcomes for Preschool Age students using the Desired Results Developmental Profile (DRDP) to determine program effectiveness of students enrolled in the California State Preschool Program (CSPP).

The following actions were deleted from the 2024-25 LCAP for Goal 1:

Action 1.10 (TOSA, Intervention Specialist, Academic Coach, Teacher Tutor, Vice-Principal at Focus-Schools) with additional support for focus schools is being eliminated as schools in the district with additional need for support are using one time Comprehensive Support and Improvement (CSI), Learning Recovery Emergency Block Grant (LREBG) and Literacy Coaches, and Reading Specialist Grant (LCRS) state funds.

Action 1.17 was deleted in 2022-23

Action 1.37 (Engage in Civic Projects 4th-8th) is being deleted, it has not been fully implemented in the past three years.

Action 1.40 (TK-8th Literacy Achievement and onboarding) was deleted as the language was also included in action 1.29 (Coordination of Supplemental Programs) which will remain unchanged in the new LCAP.

The following changes were made to existing 2023-24 LCAP actions for the 2024-25 LCAP:

Action 1.5 (Specialist, Coordinator) and 1.41 (New Science Curriculum K-8th) were combined into action 1.5 (Curriculum & Instruction Supports). These actions were combined to optimize resources, maximize impact on students' achievement, and ensure access to the core curriculum for students identified as low-income, English learners, and foster students.

Action 1.7 (EL Specialists), 1.16 (Professional Learning-EL Focus), and 1.21 (EL/RFEP Monitoring System), were combined and renamed into action 1.7 (Multilingual Education Program & Supports) The district will enhance this action to boost effectiveness by offering staff the necessary support to effectively engage in remediation and tutoring and meet the unique needs of English Learner students. The actions were combined because they all provide support to address the needs of English Learners.

Action 1.8 (New Teacher Development) This action was revised to include an additional metric to monitor the overall effectiveness of the Teacher Induction Program and continue to increase the number of fully credentialed teachers ensuring teachers in classrooms are prepared to meet the needs of low-income, English learners, and foster students.

Actions 1.9 (Library Media Assistants) & 1.22 (Upgraded Libraries and Classroom Libraries & Spaces, Resources for Teachers) these actions will be revised to monitor the library catalog updates as a metric and evaluate evidence of effectiveness by monitoring students accessing books to help determine student interest and maintain an inventory that increases students accessing high interest books to read.

Action 1.18 (Update of Technology for teaching and learning) will be revised to monitor the number of work orders to ensure all students and teachers have access to working technology that will ensure students are able to access online resources aimed to improve student academic performance, specifically to support ELA and Math.

Action 1.19 (STEAM Resources, Manipulatives, Access to Novels) and 1.36 (CSTEM and Robotics) were combined into action 1.16 (C&I STEM Resources)These actions were combined to streamline efforts and resources towards a cohesive strategy for improving STEM Education outcomes for students identified as low-income, English learners, and foster students.

Actions 1.19, 1.27, 1.28, and 1.36 there is a need to revise these actions to include metrics including CAST results and implementation of a science standards survey to continue to determine effectiveness. Metrics will include an evaluation of participating students and their performance in CAASPP, and STAR in comparison to all non-participating students.

Action 1.20 (Online Learning Systems and Resources) This action will be revised to monitor the progress of STAR reading and Literacy assessment data to determine effectiveness.

Action 1.23 (Increase access for Extended Learning Program Academies) will be revised to include monitoring of local district STAR reading and literacy assessments for students who regularly attend the full program to determine effectiveness.

Actions 1.24 (GATE, professional learning and certification), 1.25 (Dual Immersion, Multilingual Programs), and 1.26 (VAPA in grades 3rd-8th, performances, multimedia) will be revised to include CAASPP and STAR scores for participating students in comparison to all students to monitor effectiveness.

Action 1.29 (Achievement Academy) will be revised to address the needs of Low-Income students now identified as Action 1.28 in the 2025-27 LCAP. This action will include services aimed to support students to be present in school in order to increase school engagement that results in improved academic performance. The monitoring of ELA, and reading will provide staff with the information to develop services aimed at improving students' writing, listening and speaking skills.

Action 1.31 (Summer Academies) will be revised to include metrics that will measure Reading and Math STAR Scores and percent of EL, SED, and Foster Youth students with access and enrolled in academies as measured by master schedules and class rosters for Summer Academies.

Action 1.32 (CSUB National Youth Sports Program) To increase its effectiveness and improve district outcomes the NYSP staff will recruit a higher number of unduplicated students inclusive of African-American students to participate. For students enrolled in the program and monitor reading and literacy assessment for students identified as Foster Youth, English Language Learners, and Socio-economically disadvantaged.

Action 1.33 (Homeless Case Management) and 1.34 (Foster Youth and Services) were combined into action 1.28 (Students experiencing Homelessness and Foster Case Management). The district will enhance this action to boost effectiveness by offering staff the necessary support to effectively engage in remediation and tutoring and meet the unique needs of homeless and foster students. These actions were combined to reflect the joint efforts between staff who monitor and support homeless students and foster youth.

Action 1.35 (Coordination of Supplemental Programs) This action is not a contributing action to increased or improved services for unduplicated pupils, but metrics will be determined to better evaluate effectiveness based on measures determined by the state's

requirement of the DRDP for the California State Preschool Program. Migrant Education will align metrics to meet the state's required goals and objectives for migrant students.

Action 1.38 (English Learners Tutoring and Saturday Academies) and 1.39 (Increase supports for Long Term English Learners) were combined into action 1.30 (English Learners Tutoring and Saturday Academies - Multilingual Education Programs) The district will enhance this action to boost effectiveness by offering tutoring and/or Saturday academies in an effort to meet the unique needs of English Learner students The actions were combined because they all provide additional instructional opportunities to address the needs of all English Learners, inclusive of newcomers, At risk of becoming LTELs, and Long Term English Learners (LTELs).

Action 1.2 (School based Targeted and Tiered Student Support), 1.42 (School-based student support), and 1.43 (School-based Professional Learning) were combined into action 1.2 (SPSA Support). These actions were combined to align resources provided to schools to address the school's greatest needs as part of the School Plan for Student Achievement (SPSA) and have one action provide a concise and clear description of the use of funding allocations at the school site level.

Actions 1.24 (GATE, Professional Learning and Certification), 1.25 (Dual Immersion, Multilingual Programs) and 1.26 (VAPA in Grades 3rd-8th, Performances, Multimedia) These actions will be revised to include CAASPP and STAR scores for participating students in comparison to all students to monitor effectiveness. In addition the district will monitor the percent of enrolled EL, FY, and SED students.

The following action was added to Goal 1:

Based on the feedback from educational partners and the need to improve academic achievement and access to a broad course of study for Low-Income students, Foster Youth, English Learners and Multilingual students as well as all other student groups.

Action 1.34 for Virtual Enterprise Junior Ventures will be added in the 2024-2027 LCAP for students in grades 7-8 to increase access to hands-on learning through real world experiences and develop students' abilities to be collaborative, creative, and self-directed problem solvers. The effectiveness of this action will be measured by the percentage of EL, SED, and FY students who have access to enroll based on master schedules and class rosters and their academic achievement in comparison to non-enrolled.

The following action was moved to Goal 2:

Action 1.30 (Electronic Sports in 4th-8th) was moved from Goal 1 to Goal 2: Action 2.19 to increase alignment with the metrics to reduce chronic absenteeism and increase student engagement which is better aligned with Goal 2. This action will be implemented but revised to reflect the impact directly correlated to Goal 2 for student engagement.

The district believes these changes and revisions will result in improved monitoring of student learning that will result in improved outcomes and in the district's ability to reach desired outcomes in the development of the next cycle of the LCAP.

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

Goal	Description
Goal 2	Social Emotional Learning: The Bakersfield City School District Ensure a safe, healthy, and secure environment for all students, parents, guardians and employees District Priority 1: Implement systems and structures to support the development of healthy self-identities for all students through an explicit emphasis on the development of student self-efficacy, agency, empathy, and social-emotional learning competencies. District Priority 2: Implement systems and structures to support the development of culturally responsive and trauma informed relationships with students and families.

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) 90.88% Attendance Rate Based on the 2022-2023 CALPADS EOY 3 data report ATT120	5a) 96.50% Attendance Rate Based on the 2022-23 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, local data is being used to report chronic absenteeism	5b) 51.6% of students in K-8 were chronically absent Based on the Fall 2022 California Dashboard	5b) 30.4% of students in K-8 were chronically absent Based on the Fall 2023 California Dashboard	5b) 11.5% Chronic Absenteeism Rate Based on the Fall 2023-24 California Dashboard

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) 32 students Based on the 2023-24 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	5d) N/A
5e) High School Graduation Rates - N/A	5e) 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 California Dashboard	6a) 2.7% suspension rate Based on the 2023 Fall California Dashboard	6a) 1.5% suspension rate Based on the 2023-24 California Fall Dashboard
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% expulsions were reported for the 2022-23 *Based on the 2022-23 CALPADS EOY Report 7.10	6b) 0.1% Based on the 2022-23 CALPADS EOY Report 7.10

6c) Annual California Healthy Kids Survey	6c) **FALL 2020**	6c) **FALL 2021**	6c) **SPRING 2023**	6c) **SPRING 2024**	6c) **SPRING 2024**
	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	**7th Grade** 52% Strongly Agree/Agree having School Connectedness 52% Strongly Agree/Agree having Caring Adult Relationships 48% Perceive School as Very Safe or Safe **8th Grade** 49% Strongly Agree/Agree having School Connectedness 46% Strongly Agree/Agree having Caring Adult Relationships 47% Perceive School as Very Safe or Safe	**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 **7th-8th** 80% Feel welcome at School 82% Adults care about students 71% Feel safe at school 81% Feel safe in classroom	**3rd-4th** 89% Feel welcome at School 92% Adults care about students 80% Feel safe at school 90% Feel safe in classroom **5th-6th** 83% Feel welcome at School 85% Adults care about students 69% Feel safe at school 82% Feel safe in classroom **7th-8th** 84% Feel welcome at School 83% Adults care about students 70% Feel safe at school 80% Feel safe in classroom	**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 **7th-8th** 80% Feel welcome at School 80% Adults care about students 80% Feel safe at school 80% Feel safe in classroom

	65% Perceive School as Very Safe or Safe BCSD did not administer to 5th grade because administration to this grade requires consents which would have been difficult to obtain given the current COVID-19 circumstances. Instead the district administered it to 8th grade. **FALL 2019** **5th Grade** 65% Strongly Agree/Agree having School Connectedness 69% Strongly Agree/Agree having Caring Adult Relationships 67% Perceive School as Very Safe or Safe	**Baseline Year Grades 3-8)** **Hanover Survey** **3rd-4th** 81.5% Feel welcome at School 83.9% Adults care about students 71.6% Feel safe at school 82.0% Feel safe in classroom **5th-6th** 70.9% Feel welcome at School 75.2% Adults care about students 61.6% Feel safe at school 75.1% Feel safe in classroom **7th-8th** 66.1% Feel welcome at School 64.2% Adults care about students 56.8% Feel safe at school 69.2% Feel safe in classroom			

Goal Analysis

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 continues to be committed to provide students with support for the development of a healthy self-identity. Providing staff and personnel that understand an approach that is culturally responsive to mitigate the trauma many of our students have experienced. The impacts of the pandemic have left an indelible mark on students and staff and we continue to mitigate and emerge more resilient and better equipped with the right strategies.

The implementation of actions to achieve the goal of ensuring a safe, healthy, and secure environment for all involved a comprehensive approach, emphasizing the development of healthy self-identities and fostering culturally responsive and trauma-informed relationships. The district experienced various successes, such as effectively engaging students through organized activities and improving behavior with tiered intervention programs. However, challenges included staffing shortages, logistical delays with training as new staff were brought on board at different times throughout the year. Additionally, some actions were modified from the original plan due to facilities constraints or new behaviors that arose as the year progressed, reflecting the complexities and necessary flexibility to fully implement the actions.

Actions 2.1, 2.2, 2.21, 2.22, and 2.23 were fully implemented to provide students with engagement and positive activities such as sports and clubs with safe supervision while at school and on the bus. Allowing students to learn how to work as a team and engage with one another in structured ways and build a sense of community. Schools did however, encounter the challenges of not having enough staff being available to lead activities for students and the continued challenge of classified staff shortages.

Actions 2.3 and 2.5 were fully implemented and provided students with tiered intervention and support programs needed for students to develop social skills, restore relationships, and learn new skills to improve behavior.

Actions 2.7 and 2.19 were fully implemented and gave students the opportunity to become leaders and empowered them to become involved participants in their educational lives while fostering positive decision-making and leadership skills.

Actions 2.14 was fully implemented and provided staff with the necessary tools to teach students about social-emotional learning and the competencies needed to build healthy relationships with each other and as a school community.

Actions 2.4 and 2.8 were fully implemented to promote safety, coordinate district plans that took into account best practices to reduce suspension and provide students with the mental health support and crisis management with school psychologists and behavioral health therapists.

Actions 2.6, 2.9, 2.17, and 2.18 were fully implemented with Associate School Social Workers providing interventions to support students with chronic absenteeism, conduct trauma-based groups, and provide social emotional support that prevented them from poor decision making that may lead to negative outcomes. Coordination of a Community Day school provided students with an alternative to address students with more needs and support the continuation of students to remain in school by providing an alternative to suspension.

Action 2.15 was not fully implemented as described in the action and funds were reallocated to support other areas of need including instruction related to student health and resources to address student social emotional needs.

Actions 2.10, 2.11, 2.12, 2.13, and 2.24 were fully implemented and provided Socio-Emotional Learning (SEL) professional learning opportunities and materials for site administrators, support staff, classroom teachers, and classified staff to better equip the adults on how to build relationships with students and families who have experienced trauma, resulting in school cultures that value and build strong relationships.

Action 2.16 was fully implemented to reduce and prevent health barriers impacting all students by providing comprehensive school wellness centers and the staff with the expertise to treat students and and reduce or eliminate the disruption to learning.

Action 2.25 was fully implemented and provided schools with an unduplicated percentage of 55 or more students with the support to keep campuses clean and disinfected in order to mitigate the transmission of COVID-19 and increase attendance in schools.

Action 2.20 was fully implemented with Youth Services Specialists to monitor and support students identified as Foster Youth and collaborate with school staff to prevent the challenges associated with mobility and reconnecting with school. Staff ensured students were provided with aloof the necessary supports for student access to learning. They monitored attendance, behaviors, and student academic success.

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

Bakersfield City School District conducted an analysis of material differences between the Budgeted Expenditures and Estimated Actual Expenditures. The total amount budgeted for the 2023-24 LCAP Goal 2 was $48,933,107. The estimated actual expenditures for 2023-24 LCAP Goal 2 is $46,350,172. This is a difference of $2,582,935. The substantive differences were in the following actions:

Actions 2.2 (Site funding allocations for teachers, clubs) due to the limited number of teachers willing to operate clubs for students and the use of other available one time funds resulted in material differences between what was budgeted and what was actually expended.

Action 2.10 (SEL Professional learning for site administrators) and 2.12 (SEL Professional learning for classroom teachers) were fully implemented to provide training during summer and throughout the year. Training was offered during the day and the district used other available one time funds resulting in material differences between what was budgeted and what was actually expended.

Actions 2.19 (Student Leadership Institute transportations, staffing, materials,facilities, extra time, promotions) the services were provided in accordance with planning, however, staffing costs, materials, facilities costs were paid with other available funds resulting in material differences between what was budgeted and what was actually expended.

Action 2.20 (Staff and Extra Time to support Foster Youth) was implemented and staff supported students with services and provided transportation to increase their access to services, however, costs were paid with other available funds resulting in material differences between what was budgeted and what was actually expended.

The district's ability to use ESSER funds allowed for some of the costs budgeted in Goal 2 to result in material differences between what was budgeted and what was actually expended.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 2.2 and 2.15 were determined to be ineffective in achieving the district's desired outcomes of 96.50% attendance rate; however, Fall 2023 state and 2023-24 local data have shown an increase in attendance rate and is approximately 8 percentage points higher from pre-pandemic levels.

Actions 2.7, 2.16, 2.20, 2.21, and 2.25 were determined to be ineffective in achieving the district's desired outcomes for Chronic Absenteeism; however, state and local metrics indicate the district has reduced it's chronic absenteeism by more than 20% and no student groups are identified in the RED status. The lowest level for chronic absenteeism is ORANGE for African American students.

Actions 2.8, 2.14, 2.17, and 2.18 were determined to be ineffective in achieving the district's three year desired outcomes for suspensions. The district however, is 0.6% from pre-pandemic levels and continues to provide the necessary restorative training for students to learn how to address conflict, emotions, and improve their decision-making when confronted with difficult situations.

Action 2.9 to support identified Focus schools with additional personnel including ASSW's, BIS, and Campus supervisors, this action was considered as ineffective in meeting the district's desired outcomes and is being deleted from the new LCAP as sites will use other available resources to identify the school's needs and establish systems and structures to address underperforming student group needs.

Actions 2.3, 2.5, 2.6, 2.19, and 2.24 were determined to be effective in achieving the district's desired outcomes to create a welcoming school environment where students feel adults care about them and reduce the incidents leading to expulsion by providing schools the needed supports for Tier 2 and Tier 3 through the Multi-Tiered Systems of Support. Through the student climate survey 80-90 % of students across all grades reported feeling welcome at school and having adults that care about students for all three years.

Actions 2.1, 2.4, 2.10, 2.11, 2.12, 2.13, and 2.23 were determined to be ineffective in achieving the district's desired outcomes to have students feel safe at school and address the continued impact from the pandemic and improve everyone's sense of safety. However, the percentage of students reporting feeling safe in the classroom has consistently been reported at 90% in grades 3rd-4th, above 80% or more for grades 5th-8th. The district will continue to work on increasing the sense of safety in the school.

Ineffective actions will be revised based on educational partner feedback to increase the sense of safety in schools and to promote student engagement, increase attendance, and continue to reduce chronic absenteeism rates that will result in achieving the desired outcomes. By reassessing and updating these actions, we aim to better monitor and align student supports and intervene through staff support with strategies that are both impactful for unduplicated students who need it the most and improve student engagement and overall well-being.

Reflecting on prior practices, we recognized the need for significant adjustments to our goal, metrics, outcomes, and actions for the 2024-27 LCAP. Driven by performance data and community feedback, our revised plan includes more targeted actions, refined metrics, and clearer outcomes to better address student needs and enhance the effectiveness to meet the objective of Goal 2. This ensures our efforts align with our commitment to fostering supportive schools that address the social-emotional well being of all students. This also ensures actions especially focus on meeting the unique needs of unduplicated students, whose experiences due to unanticipated school moves associated with the foster care system and missing school due to disruption. Actions to address the homeless students' uncertainty of living conditions, and the lack of resources for students identified as low-income, play a critical role in improving desired outcomes to improve attendance, and address the need to increase their sense of belonging and safety in school.

The district's goal 2 is being revised as follows:

The Bakersfield City School District is dedicated to holistically supporting the social, emotional, mental, and physical well-being of all students, families, and staff by cultivating a safe, inclusive, and welcoming environment to ensure that every student feels valued, respected, and empowered to thrive.

Goal 2 was revised to reflect the overall focus of actions in this goal that are developed based on feedback from educational partners including students, parents, and teachers to a holistic approach in supporting students, families, and staff by creating school environments where students feel valued, respected, and empowered to thrive by having a strong social, emotional, mental, and physical well-being.

The following revisions were made to the metrics to reflect the current progress and conditions and establish metrics for the desired outcomes of performance to measure action effectiveness by 2026-27.

Priority 5(a): Attendance Rate

- The district will report based on End of Year submission data in CALPADS from the previous year. Data will be extracted using Report 14.2-Student Absences Student List (Aggregate Days Attended/Aggregate Days Expected).

Priority 6(b): Pupil Expulsion Rates

- The district will report based on the End of Year submission data in CALPADS from the previous year. Data will be extracted using Reports 7.12-Incident Results Student List and 1.21-Cumulative Enrollment Count (Number of Students Expelled/Total Cumulative Enrollment). This change will provide staff to consistently report the results based on a uniform source of data.

Priority 6(c): Student Climate Survey

- In order to support comprehensive planning, the district has revised the metric language to Student Climate Survey. The instrument used to collect data will continue to provide the district with critical information with student feedback to track progress about school

climate for purposes of continuous improvement. This will enhance the district's ability to identify school, staff, and student sense of safety and connectedness and revise actions accordingly.

Priority 6(a): Suspension Rate

- The district will adjust the desired outcomes target to 2.1% based on past performance data and revise actions to improve support for students and reduce recidivism rates to meet the need to address student groups in the RED (African American students and American Indian).

The following actions were deleted or moved in the 2024-25 LCAP:

Action 2.9 with additional support for focus schools is being eliminated as schools in the district with additional need for support are using one time Comprehensive Support and Improvement (CSI) and Learning Recovery Emergency Block Grant (LREBG) state funds based on the allowable use of funds, to improve systems and structures resulting in improved outcomes for Low-Income, Foster-Youth, and English Learners. The funds will allow sites to identify local needs and allocate funds to the areas most in need of improvement.

The following actions were revised to reflect the following:

Actions 2.4 (Coordinator of Student School Safety), 2.22 (Student Safety), and 2.23 (Campus Supervisors at all Jr. High/Middle Schools) will be combined into Action 2.17 (Student Safety) to better coordinate actions together and focused on improving student sense of safety by decreasing the number of discipline incidents and suspensions.

Actions 2.10 (SEL Professional Learning for Site Administrators), 2.11 (SEL Professional Learning for all Site Support Staff), 2.12 (SEL Professional Learning for Classroom Teachers), and 2.13 (SEL Professional Learning for Classified Staff) were combined into action 2.8 (Social Emotional Learning Professional Learning) to reflect the need to have all staff who have daily interactions with students build their capacity and aligned with Positive Behavior Interventions and Supports (PBIS), increasing students sense of connectedness and feeling welcome while at school or in the classroom.

Action 2.24 (School Based SEL) school site support funds that were moved to action 1.2 in Goal 1 for schools to develop the SPSA with educational partner input on the use of the funds to mitigate the school's identified student group needs through the use of Title I.

Action 1.30 (CSTEM and Robotics) from Goal 1 was moved to Goal 2 and listed as Action 2.19 with measurable outcomes corresponding to chronic absenteeism, in an effort to increase student engagement.

The district believes these changes and revisions will result in improved monitoring of student learning that will result in improved attendance, reduced suspensions, chronic absenteeism, and in supporting our student's sense of safety and connectedness. This will in turn result in improving the district's ability to reach desired outcomes in the development of the next cycle of the LCAP.

DRAFT

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

3a)	3a)	3a)	3a)	3a)	3a)
The district's efforts in seeking parent input in making decisions for the district and school resources	6,717 Parents participated in the completion of the Annual Parent Climate Survey	11,230 Parents participated in the completion of the Annual Parent Climate Survey	8,375 Parents participated in the completion of the Annual Parent Climate Survey	7,958 Parents participated in the completion of the Annual Parent Climate Survey	15,000 Parents participating in the completion of the Annual Parent Climate Survey
	2,551 parents/guardians completed the 2020-21 LCAP Community Survey	1,257 parents/guardians completed the 2021-22 LCAP Community Survey	877 parents/guardians completed the 2022-23 LCAP Community Survey	293 parents/guardians completed the 2023-24 LCAP Community Survey	15,000 parents/guardians completing the 2023-24 LCAP Community Survey
	350 Parent University Graduates in 2020-21 representing all students, including unduplicated pupils and individuals with exceptional needs	302 Parent University Graduates in 2021-22 representing all students, including unduplicated pupils and individuals with exceptional needs	279 Parent University Graduates in 2022-23 representing all students, including unduplicated pupils and individuals with exceptional needs	263 Parent University Graduates in 2023-24 representing all students, including unduplicated pupils and individuals with exceptional needs	500 Parent University Graduates in 2023-24 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	87% of respondents strongly agree or agree that the school has high expectations of their child/children	89.5% of respondents strongly agree or agree that the school has high expectations of their child/children	91.2% of respondents strongly agree or agree that the school has high expectations of their child/children	90% of respondents reporting strongly agree or agree that the school has high expectations of their child/children

86.7% of respondents strongly agree or agree that their schools/district provide regular opportunities to participate, as indicated in the Annual Parent Climate Survey	86.7% of respondents strongly agree or agree that their schools/district provide regular opportunities to participate, as indicated in the Annual Parent Climate Survey	90.6% of respondents strongly agree or agree that their schools/district provide regular opportunities to participate, as indicated in the Annual Parent Climate Survey	92.5% of respondents strongly agree or agree that their schools/district provide regular opportunities to participate, as indicated in the Annual Parent Climate Survey	90% of respondents reporting strongly agree or agree that their schools/district provide regular opportunities to participate, as indicated in the Annual Parent Climate Survey
88.4% of respondents strongly agree or agree that their overall experience at BCSD schools is very positive	88% of respondents strongly agree or agree that their overall experience at BCSD schools is very positive	88.5% of respondents strongly agree or agree that their overall experience at BCSD schools is very positive	90.8% of respondents strongly agree or agree that their overall experience at BCSD schools is very positive	95% of respondents reporting strongly agree or agree that their overall experience at BCSD schools is very positive
The average number of schools represented by either a Parent Representative or Alternate during the meeting in Parent Advisory Committees in 2020-2021: District Advisory Committee (DAC): 62% of schools with parent representation	The average number of schools represented by either a Parent Representative or Alternate during the meeting in Parent Advisory Committees in 2021-2022: District Advisory Committee (DAC): 65% of schools with parent representation	The average number of schools represented by either a Parent Representative or Alternate during the meeting in Parent Advisory Committees in 2022-2023: District Advisory Committee (DAC): 62% of schools with parent representation	The average number of schools represented by either a Parent Representative or Alternate during the meeting in Parent Advisory Committees in 2023-2024: District Advisory Committee (DAC): 65% of schools with parent representation	The average number of schools represented by either a Parent Representative or Alternate during the meeting in Parent Advisory Committees in 2023-2024: District Advisory Committee (DAC): 100% of schools with parent representation

	District African American Parent Advisory Committee (DAAPAC): 50% of schools with parent representation	District African American Parent Advisory Committee (DAAPAC): 47% of schools with parent representation	District African American Parent Advisory Committee (DAAPAC): 43% of schools with parent representation	District African American Parent Advisory Committee (DAAPAC): 49% of schools with parent representation	District African American Parent Advisory Committee (DAAPAC): 100% of schools with parent representation

3b)	3b)	3b)	3b)	3b)	3b)
Promote parental participation in programs for Low Income, English Learners, and Foster Youth	District English Learner Advisory Committee (DELAC):	District English Learner Advisory Committee (DELAC):	District English Learner Advisory Committee (DELAC):	District English Learner Advisory Committee (DELAC):	District English Learner Advisory Committee (DELAC):
	53% of schools with parent representation	59.5% of schools with parent representation	59.5% of schools with parent representation	71.4% of schools with parent representation	100% of schools with parent representation
	20.78% of respondents in the 2020-21 LCAP Community Feedback Survey were identified as parents of EL's	19.2% of respondents in the 2021-22 LCAP Community Feedback Survey were identified as parents of EL's	23.9% of respondents in the 2022-23 LCAP Community Feedback Survey were identified as parents of EL's	26.4% of respondents in the 2023-24 LCAP Community Feedback Survey were identified as parents of EL's	100% of EL parents/guardians will respond to the 2023-24 LCAP Community Feedback Survey
	65.07% of respondents in the 2020-21 LCAP Community Feedback Survey were identified as parents of Low-Income Students	62.2% of respondents in the 2021-21 LCAP Community Feedback Survey were identified as parents of Low-Income Students	77.3% of respondents in the 2022-23 LCAP Community Feedback Survey were identified as parents of Low-Income Students	68.8% of respondents in the 2023-24 LCAP Community Feedback Survey were identified as parents of Low-Income Students	100% of Low-Income parents/guardians will respond to the 2023-24 LCAP Community Feedback Survey
	1.97% of respondents in the 2020-21 LCAP Community Feedback Survey were identified as parents of Foster Youth	0.6% of respondents in the 2021-22 LCAP Community Feedback Survey were identified as parents of Foster Youth	0.3% of respondents in the 2022-23 LCAP Community Feedback Survey were identified as parents of Foster Youth	1.7% of respondents in the 2023-24 LCAP Community Feedback Survey were identified as parents of Foster Youth	100% of Foster Youth parents/guardians will respond to the 2023-24 LCAP Community Feedback Survey

3c)	3c)	3c)	3c)	3c)	3c)
The district's efforts in promotion of parental participation in programs for unduplicated pupils and individuals with exceptional needs.	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	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	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	12.3% of respondents in the 2023-24 LCAP Community Feedback Survey were identified as parents of Special Ed. Students CAC Special Education Community Advisory Committee (CAC) 31% of schools with parent representation	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

Goal Analysis

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 continues to provide families with needed support to increase the level of participation and engagement in schools that create a welcoming environment for the diverse families we serve and provide high quality student learning where all students reach grade level mastery of all content standards.

Action 3.1 and 3.2 were determined to be fully implemented and all FACE Liaisons at all school sites provided professional development and curriculum to parents and staff. They operated parent education sessions and facilitated parent advisory meetings, resulting in increased and improved family engagement.

Action 3.3 successfully implemented the community based English tutoring program and had 63 parents successfully complete the requirements as part of Parent University.

Actions 3.4 and 3.5 were fully implemented to provide regular communication to parents and was a continued part of keeping parents and families informed about school events, classroom events, and allowed for open communication between teachers and parents.

Action 3.6 was fully implemented and gave the district the opportunity to provide parents with classes on weekends and evenings to accommodate parent's working schedules and attend Parent Project sessions.

Action 3.7 was partially implemented at one of the two sites and parents have continued to access an alternate location until a building is made available. However, Eissler Elementary has completed the functioning space for a Parent Center where families have access.

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 2023-24 LCAP Goal 3 was $10,602,920. The estimated actual expenditures for 2023-24 LCAP Goal 3 is $10,215,926. This is a difference of $386,994. The substantive differences were in the following actions:

Action 3.1 (FACE Coordinator, specialists, reps, clerical, and liaisons) the differences in costs of new personnel in these positions accounted for the material differences in costs.

Action 3.2 (Parent Education Classes and Events) the action was fully implemented but the use of available carryover funds resulted in material differences between what was budgeted and what was actually expended.

Action 3.5 (Office Assistants at each school) the differences in costs of new personnel in these positions accounted for the material differences in costs.

The district fully implemented all actions in Goal 3 and personnel costs and the use of carryover Title I funds accounted for material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 3.1, 3.2, 3.3 and 3.6 were determined to be effective in reaching the desired outcomes to increase the district's efforts in seeking parent input in making decisions based on the increase in percentage of parents who reported on the Annual Parent Climate Survey (92.5% strongly agree or agree their schools/district provide regular opportunities to participate), compared to the target of 90%. In addition local family evaluations/surveys indicated 100% of responses "Strongly Agree or Agree", the content of the classes provided were useful and practical for attendees. Although the target to serve 500 parents through Parent University was not effective, parents who did attend valued the information presented.

Action 3.4 was determined to be somewhat effective since the online systems to share information with parents about their child's academic progress is being used across all 44 schools, parents provided feedback through the educational partners engagement sessions with EL and African American parents indicated a continued need for better communication and more regular updates on student progress and school activities. Parents seek to receive clear and specific feedback, rather than general comments.

Action 3.5 to create a welcoming environment for students and parents was effective. Based on the Annual Parent Climate Survey, 90.8% of responses strongly agree or agree that their overall experience at BCSD schools is very positive.

Action 3.7 was determined to be somewhat effective in promoting parent participation by establishing functioning parent centers at school sites. Although the district did not meet the desired outcomes for parent representation of all schools at DAC, DAAPAC, DELAC, and CAC there is evidence of increased responses in the LCAP Community Feedback survey from parents of Foster Youth, Special Education, and English Learner students.

Ineffective actions in Goal 3 will be revised to better align with the district's goal of engaging parents in their child's education. Efforts to improve these actions with parent focus groups as a priority to elicit more in depth feedback, will lead to greater parent involvement in the decision-making processes and the development of educational programs. By reassessing and updating these actions, the district aims to enhance communication and build stronger relationships with parents, all with the common purpose of improving student outcomes.

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 2024-25 LCAP Year:

Goal 3 The district's goal is being revised as follows:

The Bakersfield City School District is committed to increasing the meaningful participation and engagement of all parents, families, and community members through a collaborative approach that ensures all students receive the support they need to succeed through strong partnerships and open communication.

Goal 3 was revised to reflect the need to increase the level of participation and engagement from parents, families, and the community as parents expressed through the educational partners feedback a desire for more opportunities to be involved in their children's education. This included being informed about and involved in decision-making processes and educational programs. Parents shared the need for continued improvement in communication and providing opportunities to better understand the available academic support.

The following revisions were made to the metrics to reflect the current progress and conditions for the desired outcomes of performance to measure action effectiveness by 2026-27:

Metrics & Desired outcomes were revised as follows:

Priority 3A: efforts the school district makes to seek parent input in making decisions for the district and individual school sites

- The priority will include the percent of schools represented by either a parent representative or parent alternate during advisory committees:

  ◆ District Advisory Committee (DAC) with a desired outcome of 70%

  ◆ District African American Parent Advisory Committee (DAAPAC) with a desired outcome of 60%

  ◆ District English Learner Advisory Committee (DELAC) with a desired outcome of 75%

Priority 3B: how the district promotes parental participation in programs for low income, English learner and foster youth students

- The priority will include the information from the existing Parent Climate Survey based on responses from parents of low-income English Language learners, and Foster Youth students on the percent parents Strongly Agree/Agree the district promotes parental participation in programs.

Priority 3C: how the district promotes parental participation in programs for students with disabilities

- The priority will include the percentage of parents who participated in the development of their student's Individual Education Plan (IEP)

  ◆ Maintain parental participation at 99.5 %

The following changes were made to actions in Goal 3:

Actions 3.1-3.7 were renamed to reflect the changes in the language to improve the actions to achieve goal 3.

Action 3.6 (Staff extra time for Parent Education and parent Project (Proyecto Padre) activities to support parents and the extra time for staff to implement this action for parents will be combined with Action 3.2 (Parent University, Now We're Cooking, Summer Parent Academies Saturday Parent Classes and other Parent Education Classes and Events). This change resulted in making this a contributing action to be implemented LEA-wide in order to provide low-income, Foster Youth, EL parents, and all others with opportunities to learn skills that will support all students succeed in school.

The district believes the changes and revisions in goal 3 will result in improving the existing actions by building all parents' personal capacity and increasing communication to keep parents informed about and involved in decision-making processes and educational programs.Addressing the concerns as part of the educational partners feedback through surveys will require the district's targeted efforts to ensure all students receive the support and resources they need to succeed as indicated in the changes to actions in Goals 1 and 2.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.

  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

o 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.

o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

   o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

      ▪ The reasons for the ineffectiveness, and

      ▪ How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bakersfield City School District	Laura Orozco-Assistant Superintendent	orozcola@bcsd.com (661) 631-4600

Plan Summary 2024-25

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 was established in 1867 and is located in the county of Kern and now serves approximately 29,000 students from preschool through 8th grade. The largest elementary school district in Kern County, with 44 schools consisting of ten Junior High and Middle Schools and 34 elementary schools.

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 1,959 certificated employees and 2,304 classified employees. Including substitute staff, the district supports more than 5,000 employees. The COVID-19 pandemic affected the recruitment and employment process. The pandemic also made it difficult to find suitable substitutes in various positions. In addition, a nation-wide shortage of key academic positions including teachers, paraprofessionals, and bus drivers have hindered the district's employment and substitute process.

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. 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 taking every action 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.

Educational entities across the nation, including our district, are also grappling with a shortage of key academic professionals necessary to support student learning. The workforce shortage in key positions such as teachers, paraprofessionals, especially in special education, school bus drivers, and campus playground activity leaders, affect the climate and operation of the schools.

Four schools were identified within the district to receive Equity Multiplier funding including Rafer Johnson, Emerson Middle School, Roosevelt Elementary and Stella Hills Elementary.

Reflections: Annual Performance

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

English Language Arts (ELA)

ORANGE: All Students (-62.5 points from Standard)

RED: English Learners (-90.5 points from Standard)
         Foster Youth (-91.6 points from Standard)
         Homeless (-98 points from Standard)
         Socioeconomically Disadvantaged (-70.8 points from Standard)
         African American (-94.2 points from Standard)

MATH

ORANGE: All Students (-97.9 points from Standard)

RED: Foster Youth (-119.4 points from Standard)
         Homeless (-123.5 points from Standard)

ELPI:

ORANGE: 49.8% (Medium)

CHRONIC ABSENTEEISM:

YELLOW: All Students (-30.4% Very High)

ORANGE: American Indian or Alaska Native (31.8% Very High)

SUSPENSION:

YELLOW: All Students (2.7% Medium)

RED: African American (6.5% Very High)

             American Indian or Alaska Native (7.4% Very High)

Please add local priority data like last year's LCAP Document

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

Priority 1(a): Basic Teacher Mis-Assignment

Based on the CALSAAS report there was a slight drop in the exceptions from 14.12% to 5.57%

Priority 1(c):Basic Facilities in good repair

Based on the Facilities Inspection Tool (FIT) self-administered report for 2023-2024 97% 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* : 73.6% responded the district's level of implementation at Full Implementation (4) or Full Implementation & Sustainability (5)

Based on the feedback, 73.6% 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 +2.4 percentage points in comparison to the 2022-23 Self-Reflection Tool Survey.

Priority 4 (a):
Academic Performance: English Language Arts (ELA)
The Filipino student group scored 28.2 pts. below standard (Medium status), which is 34.3 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 25.5 pts.below standard, which is 72.4 points closer to standard met than the "all student" group.

The Asian student group scored 53.5 pts.below standard, which is 44.4 points closer to standard met than the "all student" group.

The White student group scored 63 pts. below standard, which is 34.9 points closer to standard met than the "all student" group.

Academic Performance: Science (5th and 8th Grade only) There was a slight increase in the percentage of students who

met/exceeded standards in the CAST from prior year, an increase of 0.49%.

Priority 4(e): English Learner Progress Indicator

49.8 % of English Learners are making progress towards English Proficiency as measured by the ELPAC and Reported in the Fall 2023 California Dashboard, which is a decrease of 0.7% 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: 100% of student continue to have access to enroll in electives and courses that expand learning

ASSESSMENT NAME	2022-2023 School Year	2023-2024 School Year
BAS Grades K-1 Meeting Reading Expectations by 2nd Administration	31.33% of Students	32.8% of Students
STAR Early Literacy Grades K-1 Reading Proficiently Based on Winter Administration	25.4% of Students	34.3% of Students
STAR Reading Grades 2-8 Reading Proficiently Based on Winter Administration	27.2% of Students	28.9% of Students
STAR Math Grades 2-8 Proficient in Math Based on Winter Administration	34.1% of Students	33.6% of Students

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

Based on the Fall 2023 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 (1.7%) Filipino (1%), Hispanic (2.3%), White (2.7%)

Very Low: Asian (0.0%)

 The continued training and support of Behavioral Intervention Specialists, School Social Workers and Youth Services Specialists to address the social emotional 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.

Priority 3: Parental Involvement and Family Engagement

Based on the district's stakeholder feedback through the 2023-2024 LCAP Community Surveys,

- 92.5% 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 1.9% from last year.

- 90.8% of respondents strongly agree or agree that their overall experience at BCSD schools is very positive, an increase of 2.3% from last year.

The Bakersfield City School District (BCSD) was able to provide students with the necessary support to make significant progress in the area of chronic absenteeism. Based on the Fall 2023 California Dashboard none of the schools in the district fell in the lowest performance level for this indicator and only three schools continue to have three student groups (Homeless, White and Students with Disabilities) who are in need of additional support. All student groups declined by 0.5 pts or more from prior year in the percentage of students identified as chronically absent. The success is a reflection of the services provided by the attendance teams at each school led by administrators and composed of associate school social workers, behavior intervention and support staff, youth services specialists, and countless other staff who connect with students on a regular basis.

In addition, the district continues to provide staff the professional learning opportunities to make the needed progress in academic areas and has successfully had two schools previously identified for Comprehensive Support and Improvement (CSI) exit by increasing in at least one and sometimes more priority areas. English Learners language acquisition continues to be a priority and the focus on English Learner Toolkit strategies for administrators, support staff and ELD teachers resulted in all but five of the forty four schools in the lowest performance level for ELPI (English Learner Progress Indicator) of the California Dashboard. The district had fourteen schools identified as making some progress and identified in the color green or blue which is success for the district

As a result of the progress made since the pandemic, BCSD continues to incorporate actions that address the identified needs of English Language Learners (ELL) by providing them the supports that will provide school sites with the technology to monitor the success and progress on local systems and metrics and ensure that site administrators make the necessary changes to provide students with access to high quality supports such as tutoring and engage in learning that is authentic and promotes daily communication and collaboration. The district also recognizes that our students especially those from Socioeconomically Disadvantaged (SED) will thrive when given the opportunity to have experiences and to actively participate in a variety of programs such as GATE, Visual and Performing Arts, E-sports, Robotics, Summer Academies, Fall, Winter, and Spring Intersessions for learning,

All schools provide students with additional opportunities to address literacy gaps with the support of Intervention Specialists.

All schools operate under a Multi-Tiered System of Support (MTSS) that incorporates attendance based interventions, mental health supports, physical health supports, restorative practices, Positive Behavior Interventions and Supports (PBIS) practices, and academic interventions as part of their plan. Local data is monitored to revise School Plans for Student Achievement as necessary to align services

to the identified academic, attendance, behavioral, health, and socio-emotional. In addition, BCSD allocates funding to schools to address the identified needs of students based on the performance of student groups in the California Dashboard and locally identified metrics including STAR Reading and STAR Math. The district has increased the support of all Middle Schools and Junior Highs with the addition of behavioral health therapists to address increasing student mental health needs and substance abuse concerns.

As a result of the analysis of state and local data, the district will continue to support schools with the results of data including the schools overall performance data and in addition will provide student group data on a monthly basis to identify immediate trends leading to a decline in academic achievement or increase in lack of engagement by identified students or student groups. The district will maintain regular data discussions with site administrators and support staff to analyze current student performance data and identify areas for additional support. The district will conduct quarterly academic conferences to empower teachers to review student progress, refine instructional strategies, and pinpoint underlying factors impeding students' ongoing advancement. District administration staff will further allocate dedicated time for school site administrators to engage in data analysis during Administrative Leadership Days, ensuring they have ample time to delve into data insights and make informed decisions. The district will persist in advancing the vision of a BCSD portrait of a graduate through the collaboration of committees and subcommittees, aiming to identify key focus areas within the organization that will better equip students for their future endeavors. Our collaborative committees and subcommittees will prioritize the needs of African American students, Foster Youth, and Homeless students, with a focus on fostering a sense of belonging within our educational community. Schools will strive to enhance relationships with all students as a foundational element of the system, purposefully fostering inclusive environments that embrace the diverse experiences and voices of students and parents alike, fostering a collaborative partnership in the educational journey ahead.

Based on state and local data, while there are pockets of excellence and positive trends in early literacy and reading, the Bakersfield City School District faces significant challenges in closing performance gaps across different student groups and addressing behavioral issues. Focused interventions, enhanced support systems, and culturally responsive teaching strategies are essential to elevate the overall student performance and ensure equitable educational outcomes for all students.

The following schools received the lowest performance level on the following state indicators based on the 2023 Fall Dashboard. A description of the actions being implemented to address the lowest performance levels on state indicators can be found here.

Schools with lowest performance level on one or more state indicators on the Fall 2023 Dashboard				
ELA	**Math**	**ELPI**	**Chronic Abs.**	**Suspension**
Lincoln Casa Loma College Heights King Fremont Jefferson Longfellow McKinley Mt. Vernon Garza Sequoia Sierra Stella Hills Washington	Lincoln Compton Curran Fremont Stella Hills Washington	Harding Harris Lincoln Longfellow Stella Hills	No schools	Lincoln Mt. Vernon Stella Hills Washington

Wayside William Penn				

Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

The following student groups received the lowest performance level on the following state indicators based on the 2023 Fall Dashboard.

Student group with lowest performance level on one or more state indicators on the LEA 2023 Fall Dashboard

ELA	Math	ELPI	Chronic Abs.	Suspension
ELs Foster Youth Homeless SED African American	Foster Youth Homeless	No student group	No student group	African American AIAN

and/or Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Student group within a school with the lowest performance level on one or more state indicators on the Fall 2023 Dashboard

Student Groups	ELA	Math	ELPI	Chronic Abs.	Suspension
All Students	Casa Loma College Heights Fremont Garza Jefferson King Lincoln Longfellow McKinley Mt.Vernon Sequoia Sierra Stella Hills Washington Wayside William Penn	Compton Curran Fremont Lincoln Stella Hills Washington	Harding Harris Lincoln Longfellow Stella Hills	No Schools	Lincoln Mt. Vernon Stella Hills Washington
All Students District					
ELs	Casa Loma College Heights Curran Emerson Fremont Garza Harding Horace Mann	College Heights Compton Curran Emerson King Lincoln Owens Pioneer	Harding Harris Lincoln Longfellow Stella Hills	No schools	Lincoln Washington

	Hort Jefferson King Lincoln Longfellow McKinley Mt. Vernon Owens Pioneer Sequoia Sierra Stella Hills Thorner Washington	Stella Hills Washington			
ELs District	RED	ORANGE	YELLOW	YELLOW	YELLOW
Foster Youth	No schools	No schools	No schools	No schools	No schools
Homeless	Sierra	No schools	No schools	McKinley	College Heights Mt. Vernon Stella Hills
SED	Casa Loma College Heights Fremont Garza Jefferson Lincoln Longfellow McKinley Mt. Vernon Owens Sequoia Sierra Stella Hills Washington Wayside William Penn	Curran Fremont Lincoln Stella Hills Washington	No schools	No schools	Lincoln Mt. Vernon Stella Hills Washington
Students with Disabilities	Chipman College Heights Evergreen Fremont Horace Mann Lincoln Nichols Noble Pioneer Sequoia Sierra Stiern Voorhies Wayside	Chipman College Heights Curran Evergreen Fremont Lincoln Nichols Noble Sierra Stiern Voorhies Washington	No schools	McKinley	No schools
African American	Franklin Harris	Chipman Curran	No schools	No schools	Chipman Fremont

	Lincoln Longfellow McKinley Munsey Stella Hills	Lincoln McKinley Sequoia			Lincoln Mt. Vernon Owens Stella Hills Washington Wayside
American Indian or Alaska Native	No Schools	No Schools	No Schools	No Schools	No Schools
Asian	No Schools	No Schools	No Schools	No Schools	No Schools
Filipino	No Schools	No Schools	No Schools	No Schools	No Schools
Hispanic	Casa Loma College Heights Fremont Garza Jefferson King Lincoln Longfellow McKinley Mt. Vernon Sequoia Sierra Stella Hills Washington Wayside William Penn	Compton Curran Lincoln Mt. Vernon Stella Hills Washington			Lincoln Stella Hills Washington
Native Hawaiian or Pacific Islander	No Schools	No Schools	No Schools	No Schools	No Schools
White	Washington	Curran Stiern Washington		Horace Mann Munsey	Evergreen
Two or more Races	No Schools	No Schools	No Schools	No Schools	No Schools

Reflections: Technical Assistance

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

The Bakersfield City School District was identified for Differentiated Assistance (Level 2) as a result of the 2023 Fall Dashboard. The Kern County Superintendent of Schools provided individually designed assistance to address the identified performance differences, including disparities in performance for the African American student population. The district leadership team held a collaborative data analysis meeting with the support of KCSOS staff and completed a root cause analysis as part of the LCAP Development process. In addition, the district developed metrics to review progress and monitor implementation of actions and their effectiveness.

The leadership team convened to report on the progress, barriers and successes of both actions and metrics and use evidence to create systems that will support improved outcomes for African American students. The following actions address the needs of African American students to address their current level of performance in ELA (Actions 1.24, 1.25), Suspension (Action 2.4)

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.

The following schools have been identified for Comprehensive Support and Improvement based on the 2023 Dashboard.

Schools Identified:
1. Washington Middle School
2. Lincoln Junior High
3. Stella Hills Elementary

Support for Identified Schools

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

Principals and support staff attend the District led SPSA training for all schools. An additional personalized planning meeting is scheduled for all identified CSI sites to support the development of their CSI plans. Principal, Site Leadership Team, and district leadership participate in the CSI Overview training, as well as ongoing development meetings as needed.

The CSI training with the District Support Team (DST) includes: Classroom walkthrough, CSI eligibility, California School Dashboard, local data, and student group analysis to determine the areas of focus to address identified student needs. As part of the process the Assistant Superintendent includes a "data chat" review of the school's most current performance based on local data to support schools to identify and discuss root causes leading up to the identification of the school and any progress since its identification. The district team guides the school through the resource inequities process and if any inequities are identified, the school is expected to address these as part of the CSI plan development and align funding to evidence-based interventions as part of the implementation of the CSI plan.

Washington Middle and Stella Hills Elementary engaged with KCSOS to complete the needs assessment, including the identification of resource inequities and Identification of a problem statement and root causes.

Monitoring and Evaluating Effectiveness

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

In addition to the DST monitoring the effectiveness of the CSI plans through the SPSA annual review, CNA, and SPSA development process, the DST will monitor the ongoing evaluation of local capacity (funding, staff skills, and stakeholder capacity) available to implement any interventions being considered to support the successful implementation of selected evidence-based strategies.

As a vital member of the District Support Team, the Executive Director engages in debriefing sessions with principals following CSI meetings, offering targeted coaching and support. Bi-annually, the Data and Assessment Department will arrange "data chats" with all schools, including CSI-designated schools, as part of the evaluation process to assess the effectiveness of the CSI/SPSA plans, review student progress, and discuss strategies for school improvement. District teams comprising the Assistant Superintendent, Executive Director of Data and Assessment, Supervisor of Data and Assessment, and Executive Director of the CSI school actively participate in these data chat meetings alongside the school team. During these sessions, comprehensive reviews of school site data, grade-level data, and demographic data are conducted to identify data trends and inform decision-making. The primary objective of the data chat teams is to collaboratively guide schools in identifying their specific needs and ensuring that the district provides essential support through data-driven analysis.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

BCSD takes pride in ensuring that all educational partners engage in the decision making process of the development of the LCAP. Engagement of educational partners is an ongoing process that includes community, teacher, student, and parent surveys, parent meetings, student voice sessions, workshop sessions during parent university meetings, feedback from administrators during Administrative Leadership Institutes (ALI). LCAP development meetings are scheduled throughout the year with local bargaining units, parent advisory councils and committees including District English Learners Advisory Council (DELAC), District Advisory Council (DAC), District African American Parent Advisory Council (DAAPAC). The Assistant Superintendent of Educational Services annually prepares a schedule of all meetings held in public that provide anyone wishing to attend these, the opportunity for feedback on what LCAP actions are successful, or hear about the district's data and metrics to determine progress and the impact of these actions. Attendees can also make recommendations for improvement and ask questions about action implementation.

Educational Partner(s)	Process for Engagement
District Associations	District associations including BETA, CSEA, and LiUNA were invited to attend an initial zoom meeting on February 14, 2024 and follow-up meetings were carried out throughout the year with the Assistant Superintendent of Educational Services.
Community Members	Community members were encouraged to provide feedback through the annual LCAP survey available online from January 8-20th, at a regularly scheduled board meeting held on February 27, 2024, and at the annual Parent University LCAP Forum held on January 20, 2024.
Parent Groups (DELAC, SPED/CAC, APAAC, DAC)	Parent groups were encouraged to provide feedback at a regularly scheduled meeting in the months of February and April. During the meeting student performance data was reviewed and a summary of the eight priorities used to measure the effectiveness of actions in the LCAP. In addition a review of the LCAP goals, key district initiatives and available student supports was shared as well as information on summer camp programs and links to parent surveys. Parents also had the opportunity to provide feedback and recommendations for the development of the new LCAP.
Students	In November the district held an LCAP Student Focus Group made up of students representing grades 6th-8th grade and they had the opportunity to share positive experiences at school and give input on areas they would like to receive more assistance in and have access to. A second meeting was held on January 31, 2024, and March 20, 2024 with students representing all Jr. High and Middle Schools to provide input on needs specific for this age group.
Administrators	School site and district administrators were able to provide feedback on the goals and priorities of the district on January 18, 2024 during the Administrative Leadership Institute.

Equity Multiplier Schools	The following schools have been identified as Equity Multiplier Schools and have engaged with their educational partners through the School Plan for Student Achievement (SPSA) in order to develop their required focus goal. As result the following goals have been identified for all four schools:
	Equity Multiplier Goal: Enhance Student Engagement and Academic Achievement Through Professional Development and Targeted Strategies
	Objective: By the end of the 2024-2025 academic year, all four schools will increase student engagement and academic achievement by implementing comprehensive professional development for educators, fostering student autonomy and collaboration, integrating technology and real-world learning experiences, and regularly monitoring and refining strategies based on data and feedback.
	Each school established goals and objectives aligned to their identified needs as follows:
	Emerson Middle School: Increase English Language Proficiency and Academic Outcomes for English Learners
	Rafer Johnson: Improve Student Attendance and Engagement Through Community and Family Involvement
	Roosevelt: Enhance Social-Emotional Learning and Support
	Stella Hills: Improve Literacy and Math Proficiency Through Targeted Interventions and Innovation
LCAP Adoption and Approval	A public hearing was scheduled for June 11, 2024.
	Final adoption by the board of education was scheduled for June 25, 2024.

Insert or delete rows, as necessary.

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

The Bakersfield City School District expanded this year's plan for educational partner feedback to include student voice in addition to community member, teacher, administrator, parent and staff feedback. The district held in-person meetings, sent home LCAP and School climate surveys, held online zoom meetings, and had a dedicated Saturday during Parent University where parents and community members attended sessions for the purpose of providing feedback on all three of the district's LCAP goals. The Assistant Superintendent of Educational Services led numerous discussions that impacted revisions to the language in goals, metrics, and actions.

In response to parent and student feedback the LCAP prioritized the need to provide opportunities for tutoring and revised various metrics in all three goals to increase the monitoring of student outcomes and align all systems of support.

The LCAP development process allowed for reflections on existing actions, data, feedback and resulted in the need to make revisions to actions based on both current progress in meeting desired outcomes and the increase for academic, student engagement, and parent support. Actions in goal 1 that address the need for student tutoring (Actions 1.25 & 1.33), continued support for students in the lowest proficiency performance bands (Action 1.32) with support from teacher intervention specialists. The district will continue with actions that provide schools to create welcoming environments for student engagement and learning by expanding leadership support for the next

three years (Action1.4) and teachers who are prepared to deliver instruction to meet the rigor of the California Common Core State Standards (CCCSS) through actions that support their development of all content areas (Actions 1.5, 1.6, 1.7, 1.8, 1.13, 1.14). In addition as a result of the input, Action 1.34 was added to provide students with increased access to a broader course of study and opportunities for more hands-on learning fo for Low-Income students, Foster Youth, English Learners and Multilingual students as well as all other student groups, Virtual Enterprise Junior Ventures will be offered in grades 7-8 during the regular school day.

The actions in goal 2 illustrate how the district has listened to and incorporated the feedback from educational partners to address their concerns and priorities to improve student engagement, attendance, and overall well-being.outcomes. Bakersfield City School District agrees with educational partners on the importance of keeping students engaged to reduce suspension rates and improve overall student behavior by providing after school clubs, leadership programs, and E-sports provide all students, especially unduplicated students with positive outlets, fostering a sense of belonging and engagement (Actions 2.1, 2.2, 2.6, 2.12, 2.14, 2.19). Based on feedback the district addresses the need for comprehensive mental health support and social-emotional learning (SEL) through actions that provide behavior intervention specialists, associate school social workers, school psychologists, behavioral therapists, and training around SEL as well as comprehensive school-based clinics for students to access as part the continued Multi-Tiered System of Supports (MTSS). Implementing MTSS, partnering with community organizations, and providing targeted support to specific student groups will help address the issues expressed as part of the feedback. Issues that have impacted student attendance and resulted in an increase in the number of chronically absent students post-pandemic. These needs will be addressed by actions including Actions 2.3, 2.10, 2.13, 2.15, 2.16, 2.18, by keeping students engaged, healthy and working in partnership with families to address those with the greatest need, especially low-income, foster, and EL students. Actions that will continue to contribute to have safe and inclusive school environments including student safety (Action 2.17) and Custodians (Action 2.18).

Educational partner feedback continues to support district actions that support creating a welcoming and supportive environment in schools as parents indicated the need to increase parental involvement as also evidenced by the percentage of parents representing schools in district advisory groups. Actions with FACE (Action 3.1) will address the work by building relationships with families, particularly those who are harder to engage and having an accessible and welcoming space (Action 3.6) for parents and setting up parent centers that provide a stable meeting place for parents to access services and engage in activities that support student learning and attendance. Feedback indicated a need for educational programs to help parents understand the school system, and support their children's learning (Action 3.2 & 3.3). Improving communication and outreach was a significant point of feedback and actions 3.4 and 3.5 ensures parents receive important information about their child's education through digital platforms, keeping parents informed and involved about their child's attendance so students can be present for learning.

For Equity Multiplier Schools: Rafer, Emerson, Roosevelt, Hills

Schools receiving Equity Multiplier funds, through the School Plan for Student Achievement (SPSA) met with educational partners and through the School Site Council meetings, Professional Learning Communities meetings, student voice sessions and the analysis of school data. Equity Multiplier schools then developed the schools goals, metrics, desired outcomes, strategies and actions that work on addressing the greatest needs and will have the greatest impact based on their identified problems of practice.

As a result of this process the following focus goals we identified for the 2024-2025 school year:

Emerson Middle School: increase English language proficiency and academic outcomes for English Learners through targeted strategies, student engagement, and capacity building of staff

Rafer Johnson: improve student attendance and engagement through targeted strategies and capacity building of staff

Roosevelt: improve student attendance and engagement through targeted strategies and capacity building of staff

Stella Hills: improve literacy proficiency through targeted interventions and capacity building of staff

Goals and Actions

Goal 1

Goal #1	Description	Type of Goal
	The Bakersfield City School District is dedicated to the academic success of all students by providing high-quality teaching and learning practices through a multi-tiered system of support where students receive personalized instruction designed to help them achieve grade-level mastery of content standards.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 1 was revised to reflect the overall focus of actions in this goal that are developed based on feedback for increased academic support and more personalized learning from educational partners including students, parents, and teachers, to meet the individualized needs of all students for academic improvement. The need to improve student learning and outcomes based on the district's current identification for Differentiated Assistance as a result of African American students identified in the lowest performing level (RED). In addition to African American (AA) students the district currently has Socio-economically Disadvantaged (SED), EL, Foster Youth (FY), and Homeless (HL) students also in the lowest performing level (RED) for ELA according to the California School Dashboard. This coincides with local STAR data which indicates the following percentage of students performing at Level 1 on the Winter STAR administration: 57% of African American, 49.3% of SED, 69.6% of EL, 60.4% of FY, 65.7% (HL).

Measuring and Reporting Results (Goal 1)

Metric #	Metric	Baseline (2023-24)	Year 1 Outcome (2024-25)	Year 2 Outcome (2025-26)	Target for Year 3 Outcome (2026-27)		Current Difference from Baseline
1.1	Percentage of non-fully credentialed teachers **Source:** CalSAAS Report and Local Priority: 1A	5.57% 2022-23	[Insert outcome here]	[Insert outcome here]	6.0% 2025-26		[Insert current difference from baseline here]
1.2	Percentage of respondents rating the induction program effective or very effective **Source**: CTC Teacher Induction Program Completer Survey Priority: 1A	93.5% 2022-23			94% 2025-26		

1.3	Percent of students with sufficient access to standards aligned instructional materials **Source:** Williams Textbook sufficiency report Local Priority: 1B	100% 2023-24	[Insert outcome here]	[Insert outcome here]	100% 2026-27		[Insert current difference from baseline here]
1.4	Percent of school facilities maintained in"Good" or "Exemplary" condition **Source:** Facilities Inspection Tool (FIT)-Self-Administered Local Priority: 1C	97.7% of school facilities 2023-24	[Insert outcome here]	[Insert outcome here]	100% of school facilities 2026-27		[Insert current difference from baseline here]

1.5	Current level of implementation of state academic standards according to locally selected measure for: ELA ELD Mathematics Next Generation Science Standards (NGSS) **Source:** Self-Reflection Tool (5 point rubric) Local Priority: 2A	ELA- 3 ELD- 3 Mathematics- 3 NGSS-3 2023-24	[Insert outcome here]	[Insert outcome here]	ELA- 4 ELD-4 Mathematics-4 NGSS-4 2026-27		[Insert current difference from baseline here]
1.6	Access to programs and services for EL's to access CCSS & ELD standards **Source:** English Learner Program Metric: Evaluation Local Priority: 2B	Defined Program: 51.7% on Core or above	[Insert outcome here]	[Insert outcome here]	Defined Program : 60% on Core or above		[Insert current difference from baseline here]

| 1.7 | Average Distance from Standard (DFS) on CAASPP for ELA & Math Assessment

Percentage of Met/Exceeded Standards for CAST

Source:

Ca Dashboard and CAASPP

State Priority: 4A | Fall 2023-24

ELA

All Students   -62.5
EL's   -90.5
FY   -91.6
SED   -70.8
AA   -94.2
Homeless
-98
Math

All Students   -97.9

EL's   -119.6

FY   -119.4

SED   -105.5

AA   -132.8

Homeless

-123.5

2022-23 CAST

All Students: 14.62% Met or Exceeded | [Insert outcome here] | [Insert outcome here] | Fall 2026-27

ELA

All Students -50
EL's
-78.5
FY
-79.6
SED
-58.8
AA
-82.2
Homeless
-84
Math

All Students

-76

EL's

-101.9

FY

-112.5

SED

-79.7

AA

-118.7

Homeless

-110.2

2024-25 CAST

All Students: 20% Met or Exceeded | | [Insert current difference from baseline here] |
|---|---|---|---|---|---|---|---|

1.8	Percent of EL's making progress towards English Proficiency **Source:** CA Dashboard State Priority: 4E	49.8 % 2023-24	[Insert outcome here]	[Insert outcome here]	65% 2026-27		[Insert current difference from baseline here]
1.9	Rate of Reclassified English Learners **Source:** Local data Local Priority: 4F	7.5% 2023-24	[Insert outcome here]	[Insert outcome here]	15% 2026-27		[Insert current difference from baseline here]

1.10	Programs and services, supporting access to and enrollment in a broad course of study developed and provided to students in grades 1st-8th **Source**: Master Schedules and Class Rosters Local Priority: 7A	100%	[Insert outcome here]	[Insert outcome here]	100%		[Insert current difference from baseline here]

1.11	Programs and services, supporting access to and enrollment in a broad course of study, developed and provided to EL's: SED: Foster Youth: **Source:** Master Schedules and Class Rosters & English Learner Program Metric Evaluation Local Priority: 7B	70% 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. & Developing Level (Rating of 2) based on 2023-24 EL Program Evaluation	[Insert outcome here]	[Insert outcome here]	85% 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 schedules and class rosters. & Core Level (Rating of 3) based on 2026-27 EL Program Evaluation		

| 1.12 | Rate of Students With Disabilities (SWD) served inside the regular classroom for at least 80% of the day

Source: LRE Data from SIRAS system statistical report called *Student count by general education participation range code*

Local Priority: 7C | 100% of SWD have access to enroll in a broad course of study in general education

based on the 2023-24 report

48.5% of students participate in general education 80-100% of their educational day

21.4% of students participate in general education 40-79% of their educational day

30.1% of students participate in general education 0-39% of their educational day | [Insert outcome here] | [Insert outcome here] | 100% of SWD will continue to have access to enroll in a broad course of study in general education based on the 2026-27 report

52% of students will participate in general education 80-100% of their educational day

21% of students will participate in general education 40-79% of their educational day

27% of students will participate in general education 0-39% of their educational day | | |

	1.13	Referrals for initial assessments for Special Education for all students including Socially Economic Disadvantaged, English Learners and Foster Youth **Source:** Initial IEP data from SIRAS Statistical Data Report Local Priority: 7C	100% of staff have access to professional development and resources in order to lower referrals for initial assessments for Special Education for all students SED 89.1% English Learners 26.2% Foster Youth 2.7%				100% of staff have access to professional development and resources in order to lower referrals for initial assessments for Special Education for all students SED 85% English Learners 20% Foster Youth 1.5%	

| 1.14 | Pupil outcomes for grades K-8th based on local metrics for Reading and Math

Source:

STAR Reading
STAR Math
District Literacy Assessment

Local Priority:8 | **Kinder**

●65.2% of students Met Letter Sound Expectations (24-26 sounds) by the winter Literacy Assessment window.

Baseline data to be established Winter 2024

●0% of students Met blending phonemes Expectations by the winter Literacy Assessment window

First Grade

Baseline data to be established Winter 2024

● 0% of students Met CVC reading Expectations by the winter Literacy Assessment Window | | | **Kinder**

●75% of students Met Letter Sound Expectations (24-26 sounds) by the winter Literacy Assessment window.

3yr outcome will be determined once baseline is established Winter of 2024

●75% of students Met blending phonemes Expectations by the winter Literacy Assessment window

Foster Youth

Homeless

First Grade | | |

		% of students Met Short Vowel Consonant Blends Word reading Expectation by the Winter Literacy Assessment Window. **2nd -8th Reading** ●29.5% of students in grades 2nd -8th performed at a level 3 or above on the Winter STAR Reading Assessment. 20.4% of Foster Youth in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 15.2% of Homeless Youth in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 97.6% of GATE students in grades 3-6 at Owens performed at a level 3 or above on the Winter Reading STAR			● 60% of students Met CVC reading Expectations by the winter Literacy Assessment Window 50% of students Met Short Vowel Consonant Blends Word reading Expectation by the Winter Literacy Assessment Window. **2nd -8th Reading** ●39% of students in grades 2nd -8th performed at a level 3 or above on the Winter STAR Reading Assessment. 31% of Foster Youth in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment		

		95.8% of GATE students District wide in grades 3-8 performed at a level 3 or above on the Winter STAR Reading Assessment. **1st -8th Math** ●18.6% of students in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 11.7% of Foster Youth in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Math Assessment 10.4% of Homeless Youth in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Math Assessment 85.7% of GATE students in grades 3-6 at Owens performed at a level 3 or above on the Winter Math STAR			26% of Homeless Youth in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 99% of GATE students in grades 3-6 at Owens performed at a level 3 or above on the Winter Reading STAR 99% of GATE students District wide in grades 3-8 will be performing at a level 3 or above on the Winter STAR Reading Assessment. **1st -8th Math** ●25% of students in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment.		

		81.5% of GATE students District wide in grades 3-8 at performed at a level 3 or above on the Winter STAR Math Assessment			21% of Foster Youth in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Math Assessment 20% of Homeless Youth in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Math Assessment 92% of GATE students in grades 3-6 at Owens performed at a level 3 or above on the Winter Math STAR 88% of GATE students District wide in grades 3-8 at performed at a level 3 or above on the Winter STAR Math Assessment		

1.15	Pupil outcomes for Preschool Age students Source: Desired Results Developmental Profile (DRDP) Local Priority:8	Based on the Spring 2024 DRDP 91% of preschool students enrolled in CSPP were rated at the building earlier development level or above in the Language and Literacy Development (LDD) by Spring 2024			**95%** of preschool students enrolled in CSPP will be rated at the building earlier development level or above in the Language and Literacy Development (LDD) by Spring 2027		
1.16	Percentage of time C&I Specialists Provide Support to Districts and School Sites on the state adopted academic and performance standards **Source:** Personnel Activity Reports State Priority: 2A	100% of Instructional Specialists provide regular and on-going district and site support.			100% of Instructional Specialists will continue to provide regular and on-going district and site support. 2026-27		

1.17	The average number of books checked out per student **Source:** May library circulation data according t the Library & Inventory System State Priority: 7A	Average number of books checked out per student 22. May 2024			Average number of books checked out per student 25 May 2027		
1.18	Percentage of enrolled students identified as Low Income in PLTW Courses and Classes **Source:** Master Schedule and Class Rosters Local Priority: 7A	90.5 % of Low Income students enrolled 2023-24			Maintain 90.5% of Low Income students enrolled 2026-27		

1.19	Percent of respondents rating the professional development as positive and relevant to their work **Source:** Local Professional Development Surveys Local Priority: 8	80% of respondents with a positive rating. 2023-24			90% of respondents with a positive rating 2026-27		
1.20	Percent of staff attending State & Federal Programs Trainings **Source:** Staff Dev registration system training sign-in forms State Priority: 2B	91% of staff in attendance 2023-24			100% of staff in attendance 2026-27		

| 1.21 | Percent of students that have access to 1:1 devices at home and school

Source:

Technology student contracts

State Priority:7A | 100% of students have access to 1:1 devices at home and school

2023-24 | | | Maintain 100% of students having access to 1:1 devices at home and school
2026-27 | | |

Insert or delete rows, as necessary.

Goal 1 Analysis for [2024-2025]

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

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

[The four Goal Analysis prompts in the 2024–25 LCAP are not applicable until the development of the 2025–26 LCAP.]

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

[The four Goal Analysis prompts in the 2024–25 LCAP are not applicable until the development of the 2025–26 LCAP.]

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

[The four Goal Analysis prompts in the 2024–25 LCAP are not applicable until the development of the 2025–26 LCAP.]

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

[The four Goal Analysis prompts in the 2024–25 LCAP are not applicable until the development of the 2025–26 LCAP.]

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

Goal 1 Actions

Action #	Title ● ES: Educational Services ● S&F: State and Federal ● MEP: Multilingual Education Department ● NTD: New Teacher Development ● D&A: Data and Assessment	Description	Total Funds		Contributing
1.1	**ES** Class Size Reduction	Improve the individualized instructional support for all students, including those identified as Low-Income, Foster Youth, and English Language Learners by implementing class size reduction ratios of 29 students to 1 teacher in grades 4th-6th and 7th-8th. This support will effectively engage students in learning and make progress towards meeting the California State Standards for all student subgroups as well as our local metrics in STAR with a focus on Urgent intervention. This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students.	$3,722,461		Yes

| 1.2 | **S&F**
SPSA Support | Provide evidence-based, targeted, and tiered support to address the needs of all students, particularly those at risk of not meeting state academic standards, identified as Foster Youth, Low-Income students, English Language Learners, and students with low performance levels on the California Dashboard.

Planned Supports:

Targeted Academic Support:
● Teachers and Instructional Staff: Utilize the Gradual Release of Responsibility (GRR) Model to deliver differentiated, targeted instruction aligned with Common Core State Standards (CCSS), focusing on Learning Intentions and Success Criteria.
● Intervention Programs: Implement targeted intervention models for literacy, writing, math, and language support during and after school to address individual student needs.
● Supplemental Instruction: Provide additional support through Teacher Intervention Specialists, Tutors, Academic Coaches, and Program Leaders to reinforce core academic subjects and accelerate student learning.
Social-Emotional and Extracurricular Support:
● MTSS (Multi-Tiered System of Supports): Regularly monitor academic and social-emotional progress to ensure timely and appropriate interventions.
● SEL (Social-Emotional Learning): Implement research-based SEL lessons supported by supplemental staff and materials. Promote positive teacher-student relationships to foster a supportive learning environment. | $35,192,606 | | Yes |

| | | Extracurricular Opportunities: Offer enrichment activities, assemblies, field trips, and incentive programs to enhance learning experiences and student engagement. Professional Development: Teacher Capacity Building: Provide professional development opportunities, including workshops, conferences, and PLCs (Professional Learning Communities), to enhance instructional strategies and support for unduplicated students. Professional Learning: Focus on high-quality teaching aligned with state standards and BCSD initiatives, emphasizing the needs of low-income students, English Learners, and foster youth to close performance gaps. Family and Community Engagement: Parent Education: Conduct family education sessions and parent cafés to equip families with tools to support learning at home and strengthen the home-school connection. Community Collaboration: Engage with School Site Councils and community stakeholders to ensure comprehensive needs assessments and effective use of site-allocated LCFF and Title I funds. Resources and Materials: Instructional Resources: Purchase curriculum, leveled readers, technology, and materials necessary for implementing interventions and supporting academic programs. | | | |

| | | ● Support Staff: Employ certificated and classified support staff, such as Instructional Aides and Specially Funded Clerks, to assist with supplemental instruction and administrative tasks.
Monitoring and Evaluation:
● Continuous Improvement: Utilize data from the California Dashboard and other assessments to monitor student progress and refine support strategies. Regularly consult with School Site Councils to ensure that the program meets evolving student needs and effectively utilizes allocated funds.
Expected Outcomes:
● Improved academic performance and closing of achievement gaps for EL, SED, Foster Youth, and student groups RED on the dashboard students on CAASPP Academic indicators, ELPI, and STAR assessments

This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students. | | | |

| 1.3 | **S&F**
 Centralized Technical School Support | In order to ensure that all school site allocations for funds comply with the terms and conditions for their intended purpose, one coordinator, one specialist, three clerks, a proportion of a budget supervisor and one account technician will provide the centralized technical assistance to school sites. Support included: online program for school plans, conferences and training on state and federal guidelines, as well as supplies, equipment, and staff to monitor the effective implementation of state and federal programs aimed at increasing and improving outcomes for Low Income students, especially those in the Low and Very Low performance level on the California Dashboard. Action effectiveness will be monitored by percent of staff attending State & Federal Program trainings.

 Staff:
 ● Coordinator, State & Federal Programs
 ● Instructional Specialist, State & Federal Programs (1)
 ● Clerks, State & Federal Programs (3)
 ● Budget Supervisor, Fiscal (1)
 ● Account Technician , Fiscal (1)

 This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students. | $931,613 | | Yes |

| 1.4 | **ES**
Vice Principals | In order to support and promote student engagement, monitor student's academic progress as a primary responsibility in addition to social-emotional learning, and attendance as part of the school's system of support, 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. For the next three years all schools will receive a VP with the exception Penn, Rafer, and Downtown.

● Vice-Principals (41)

This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students. | $7,624,395 | | Yes |

| 1.5 | **C&I**
Curriculum & Instruction Supports | In order to continue to increase academic achievement and access to grade level core curriculum for Low-Income students, Foster Youth, English Learners and Multilingual students as well as all other student groups, the following staff will be used to support school sites in the development of lesson resources and professional learning aligned to the California Content Standards for Mathematics, ELA, Next Generation Science Standards, History Social Science, PLTW, Early Learning and Computer Science. Resources and professional learning will be aimed to meet the diverse academic and language demands of students. Action effectiveness will be measured by CAASPP data and the CA Dashboard Implementation Survey.

Staff

- Coordinator, Curriculum and Instruction (1)
- Instructional Specialist, Curriculum and Instruction (12)
- Academic Coach (1)

This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students. | $2,745,102 | | Yes |

| 1.6 | **ISS**
Instructional Support Services | The following staff 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. Action will be measured by metric 1.12

Staff:

● Program Specialists (4)
● Academic Coaches (7)

This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students. | $2,013,342 | | Yes |

| 1.7 | **MEP**
Multilingual Education Programs and Supports | MEP Supports, Professional Development and EL/RFEP Monitoring System

To enhance language development support for both English Language Learners (EL) and all students, a team of five specialists will offer guidance on high leverage instructional strategies. This support aims to boost English proficiency, elevate the quality of grade-level content instruction in Integrated and Designated ELD settings, and drive progress towards mastery of content across various subjects. Additionally, ongoing professional development will be extended to all specialists to address the specific language development needs of EL students, irrespective of their proficiency levels. The district will further prioritize targeted professional learning opportunities for teachers to deepen their understanding of student proficiency levels, individual needs, differentiation strategies based on student typology, and language development support across all academic disciplines. Moreover, the support for students progressing in language acquisition, post reclassification as Fluent English Proficient (RFEP), will be sustained through a robust monitoring system that facilitates intervention and resource alignment to cater to each student's evolving requirements.

Staff

● Program Specialists (5)
● Language Assessors (2)

This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED. | $2,547,759 | | Yes |

| 1.8 | **NTD**
New Teacher Development Support | In order to address the need for general and special education teachers who are appropriately credentialed in schools with high percentages of low-income students, and 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, the District will provide ongoing and individualized intensive professional learning and support in both content and pedagogy to all new teachers and teacher residents. 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.

Staff:

● 1 Coordinator
● 32 Resident Mentors
● 32 Resident teachers
● 6 Specialists
● 3 Clerical staff
● 150 New teacher mentors (approx)

This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students. | $4,094,960 | | Yes |

| 1.9 | **C&I**

Library Media Assistants, Library Technicians | In order to continue literacy development and increase academic achievement for Low-Income students, Foster Youth, English Learners and Multilingual students as well as all other student groups, Library staff will reinforce the school's instructional framework by providing access to complementary and supplementary library resources. Library staff will assist students in effectively using library resources and technology for research and learning. Library staff will ensure the library is accessible during the school day inclusive of before school/after school, ensuring time for class visits and independent visits. Engaging library outreach programs and events will be provided to support reading growth and enjoyment. Professional development opportunities will be provided for library staff to stay informed of ways to support students in the use of library resources as well as the latest trends in literature. Action effectiveness will be measured by STAR reading scores and library catalogs will reflect an increase in diversity.

Staff

- (32) 8-Hour Library Media Assistants
- (11) Computer Technicians
- (1) Library Media Instructional Specialist

This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students. | $3,283,440 | | Yes |

1.10	**ES** 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). This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students.	$163,659		Yes
1.11	**ES** Administrative Leadership Institute (ALI)	Administrator leadership support will be provided, through the Administrative Leadership Institute (ALI) for administrators through professional learning and regular meetings for school and site administrators, centered on Balanced Literacy, Number Sense and Problem-solving, guiding the work to better meet the needs of English Language Learners, understanding Cognitive Coaching, establishing Data Protocols, refining the Multi-Tiered System of Supports (MTSS), and meeting the Social Emotional needs of students post the pandemic. The need to increase the collective efficacy of all staff through continuous learning will strengthen existing leadership in effective pedagogical practices to support all students, especially considering the unique needs of unduplicated pupils. This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students.	$150,000		Yes

| 1.12 | **C&I**
Professional Learning- Certificated Support Staff | In order to continue to increase academic achievement for Low-Income students, Foster Youth, English Learners and Multilingual students as well as all other student groups, professional learning programs will be provided to Program Specialists, Instructional Specialists, Academic Program Leaders, Academic Coaches, Intervention Specialists and Certificated Staff across the district, to build the capacity of site support staff in all content areas. Professional Learning will include evidence based instructional practices, how to meet the needs of English Language Learners, Cognitive Coaching, Data Protocols, refining the Multi-Tiered System of Supports (MTSS), and meeting the Social Emotional needs of students. Effectiveness will be measured by an increase in STAR Reading and Math scores, local text fluency assessment at grade 1 and CAASPP scores.

This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students. | $200,000 | | Yes |

1.13	**C&I**
	
	Professional Learning- Certificated Teachers
		Professional learning resources and opportunities will be provided for certificated teachers by content area experts in the summer and during the school year, focused on research-based teaching and learning strategies in all content areas (including but not limited to Literacy, Mathematics, Language, Writing, History-Social Science, Next Generation Science Standards, Physical Education, PLTW, Early Learning, Visual and Performing Arts, Social-Emotional Learning, Technology Integration.) A concerted focus will be put on the implementation of the Portrait of the Graduate Competencies and research based instructional strategies to support literacy and mathematics.Effectiveness will be measured by an increase in STAR Reading and Math scores, local text fluency assessment at grade 1 and CAASPP scores.
		
		     ● Extra Teacher Pay
		     ● Materials
		
		This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students.
			$18,780,442		Yes

| 1.14 | **ISS-SPED**

Professional Learning Special Education Certificated | In order to increase meaningful engagement for students with disabilities in general education programs and services professional learning resources and opportunities will be provided, (including but not limited to Inclusive Services, Co-Teaching, Literacy, Math, Writing, Social Emotional Learning) to prepare certificated staff to effectively meet the academic and social emotional needs of Special Education students while in their Least Restrictive Environment. Action effectiveness will be monitored by SIRAS Statistical LRE data reports.
This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students. | $276,034 | | No |

| 1.15 | **ISS-IT**

Technology for Teaching and Learning | In order to address the need to develop the technology skills, engagement, and ability to use online information and communication technologies to find, evaluate, create, and communicate information requiring both cognitive and technical skills for all students including Low-Income, Foster Youth, and English Language Learners, is essential and supported through student access for 1:1 devices at school and at home as needed. Updated technology equipment to support teaching and learning will be provided at 44 school sites:

Staff

● Electronics Systems Support Technician (2)
● Network Support Technician(14)
● Network Systems Engineer (2)
● Network Support Technician Supervisor (1)
● Network Administrator (6)
● Chief Technology Officer (1)

This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students. | $6,669,297 | | Yes |

| 1.16 | **C&I**
Science Technology Engineering and Math (STEM) Resources | All teachers assigned to teach science and support robotics, in order to continue to increase academic achievement in the areas of science, technology, engineering and applied mathematics for Low-Income students, Foster Youth, English Learners and Multilingual students as well as all other student groups, will be provided with instructional resources needed to conduct hands-on and project-based learning. Effectiveness will be measured by CAASPP CAST scores at 5th and 8th grade.

● Robotics Equipment
● Robotics Education Competition Expenses
● Consumable Science Materials
● Computer Science Resources

This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students. | $420,000 | | Yes |

| 1.17 | **D&A**
Online Learning Systems and Resources | Based on feedback from Data Chats, school administrators and support staff highlighted the need to increase access to online learning systems and resources for all students, particularly Low-Income students, Foster Youth, and English Learners, to support classroom instruction. These resources will provide instructional staff and administrators with immediate assessment data for analysis, aiding in the improvement of teaching and learning. This data will help schools identify student strengths and educational needs, aligning supports at both the school site and district level to meet these needs. Data and Assessment Staff will monitor the use of these systems, providing training and assistance to teachers and administrators to ensure effective usage. They will gather data to evaluate the impact of these online learning and assessment platforms on student academic achievement. The effectiveness of this action will be measured by STAR reading scores.

Staff

● Supervisor, Educational Technology, Data & Analysis (1)
● Educational Technology Data & Assessment Analysts (1)
● Program Specialist, Educational Technology, Data & Assessment (1)

This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students. | $2,854,492 | | Yes |

		Library collections will be updated that encourage a culture of literacy, inclusive of e-books, digital audiobooks, print books and educational resources that cater to diverse interests, needs, and cultural backgrounds. Library facilities will be updated to create a welcoming learning environment that meets evolving needs of students. Flexible spaces will be provided that accommodate diverse learning needs through learning zones, groups study areas, and areas for independent use. A modern technological infrastructure consisting of interactive learning technologies and upgraded student computers and devices will meet 21st century standards. Action effectiveness will be measured by STAR reading scores and library catalogs will reflect an increase in diversity. This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students.	$684,248		Yes
1.18	**C&I** Upgraded Libraries and Classroom Libraries				
1.19	**ISS-ELP** Extended Learning Program (ELP) Academies	Academy Specialists, lead teachers, clerical staff, will increase the access for all students including Low-Income, Foster Youth and English Learners to enroll in the Extended Learning Program Academies after school at all 44 schools that promote opportunities to extend learning through Literacy, Mathematics, and STEAM instructional support to reduce learning loss. By increasing access to more students, levels of literacy and after school support and intervention for students who may be struggling to meet state academic standards as a result of the pandemic. This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students.	$9,832,742		No

| 1.20 | **D&A**

 Gifted and Talented Education (GATE) | To increase access to cognitively demanding experiences for all students, particularly Low-Income students, Foster Youth, and English Learners eligible for the Gifted and Talented Education (GATE) program, we will continue providing professional learning and GATE certification to educators, supporting inquiry-based learning pedagogy and social emotional learning. This approach aims to enhance academic achievement across the district. Professional learning will ensure GATE identification is conducted through culturally and linguistically sensitive collaboration, focusing on the purpose of gifted education, identification processes, and recognizing gifted characteristics and behaviors. The effectiveness of these actions will be measured by STAR data to ensure continuous improvement and equitable access to GATE services

 • 5 GATE Teachers
 • 1 Computer Specialist
 • 1 GATE Specialist
 • 1 Science Specialist
 • Extra time for Professional Development
 • Professional Development Materials and Resources

 This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students. | $1,571,288 | | Yes |

| 1.21 | **MEP**

Dual Immersion, Multilingual Education Programs | The need to provide all students including Low-Income students and Foster Youth with increased access to core programs based on research, intellectually rich, developmentally appropriate, that foster high levels of English proficiency, literacy, and content learning as well as develop proficiency in other languages. The district will continue to support the Multilingual Education Programs in the District, to increase access for all students, research indicates increased levels of academic achievement when enrolled in a Dual Immersion program. In addition, based on research evidence that indicates the benefits for all students who speak more than one language, as evidenced by the increased state academic performance of all students enrolled in the Dual Immersion program. The district will increase teachers at Harris to follow the grade level progression according to the growth of the program.

Staff

● Teachers:
  ● Voorhies-17 Teachers
  ● Harris-11 Teachers
  ● Walter Stiern-7 Teachers (2 Science, 2 History, 1 SLA, 2 Sixth Grade)
  ● Intervention Specialist (Harris)

This action addresses the lowest performance level in ELA for All students | $5,180,630 | | Yes |

1.22	**ISS-VAPA** Visual and Performing Arts (VAPA)	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. ● Music Teachers (11) ● Choir Teachers (5) ● Academic Coaches (2) ● Coordinator (1) ● Secretary (1) ● Clerk (1) This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students.	$3,471,929		Yes
1.23	**C&I** Project Lead the Way	In order to continue to increase academic achievement and access to a broad course of study for Low-Income students, Foster Youth, English Learners and Multilingual students as well as all other student groups, Project Lead the Way TK - 8 will be supported through on-going professional learning opportunities, certification of staff, necessary equipment, furniture and resources for quality programs. Effectiveness will be measured by CAASPP CAST scores at 5th and 8th grade. This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students.	$1,292,978		Yes

| 1.24 | **ISS**
P.R.O.U.D (Powerful, Resilient, Outstanding, Unique, and Determined) Academy | The P.R.O.U.D. Achievement Academy will provide students and principally address the needs of <u>African American,</u> who have been struggling <u>academically</u> with increased opportunities to enhance critical thinking skills, improve leadership and public speaking skills. Youth Service Specialists will provide social-emotional support and increased engagement through focus group sessions involving teachers and students, with a focus on socioeconomically disadvantaged students to increase school connectedness with a focus on African American students.

The P.R.O.U.D. Achievement Academy students will continue to be exposed to various university field trips including Community Colleges and Universities in response to students requests to better understand the requirements to attend college. In preparation to attend higher learning establishments students will learn about the history and write reflections. YSS staff will monitor participating student's academic progress on a quarterly basis and through the MTSS process will provide support as needed.

YSSs staff will monitor student program participants' academic progress, attendance, and behavior. The P.R.O.U.D. Achievement Academy will be offered at Stella Hills, Curran, Emerson, Munsey, McKinley, King, Owens, Harris, Thorner, Longfellow, College Heights, Sequoia, Frank West, Pauly, Washington, Evergreen, Chipman, Lincoln, Fremont, and Franklin.

This action addresses the lowest performance level in ELA, for African American students. | $942,042 | | Yes |

1.25	**ES** Intervention Tutoring Support Program	Tutoring will be provided for students that are in urgent intervention or intervention in our local metrics (Literacy assessment for K-1 and STAR for 2-8). The intervention is to establish a tutoring program outside of regular hours to provide intensive intervention to students with a focus on unduplicated students inclusive of ELs, Homeless, and Foster. School Site Certificated Instructional Staff will be providing tutoring to students. The metric will be Winter literacy assessment for K-1 and STAR for 2-8th. This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students.	$5,044,866		No
1.26	**ISS-Extended Learning** 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. Enrollment and participation data of unduplicated students will be monitored. This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students.	$669,535		Yes

| 1.27 | **ISS**
National Youth Sports Program (NYSP) | The need to provide all students with supplemental enrichment opportunities to accelerate progress to close learning gaps, provide college and career readiness through supplemental summer programs combining both sports and instruction on career preparation soft skills. Through sports, students will learn responsible social skills that lead to healthy lifestyles, collaboration, communication, and resiliency through the National Youth Sports Program.

This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students. | $172,166 | | No |

| 1.28 | **ISS**
Students Experiencing Homelessness and Foster Case Management | Liaisons will provide case management for all foster youth, to ensure that students are being provided with all of the necessary support to ensure student success.

In order to increase and improve the services to meet the needs of students identified as Foster and/or experiencing homelessness liaisons, clerk and district liaison will coordinate services such as remediation/tutoring, provide school materials, clothing, support services, basic needs for food, transportation, case management, access to Foster Focus, and other needed training, support and services related to establishing educational stability and continuity through the District's McKinney-Vento and Foster program. Monitoring of Tier II student's attendance will ensure students are able to succeed academically.

● 1 Clerk
● 5 FACE Liaisons/Driver
● 1 District Liaison Homeless/Foster

This action addresses the lowest performance level in ELA and Math for Foster and Homeless students. | $1,018,386 | | Yes |

| 1.29 | **S&F**
Coordination of Supplemental Programs | California State Preschool
Migrant
Title I, II, III, IV

In order to increase and improve coordination of supplemental programs to meet the needs of Low-Income students and ensure school readiness, our district is implementing several key initiatives.

Title I Part A Assistance to Schools: District Support Teams will organize TK/K spring orientations for effective transitions into elementary school, TK/K Fall onboarding, and Fall Outreach to all students to ensure they are prepared for the new year. Additional Professional Development Days, planning time, as well as online programs and licenses for Title I schools, including platforms like Renaissance Assessment, Accelerate Learning, BrainPop, WE Video, Mystery Science, and Next Gen Math. Library books, Early Literacy Materials, and Math manipulatives to help close the achievement gap.

Title I, Part C Migrant Program Coordination: The program coordinator, specialists, recruiters, secretary and teachers will extend and enrich learning for migrant students, providing training and oversight. Services that will align with the required state mandates for program effectiveness. | $3,367,067 | | Yes |

| | | Title I & II Professional Learning Coordination: District Curriculum & Instruction Specialists will provide ongoing professional development for Pre-K through 8th-grade educators. This training focuses on enhancing collaborative conversations, phonemic awareness, balanced literacy, content integration, addressing learned helplessness, and writing instruction. Specialists will also offer coaching on strategies such as CCSS ELA/ELD, Math, NGSS, History Social Science, Balanced Literacy, Guided Reading, Writing Strategies, the CRA Math strategy, Professional Learning System (PLS): Supported by Title II funds, our PLS will offer professional growth opportunities for educators, including induction programs and leadership development.Intervention Strategies, and Social-Emotional Learning.

Summer Institute: Our Summer Institute will offer professional learning sessions to prepare educators with the content knowledge and culturally responsive materials needed for the school year.

Title III English Learner Services Coordination: Program Specialists and Administrators will use Title III funds to provide professional learning and support for district personnel to address the needs of English Learners and immigrant students, by enhancing instructional opportunities. | | | |
|---|---|---|---|---|---|

| | | Title IV Extended Learning Program : Support the Project Lead The Way (PLTW) STEAM curriculum with necessary technology and robotics supplies, Visual and Performing Arts provides increased access to comprehensive visual and performing arts opportunities. Additional instruments will be purchased to provide more students the opportunity to participate in their school's music program.The STEAM Program Academies incorporate the use of Apple technology to engage students in music making, art, engineering and science. Consultation services with Apple for ongoing professional development along with the purchase of additional equipment.   Gardens include hydroponic growing systems for students to explore alternative ways to cultivate a healthy lifestyle.Students in junior high will be given access to additional physical education lessons through the use of Spark. Teachers will receive professional development to increase their knowledge of how to engage students.

Equitable Services: District Coordination Teams will ensure equitable services for all eligible students using Title I (Part A & C), II, III, and IV funds.

These initiatives aim to create a supportive and effective learning environment for all students, especially those facing unique challenges.

This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students. | | | |

| 1.30 | **MEP**
English Learners Tutoring and Saturday Academies - Multilingual Education Programs | Teachers will provide additional opportunities to engage students in language acquisition by providing instruction to increase listening, speaking, reading and writing skills through meaningful and standards aligned lessons designed to meet the individual needs of English Learners, At-Risk of becoming LTELs, and Long Term English Learners.

Efforts to increase access to supplemental learning opportunities for students identified as English Learners through after school tutoring and support, as well as Saturday Academy sessions. Staff paid to tutor will provide students additional time for acceleration of language acquisition to ensure all EL students can attain English Proficiency prior to entering middle school/junior high.

Tutoring costs for before/after school and/or Saturdays, include extra time for teachers, intervention teachers, campus supervisors, administrators, custodians, instructional materials, student supplies, curriculum, clerical staff and all other costs for operation. | $400,000 | | Yes |

| 1.31 | **ES**
Teacher Intervention Specialists | 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.

This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students. | $7,601,865 | | Yes |

| 1.32 | **ES**
Teacher Tutors | Schools that have the highest academic need will receive funds to hire a Teacher Tutor to focus on reading for students in Urgent Intervention or Intervention with a focus on unduplicated students inclusive of ELs, Homeless, and foster. Winter Star reading test scores will be used to determine schools that have the most urgent need. The metric will be the K-1 literacy assessment and 2-8 STAR reading.
1. Rafer Johnson
2. Lincoln
3. MLK
4. Sequoia
5. Williams
6. College Heights
7. Casa Loma
8. Hills
9. Fremont
10. McKinley

This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students. | $585,190 | | No |

| 1.33 | **C&I**

Virtual Enterprise Junior Ventures | In order to increase academic achievement and access to a broad course of study for Low-Income students, Foster Youth, English Learners and Multilingual students as well as all other student groups, Virtual Enterprise Junior Ventures will be offered in grades 7-8 during the regular school day to increase access to hands on learning through real-world experiences to develop students' abilities to be collaborative, creative, and self-directed problem solvers. The district will provide support through on-going professional learning opportunities, necessary equipment, and resources. Effectiveness will be measured by participating student GPA as compared to the average GPA of the students in that grade level at the participating school site. | $533,934 | | No |

Insert or delete rows, as necessary.

Goals and Actions

Goal 2

Goal #2	Description	Type of Goal
Goal 2	The Bakersfield City School District is dedicated to holistically supporting the social, emotional, mental, and physical well-being of all students, families, and staff by cultivating a safe, inclusive, and welcoming environment to ensure that every student feels valued, respected, and empowered to thrive.	Broad

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Bakersfield City School district has developed this goal as a reflection of the educational partner input which included a strong call for enhanced mental health support for both students and parents. Suggestions included partnering with local organizations for mental health services and the need to continue with existing SEL programs and strategies but saw room to expand these initiatives to better support student's emotional well-being. The analysis of state and local data indicate there are factors that continue to impact students' attendance rates, which have increased to 90.88% but have not yet reached pre-pandemic levels. The district celebrates the decrease in chronic absenteeism by more than 20%, and acknowledges that there is still more work to be done if it is going to be reduced below 20% in the next three years. The increase in suspensions further supports the goal to provide students with the SEL support to have students learn coping skills and learn appropriate ways to resolve conflicts and help build stronger relationships with peers, teachers, and find a way to positively engage while at school in order to decrease chronic absenteeism and continue to increase attendance that will result in improved student outcomes.

Measuring and Reporting Results (Goal 2)

Metric #	Metric	Baseline (2023-2024)	Year 1 2024-2025	Year 2 2025-2026	Target for Year 3 Outcome 2026-2027	Current Difference from Baseline

2.1	Attendance Rates **Source:** CALPADS Report 14.2-Student Absences Student List (Aggregate Days Attended/Aggregate Days Expected) Local Priority: 5A	90.88% 2022-23	[Insert outcome here]	[Insert outcome here]	96.50% 2025-26	[Insert current difference from baseline here]
2.2	Attendance Rates Foster Youth Homeless **Source:** Districtwide progress monitoring in May Local Priority: 5A	All Students: 93.2% Foster Youth: 92.9% Homeless: 90% English Learners: 94.4% May 2024			All Students: 96% Foster Youth: 94% Homeless: 95% English Learners: 96% May 2027	

2.3	Chronic Absenteeism Rates **Source:** Fall California Dashboard Local Priority: 5B	All Students: 30.4% SED students: 32.2% Homeless students:45.7% Foster Youth: 25.7% EL's: 24.9% Fall 2023	[Insert outcome here]	[Insert outcome here]	All Students:19% SED students: 21.2% Homeless students: 34.7% Foster Youth: 14.7% EL's: 13.9% Fall 2026	[Insert current difference from baseline here]
2.4	Middle School Dropout **Source:** Fall 1 CALPADS Report 1.14 Local Priority: 5C	0.4% 2023-24	[Insert outcome here]	[Insert outcome here]	0.39% 2026-27	[Insert current difference from baseline here]
2.5	Suspension Rate **Source:** Fall California Dashboard State Priority: 6A	All Students: 2.7% African American (RED): 6.5% American Indian/Alaska Native (RED): 7.4% Students with Disabilities:2.7% Foster Youth: 4% Fall 2023	[Insert outcome here]	[Insert outcome here]	All Students: 2.1% African American (RED): 3.5% American Indian/Alaska Native (RED): 3.7% Students with Disabilities:1.35% Foster Youth: 2.1% Fall 2026	[Insert current difference from baseline here]

2.6	Pupil Expulsion Rates **Source:** CALPADS End of Year (EOY) submission data from prior year using Reports 7.12 and 1.21 Local Priority: 6B	0.1% expulsions based on 2022-23 EOY	[Insert outcome here]	[Insert outcome here]	0.1% expulsions based on 2025-26 EOY	[Insert current difference from baseline here]

| 2.7 | Student Climate and sense of safety

Source:
Hanover Survey

Local Priority: 6C | **SPRING 2024**

3rd-4th
89% Feel welcome at School
92% Adults care about students
80% Feel safe at school
90% Feel safe in classroom

5th-6th
83% Feel welcome at School
85% Adults care about students
69% Feel safe at school
82% Feel safe in classroom

7th-8th
84% Feel welcome at School
83% Adults care about students
70% Feel safe at school
80% Feel safe in classroom | [Insert outcome here] | [Insert outcome here] | **SPRING 2027**

3rd-4th
95% Feel welcome at School
95% Adults care about students
90% Feel safe at school
95% Feel safe in classroom

5th-6th
85% Feel welcome at School
90% Adults care about students
80% Feel safe at school
85% Feel safe in classroom

7th-8th
85% Feel welcome at School
85% Adults care about students
80% Feel safe at school
85% Feel safe in classroom | [Insert current difference from baseline here] |

| 2.8 | Measuring the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors in 7th grade.

Source:

Local Priority: | Baseline
2023-24 | | | TBD
2026-27 | |

Insert or delete rows, as necessary.

Goal 2 Analysis for 2024-2025

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

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

[The four Goal Analysis prompts in the 2024–25 LCAP are not applicable until the development of the 2025–26 LCAP.]

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

[The four Goal Analysis prompts in the 2024–25 LCAP are not applicable until the development of the 2025–26 LCAP.]

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

[The four Goal Analysis prompts in the 2024–25 LCAP are not applicable until the development of the 2025–26 LCAP.]

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

[The four Goal Analysis prompts in the 2024–25 LCAP are not applicable until the development of the 2025–26 LCAP.]

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

Goal 2 Actions

Action #	Title	Description	Total Funds	Contributing
2.1	**ES** Cafeteria and Playground Activity Leaders (CPALS)	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 safe, welcoming, inclusive, and respectful school climate at each school in the district, by providing structures for students to remain positively engaged before school and during noon time activities. The focus for CPALs will be to strengthen relationship building and de-escalation strategies when supervising students during unstructured times. • 270 CPALs This action addresses the need to increase a sense of safety at school for all students.	$6,452,452	Yes

| 2.2 | **ISS**
Student Clubs and Activities | The need to increase school attendance for all students, including Foster Youth, English Learners, and Low-Income students at all schools. This will be achieved by providing site funding allocations for teachers to oversee and lead activity clubs after-school and lunchtime clubs. Funding will also cover the costs of providing students with snacks that meet national nutrition guidelines during these club meetings.

Identify barriers that prevent students from participating in existing clubs. A focus on high suspension (all schools are red on the Dashboard for suspension) rate will be monitored:

This action addresses the need to decrease suspension for our lowest performing students, including students identified in the RED on the 2023 California Dashboard (African American & American Indian/ Alaska Native)

A focus on decreased suspension rates at: Mt. Vernon, Washington, Stella and Lincoln that have a dashboard metric of red for suspension. | $350,000 | Yes |

| 2.3 | **ISS**
MTSS Supports and Resources | The need to develop a robust Multi-Tiered System of Supports (MTSS) within the district to holistically address the individualized needs of all students, including unduplicated pupils. To support the effective implementation of this MTSS framework, the district will dedicate the following resources:

● MTSS Coordinator to oversee the planning, coordination, and monitoring of the tiered intervention programs. (1)
● MTSS Clerk to provide administrative support, prepare materials, and schedule meetings for the MTSS planning and training sessions. (1)
● MTSS Coaches to work directly with school sites and provide training, guidance, and support to teachers and staff on the MTSS best practices. (5)
● As part of the comprehensive MTSS process at each school site, the district will also:

Establish and support a multi-disciplinary MTSS team at every campus. Provide coaching and support to site administrators and MTSS teams on data drill down to find patterns and gaps in student discipline data. The systems fidelity tool will be used to identify needs, and implement the appropriate tiered interventions using a matching guide. Provide ongoing professional development for teachers and staff on using evidence-based strategies to support students' academic (ELA and Math), behavioral, and social-emotional growth.

This action addresses the need to decrease suspensions, improve academics for our lowest performing students including African American, EL's, Hispanic, Homeless, SED, and White. | $1,308,270 | Yes |

| 2.4 | **ISS**
Behavior Intervention Specialists (BIS) | The need to provide ongoing professional development for teachers on effective strategies and interventions at the Tier 2 level. To address the intense social-emotional and behavioral needs of all students, including unduplicated pupils, increase their sense of having caring adults on campus and focusing on students that are unduplicated students to decrease suspension rates.

This will be achieved through the 90 Behavior Intervention Specialists who will be deployed to each school site to provide the following services:

● Conduct classroom observations and provide support to teachers with behavioral interventions.
● Provide professional development for teachers on targeted Tier 2 interventions
● Lead social skills groups and restorative circles
● Work with parents of students receiving Tier II interventions.
● Facilitate MTSS Tier II meetings, deliver daily check-in/check-out support for students in Tier II interventions.

This action addresses the need to increase professional development and decrease suspensions for our lowest performing students including African American, EL's, Hispanic, Homeless, SED, and White. | $10,061,506 | Yes |

| 2.5 | **ISS-Rafer**
Associate School Social Workers (ASSW) | The need to re-engage all students who have been identified as chronically absent with an emphasis on unduplicated students by providing twenty-one (21) Associate School Social Workers (ASSW).

ASSW's will:

• Work to reduce the chronic absenteeism rates in the district and work as part of the School Attendance Review Board (SARB) and support students in Tier 2 and Tier 3 families under the McKinney Vento with social-emotional and attendance needs.
• Conduct small trauma-based grief groups.
• Assist identified students/families need to address barriers that inhibit engagement and access to educational opportunities while in school, and conduct home visits.

The District will continue to evaluate the Service Delivery Model structure annually to determine the need for additional ASSW staff.

The district will annually evaluate the effectiveness of this service delivery model and determine if additional ASSW staff are needed. ASSW will maintain case management to determine effectiveness of all students with an emphasis on unduplicated students identified for chronic absenteeism.

This action addresses the need to increase attendance for our lowest performing students. | $3,109,870 | Yes |

2.6	**ISS** Youth Service Specialists (YSS)	Eighteen (18) 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 low income students. The Youth Services Specialists will continue to provide the Khepera Curriculum to students participating in the P.R.O.U.D. Academy Program in grades, 3-8. Provide student leadership conferences and workshops. This action addresses the need to increase attendance for Foster Youth and low income students.	$2,775,119	Yes
2.7	**ISS-SPED** School Psychologists & Behavioral Health Therapists	Behavior Therapists and Psychologists: fully funded with LRBG The need to continue to decrease suspension rates, address mental health crisis, and reduce substance use concerns for all students including, Foster Youth, Low-Income students, and English Learners at sites with student groups with a performance level of very low and low in the California Dashboard, will align with the efforts to support schools having School Psychologists and Behavioral Health Therapists to provide intensive and direct assistance to identified students with immediate crisis response management, behavioral support and services. Action effectiveness will be measured by CA Dashboard suspension rates and entries into the Navigate 360 Crisis reporting system. Staff: 20 Psychologists 13 Behavioral Health Therapists This action addresses the need to decrease suspensions for our lowest performing students.	$6,813,031	No

| 2.8 | **ISS**
Social Emotional Learning Professional Learning | The need to decrease suspensions by increase the percentage of students reporting through the Student Climate and Sense of Safety Survey an increased sense of safety in school and access to caring adults, by providing professional learning of site administrators Teachers, BISs, YSSs, Campus Supervisors, and CPALs on topics such as the development of culturally responsive and trauma informed relationships, developing student-centered classrooms, SEL curriculum implementation, increasing student agency, Trauma and ACEs, Social Skills and voice in schools, and the goal to refine systems and structures to support a comprehensive Multi-Tiered System of Supports for all students including Low-Income, Foster Youth, and English Learners at 44 school sites. Monitoring of student suspension rates and students reporting feelings of being safe while at school on the Student Climate and sense of safety survey.

This action addresses the need to decrease suspension for our lowest performing students. | $1,356,476 | Yes |
| 2.9 | **ISS**
Social Emotional Learning Curriculum (SEL Toolbox) | The need 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 programs and 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 K-6 teachers across the district.

This action addresses the need to decrease suspension for our lowest performing students. | $364,194 | Yes |

| 2.10 | **ISS-Health**

Healthy Youth | The district will provide comprehensive education for students with age appropriate health education based on the need to provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors. In order to prevent the spread of infections or to equip students with the knowledge and critical thinking skills to make informed decisions and prevent them from making choices that may lead to unintended outcomes.

Consultants will provide instruction that complies with all state requirements for health education for 7th grade students at all Jr. High/Middle Schools. Teachers will continue to implement SEL resources to increase student to teacher and student to school connectedness and prevent students from ideations that result in unsafe student outcomes.

Staff will monitor the survey results and analyze the percentage of students feeling connected at school or with an adult. School Health staff will monitor the pre/post assessments for health education classes of 7th grade students.

- Consultant and materials
- SEL resources

This action addresses the need to increase the sense of school connectedness for all students in 7th and 8th grades | $469,314 | Yes |

| 2.11 | **ISS-Health**
Regional Comprehensive School Based Health Clinics | To reduce and prevent the health barriers impacting all students including Low-Income, Foster Youth, and English Learners from attending school, by having school social workers (ASSW's), nurse practitioners, a coordinator, school health office technicians, a clerks, school & community facilitator/drivers, School Wellness Center medical assistants, an office manager and operate four regional Comprehensive School-Based Health Clinics to provide prevention and treatment services for medical, mental health, vision, and dental needs for students. Clerks will assist with files, calls to parents and community partners, scheduled appointments, and clerical support for health staff. The work of providing quality comprehensive school-based health clinics (wellness center) will continue with Phase II at MLK.

Staff

● Nurse Practitioner (4)
● Partially Funded Site Coordinator (1)
● School Social Worker (5)
● School and Comm. Facilitator/Driver Bilingual (8)
● School Health and Wellness Office Manager (1)
● School Health Office Technician (3)
● School Wellness Medical Asst. (4)
● School Health Wellness Clerk (1)
● Clerk VIII
● Team Custodian (2)
●

This action addresses the need to increase attendance for all students. | $6,032,188 | Yes |

| 2.12 | **ISS**
Restorative Classroom Specialists | Increasing support for student engagement and attendance for all students including Low-Income, Foster Youth, and English Learners at the Jr. High/Middle Schools. Explicitly teaching and utilizing restorative practices while students are enrolled in the Restorative Classroom . This approach aims to build students' skills for improved decision-making and problem-solving, rather than just punishing undesirable behavior.

The key changes are:

● Emphasizing the teaching and utilization of restorative practices
● Specifying that this approach occurs while students are enrolled in the Restorative Classroom
● Clarifying that the goal is to build students' skills for improved decision-making and problem-solving, rather than just punishing undesirable behavior.
● A focus on repairing and restoring harm

Provide one Restorative Classroom Specialist (10 total) at each of our Jr. High/Middle Schools to counsel students through the restorative conferences when conflicts arise. Through these conferences, students can use their voice to share their feelings/emotions with peers and/or teachers in a safe and positive environment. Specialists will lead restorative conferences, and intervene to prevent students from getting suspended.

This action addresses the need to reduce the suspension rate for all students. | $1,599,347 | Yes |

| 2.13 | **ISS**

Rafer Johnson School | Expand the opportunities for student placement at Rafer by adding more classroom teachers, proactively allow students to attend Rafer rather than being expelled to Kern County Superintendent of Schools Community School. This goal will be measured by enrollment at Rafer and district expulsion rates.

Increase the attendance rates for all students including Low-Income, Foster Youth and English Learners who are at risk of suspension by having teachers and teacher assistants, implement a Community Day School as an alternative education program at Rafer Johnson School to explicitly teach students the social emotional competencies. A Coordinator/Principal will administer the program, supervise the assigned personnel (teachers, aides, school social worker), meet with students and parents, and develop plans for students to return to the regular school setting. The school social worker will provide support to students in Tier 2 and Tier 3 and work together with families to improve the student's social emotional and attendance needs, conduct small group trauma-based grief groups, assist students/families to address barriers that inhibit engagement and access to educational opportunities, so students can return to their home school.

Staff

- Academic Coach (1)
- Instructional Assistant- Behavioral Mng. (5)
- Teacher, Restorative Classroom Specialist (3)

This action addresses the need to increase attendance and reduce suspension rate for all students. | $1,063,820 | Yes |

2.14	**ISS** Student Leadership	Student Leadership opportunities-will be implemented to increase student connectedness with schools and expand the opportunities to engage in meaningful participation for all students, including Low-Income students, Foster Youth, and English Learners. The Executive Director, Coordinators, YSS, and BIS staff will design Student Leadership opportunities to help students develop the necessary skill sets to make a positive impact in their schools and/or community. Students will engage with community leaders/professionals and create campaigns to address a need in their community. (transportation, YSS & BIS staff, materials, supplies, facilities, extra time) This action addresses the need to increase student connectedness for all students.	$25,000	Y
2.15	**ISS** Foster Youth	Trained staff will be designated to conduct monitoring of daily attendance and provide transportation or other needed resources to prevent students from becoming chronically absent and reduce chronic absenteeism rates for students identified as Foster Youth. Increasing participation in all school-based social emotional services and MTSS supports including trauma informed mental health services, extracurricular and extended learning programs for Foster Youth, will result in eliminating barriers and improved attendance. Sites without an assigned Youth Services Specialists (YSS) will designate a staff member to collaborate in conjunction with the McKinney Vento district team and YSS to increase access to services for Foster Youth. (Extra Time for all staff.). This action addresses the need to increase attendance for Foster Youth students.	$50,000	Y

2.16	**ISS-ELP** Sports Programs	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. This action addresses the need to increase attendance and reduce chronic absenteeism for all students.	$873,610	Yes
2.17	**ISS** Student Safety	The need to enhance the sense of safety for all students, including unduplicated pupils, staff, families, and the school community. The district will place 32 Campus Supervisors at schools to increase the perceived sense of safety in the classroom and at school as determined by student climate survey, metric #2.6. One student Safety Coordinator will lead the following actions. ● Promoting and maintaining a safe school environment district-wide. ● Responding to the needs of all campuses by assisting schools with the development of their School Safety Plans. ● Providing support to schools following incidents that could result in student suspensions. ● Working with individual school sites to develop practices that promote positive student engagement across all campuses. ● Provide Professional Development for Campus Supervisors and staff responsible for student supervision before, during and after school. This action addresses the sense of safety for all students in school and in the classroom.	$5,052,848	Yes

2.18	**ES** Custodians	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. ● 8-hour custodians (Total 43), excluding Downtown This action addresses the need to increase attendance for all students.	$3,702,712	Yes
2.19	**C&I** Electronic Sports in 4th-8th	In order to decrease chronic absenteeism, increase engagement, diversify opportunities for student participation, and improve attendance for Low-Income students, Foster Youth, English Learners and Multilingual students as well as all other student groups, Electronic Sports (E-Sports) in grades 4th-8th will be offered as an extracurricular activity. This action addresses the need to increase attendance and reduce chronic absenteeism for all students	$457,152	Yes

Insert or delete rows, as necessary.

Goals and Actions

Goal 3

Goal	Description	Type of Goal
Goal 3	The Bakersfield City School District is committed to increasing the meaningful participation and engagement of all parents, families, and community members through a collaborative approach that ensures all students receive the support they need to succeed through strong partnerships and open communication.	Broad

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district has chosen to revise and prioritize this goal to reflect the need to increase the level of participation and engagement from parents, families and the community as parents expressed through the educational partners feedback a desire for more opportunities to be involved in their children's education. This included being informed about and involved in decision-making processes and educational programs. Parents shared many common concerns and suggestions around continued improvement in communication, providing opportunities to better understand the available academic support. Based on the analysis of local metrics 91.2% of responses on the LCAP community survey strongly agree or agree that the school has high expectations of their child/children therefore collaboration between schools and parents is an integral component of goal 3. Based on the feedback of the Annual Parent Climate Survey 92.5% of respondents strongly agree or agree that their schools/district provide regular opportunities to participate which is an indication of the district's goal and continued commitment to increase parent participation in meaningful ways.

Measuring and Reporting Results (Goal 3)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Efforts the school district makes to seek parent input in making decisions for the district and individual school sites **Source:**Percent of schools represented by either a representative or alternate during parent advisory committees • District Advisory Committee (DAC) • District African American Parent Advisory Committee (DAAPAC) • District English Learner Advisory Committee (DELAC) Local Priority: 3A	District Advisory Committee (DAC): 65% of schools with parent representation District African American Parent Advisory Committee (DAAPAC): 49% of schools with parent representation District English Learner Advisory Committee (DELAC): 71.4% of schools with parent representation 2023-24	[Insert outcome here]	[Insert outcome here]	District Advisory Committee (DAC): 70% of schools with parent representation District African American Parent Advisory Committee (DAAPAC): 60% of schools with parent representation District English Learner Advisory Committee (DELAC): 75% of schools with parent representation 2026-27	[Insert current difference from baseline here]

| 3.2 | How the district promotes parental participation in programs for low income, English learner and foster youth students

Source:

Parent Guardian Climate Survey

Local Priority: 3B | 2023-24
Low-Income 93.5% of respondents Strongly Agree/Agree

English Learners 92.9% of respondents Strongly Agree/Agree

Foster Youth 92.8% of respondents Strongly Agree/Agree | [Insert outcome here] | [Insert outcome here] | 2026-27
Low-Income

95% of respondents Strongly Agree/Agree

English Learners 95% of respondents Strongly Agree/Agree

Foster Youth 95% of respondents Strongly Agree/Agree | [Insert current difference from baseline here] |
| 3.3 | How the district promotes parental participation in programs for students with disabilities
Source:
SIRAS Statistical Data regarding Parent Involvement Participation

Local Priority: 3C | 99.5% of respondents

Strongly Agree/Agree

2023-24 | [Insert outcome here] | [Insert outcome here] | Maintain 99.5% 2026-27 | [Insert current difference from baseline here] |

3.4	The percentage of parents feeling welcome at their child's school **Source:** School Climate Survey	92.5% of respondents Strongly Agree/Agree 2023-24			95% of respondents Strongly Agree/Agree 2026-27	
3.5	Average Distance from Standard (DFS) on CAASPP for ELA **Source:** Ca Dashboard and CAASPP State Priority: 4A	Fall 2023-24 **ELA** All Students -62.5 EL's -90.5			Fall 2026-27 **ELA** All Students -50 EL's -78.5	
3.6	The degree to which parents feel session content will support their children at home **Source:** Parent Education Culminating Evaluation State Priority: 3B	89% of respondents who Strongly Agree/Agree that content provided through the learning opportunities will help support their child at home 2023-24			92% of respondents will Strongly Agree/Agree that content provided through the learning opportunities will help support their child at home 2026-27	

Insert or delete rows, as necessary.

Goal 3 Analysis for [2024-2025]

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

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

[The four Goal Analysis prompts in the 2024–25 LCAP are not applicable until the development of the 2025–26 LCAP.]

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

[The four Goal Analysis prompts in the 2024–25 LCAP are not applicable until the development of the 2025–26 LCAP.]

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

[The four Goal Analysis prompts in the 2024–25 LCAP are not applicable until the development of the 2025–26 LCAP.]

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

[The four Goal Analysis prompts in the 2024–25 LCAP are not applicable until the development of the 2025–26 LCAP.]

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

Goal 3 Actions

Action #	Title	Description	Total Funds	Contributing
3.1	**ISS-FACE** Family and Community Engagement (FACE)	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 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. Staff ● Coordinator II (1) ● Instructional Specialist (1) ● Family & Community Engagement Representative (1) ● Clerk VIII ● Family & Community Engagement Liaison ● Staff Secretary	$5,243,809	Yes

| 3.2 | **ISS-FACE**
Parent Education | Parent Engagement & Education

The need to increase and improve the support for all parents including parents of unduplicated pupils, on understanding the U.S. Educational system, district opportunities for increased parent involvement, understanding the District's instructional and social emotional goals, and priorities, and access to parent programs (Parent University, Now We're Cooking, Summer Parent Academies, Saturday Parent Classes and other parent education classes and events). Support to parents resulting in their child's improved academic performance, as well as increased opportunities for parent input, and feedback with the support of specialists, academic coaches, FACE liaisons, and the necessary training materials and language supports for those who speak languages other than English.

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. | $802,239 | No |
| 3.3 | **MEP**
Community-Based English Tutoring (CBET) | To promote language acquisition of our English Learners, a combined effort at home and at school is supported through Community-Based English Tutoring (CBET). CBET provides language support to parents/guardians through teacher-led instructions as well as online language programs. Through CBET, participants will improve their skills in English Language and develop confidence in guiding and supporting our students to their full potential.

CBET program is conducted with the support of teachers and aides, as well as additional teaching staff for children to receive extended learning time while parents attend class. In addition, a custodian will be at each site to provide a well-maintained facility and to ensure safety. | $116,719 | Yes |

3.4	**Communications** Digital Platforms and Community Applications	Communications will provide information to parents via various platforms. The need to improve district wide communication with parents regarding matters related to their child's education, through the use of district website, social media, and other digital platforms as well as communication applications. Staff will be provided extra time to make phone calls and ensure all parents, including parents of Low-Income students, Foster Youth, and English Learners remain connected to their child's school site throughout the school year to work as partners in education and ensure all students succeed academically. ● Chief Communications Officer (1) ● Administrative Secretary II (1) ● Communications Supervisor (1) ● Creative Content Supervisor (1) ● Marketing and Communications Specialist (1) ● Multimedia Supervisor (1) ● Multimedia Support Technician (2) ● Bilingual Translator Clerk (3) ● Platforms: Facebook, district website, ParentSquare, YouTube	$1,954,225	Yes
3.5	**ES** Office assistants at each School Site	Clerks at school sites will increase the connectedness of all parents, including Low-Income, Foster Youth and English Learners to engage parents in events and education of their students. ● One office assistant at each school (41) (Excludes: Downtown, Penn, Rafer)	$2,046,694	Yes
Action 3.6	**ISS-FACE** Parent Center at Martin Luther King Jr. Elementary	Phase I and Phase II of the parent centers at Martin Luther King Jr. will be completed to provide a welcoming environment for parents to access services aligned to support student learning. Staff will access parent centers to provide classes, workshops, and opportunities to engage in the decision making-process that supports continued student achievement.	$701,881	Yes

Goals and Actions

Goal 4-Equity Multiplier (Emerson)

Goal #	Description	Type of Goal
Goal 4	By the end of the 2024-2025 academic year, Emerson Middle School will increase ELA, Math, and English Language Proficiency through targeted evidence-based strategies and by actively engaging students in the learning, as well as building capacity of educators to increase academic outcomes for English Learners.	Focused

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district has established five priorities and one of them is to Increase language proficiency rates for all English learner students by one level annually (Priority 3), at the middle school level the percentage of Long Term English Learners is higher. Based on the 2023 California Dashboard Emerson Middle School currently has the English Learners student group in the lowest performing level (RED) for both ELA and Mathematics. In addition the ELPI for English learners declined by 7.1%.

Local data shows 130 students are identified as LTELs . It also identifies 10 students as At-Risk of becoming an LTEL. These two groups make up 13% of the overall student population and 81% of the EL population at this school. The school believes that by addressing the needs of EL students and implementing strategies that actively engage students in learning, will result in improving and building educator capacity that will benefit all students, especially EL students in the areas of ELA, Math, and English Language Proficiency.

 Through the analysis of the schools data and as part of the SPSA development process the school identified the following pressing needs for English Learners for ELA:

• Use of EL toolkit strategies in all content areas. Need for all teachers to be trained with follow up coaching on implementation of strategies.

• DELD/ELD- small group instruction, with Universal Access to address student language, writing, and access to content

• Professional Learning Communities (PLC) with Certificated Extra Time for Extended PLC to support Good First Instruction and data analysis.

• Intervention (Push In or Pull Out) with Intervention Specialist, Curriculum, and supplies to support growth towards grade level reading and comprehension.

• Accelerated Reader to support fluency and comprehension with incentives and supplies.

• Academic Coach and APL to support coaching and PLC to ensure Good First Instruction.

• Certificated Extra Time for Clubs and Extracurricular Activities to apply learning.

• Achievement Recognition to support student goals and SEL.

• Extended Learning Time to support remediation.

Through the analysis of the schools data and as part of the SPSA development process the school identified the following pressing needs for English Learners for Math:

 Math vocabulary to support access to content.

• Foundational math skills to support access to higher level math.

• Small group instruction and Universal Access to support reteach and enrichment.

• Extended Learning Time to support remediation with tutoring and any supplies needed.

• Technology to scaffold learning of math content.

• Manipulatives to support concrete learning of math.

• Achievement recognition to support student goals.

• Field Trips and/or assemblies to support learning content with real-life experience with transportation.

Through the analysis of the schools data and as part of the SPSA development process the school identified the following pressing needs for Long Term English Learners:

• Note Taking to support retelling.

• Reading Strategies to support growth towards grade level reading.

• Comprehension Strategies to support access to grade level text and growth towards grade level

reading.

• Retell with details to support speaking and comprehension.

• Speaking a sequence of events to support comprehension.

• Practice with Listening, Speaking, Reading , and Writing (ELPAC Warm-Ups) to support access to

testing.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Pupil outcomes for grades 6th, 7th, and 8th based on local metrics for Reading **Source:** STAR Reading Local Priority:8	All Students:26.2 % EL: 5.4%	[Insert outcome here]	[Insert outcome here]	All Students: 36.2% EL: 15.4%	[Insert current difference from baseline here]
4.2	Pupil outcomes for grades 6th, 7th, and 8th based on local metrics for Math **Source:** STAR Math Local Priority:8	All Students:10.1% EL's: 1.8% 2023-24	[Insert outcome here]	[Insert outcome here]	All Students: 20.1% EL's: 10.8% 2026-27	[Insert current difference from baseline here]

4.3	Rate of Reclassified English Learners **Source:** Local school data Local Priority: 4F	11% 2023-24	[Insert outcome here]	[Insert outcome here]	15% 2026-27	[Insert current difference from baseline here]
4.4	Percent of EL's making progress towards English Proficiency **Source:** CA Dashboard State Priority: 4E	56.1% 2023-24			65% 2026-27	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

This is a new goal and does not apply for the 2023-2024 school year.

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

This is a new goal and does not apply for the 2023-2024 school year.

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

This is a new goal and does not apply for the 2023-2024 school year.

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

This is a new goal and does not apply for the 2023-2024 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	DATA ASSESSMENT TO DETERMINE INDIVIDUAL STUDENT NEEDS	Teachers will implement PLC Collaboration focusing on EL strategies to address language proficiency for students that are English Language Learners. Teachers, Admin, and Support Staff will conduct Academic Conferences to identify specific needs in ELA, Math, and language acquisition for all students to tailor support to individual needs. Teachers will facilitate Goal Setting sessions to encourage all students to take ownership of their learning and set targets for improvement. The expectation is that 100% of teachers are actively implementing	$122,370	No
4.2	READING, MATH AND LANGUAGE ACQUISITION INTERVENTIONS	Admin will hire and assign Teacher Tutors to provide personalized support in ELA and Math, tailored to individual student needs. Teachers will offer EL Interventions/Supports such as targeted resources and online programs to students that are English Language Learners to enhance their English Language Proficiency. Teachers will provide Before or After School Tutoring sessions to students focusing on ELA and Math to reinforce classroom instruction.	$354,923	No

4.3	HANDS-ON LEARNING AND STUDENT ENGAGEMENT ACTIVITIES	Admin, Support Staff, and Teachers will conduct Saturday Academies focusing on interactive learning experiences to engage students in ELA, Math, and language. Teachers and Club Advisors will encourage student participation in Extracurricular-Electives and Clubs to foster interest and engagement in learning. Admin, Support Staff, and Teachers will organize Assemblies and Field Trips to provide students with real-world context for academic concepts and promote involvement.	$248,871	No
4.4	BUILDING CAPACITY OF EDUCATORS	Admin and Support Staff will provide teachers with professional development workshops focusing on evidence-based strategies for ELA, Math, and language instruction. Follow-up of support and resources for teachers to effectively implement EL interventions and engage English Learners in the learning process. Facilitation of collaborative learning opportunities among teachers and support staff to share best practices and strategies for supporting English Learners. Opportunities will be provided for educators to attend workshops, conferences, and seminars focused on effective strategies for teaching ELA, Math, and language to English Learners. Administrators and teachers will receive support through Professional Development Consultants specializing in EL instruction and language acquisition to provide tailored training sessions for educators. Certified substitutes will release teachers to allow them to participate in PD workshops and coaching sessions without disrupting student instructional time. Faculty meeting days or professional development days for teachers will be held for intensive training sessions and coaching opportunities.	$204,870	No

Insert or delete rows, as necessary.

Goals and Actions

Goal 5 Equity Multiplier (Rafer Johnson)

Goal #	Description	Type of Goal
5	By the end of the 2024-2025 academic year, Rafer Johnson will increase overall student attendance rate by 3% compared to the previous year through targeted strategies and capacity building of staff to improve student engagement, build capacity of educators and increase academic outcomes for all students.	Focused Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement

An explanation of why the LEA has developed this goal.

As part of the School Plan for Student Achievement development the site identified the following needs based on the analysis of its data

61.7% of all students attending Rafer were chronically absent in 2022, 48.6% of all students were chronically absent (declined 13.1%) in 2023; however although it was a significant improvement the need to build systems and structures to address attendance have a direct impact on the academic achievement of students. Rafer Johnson school had no student groups identified in the lowest performance level (RED) on the 2023 California Dashboard.

The school also identified the need to provide professional learning opportunities for staff (certificated and classified) to retain educators and build capacity on evidence-based student engagement strategies. In building staff capacity, it will result in having improved Tier I structures for attendance and providing students with incentives that build a sense of belonging and community.

By implementing this comprehensive action plan, Rafer Johnson can work towards increasing overall student attendance rates and academic outcomes by prioritizing student engagement and building capacity among staff to support student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Attendance Rates **Source:** Districtwide progress monitoring in March Local Priority: 5A	All Students: 82.2% SED: 81.3% Foster Youth: 85.1% Homeless: 66.0% 2023-24		[Insert outcome here]	All Students: 96% SED: 95.1% Foster Youth 96% Homeless 79.8% 2026-27	[Insert current difference from baseline here]
5.2	Professional Development staff participation **Source:** Sign-in/out forms Local Priority: 5A	0% participation 2023-24	[Insert outcome here]	[Insert outcome here]	99% participation 2026-27	[Insert current difference from baseline here]
5.3	Classroom observations to monitor implementation of professional learning in classrooms **Source:** Admin observation Local Priority: 5A	0% of classrooms 2023-24.	[Insert outcome here]	[Insert outcome here]	85% of classrooms 2026-27	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

[Respond here]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	PROFESSIONAL LEARNING TO BUILD CAPACITY	Rafer Admin and Coaching staff will lead a series of workshops and training sessions aimed at integrating the 5 C's of student engagement—Choice, Challenge, Collaboration, Control, and Connection—into teaching practices. They recognize the importance of these elements in fostering student engagement and will ensure that educators have the necessary tools and strategies to incorporate them effectively. Additionally, Rafer Admin and Coaching staff will organize a book study on "Confronting the Crisis of Engagement" by Douglas Reeves, Nancy Frey, and Douglas Fisher. This initiative is designed to deepen the understanding of engagement strategies among all staff members, providing them with valuable insights and practical approaches to enhance student engagement. Certificated and paraprofessionals will actively collaborate during staff planning sessions and professional development activities. By working together, they will ensure that educators receive the support and resources needed to implement new engagement strategies successfully in their lessons. This collaborative effort aims to create a conducive environment for continuous improvement and effective teaching practices. Admin and coaching staff will facilitate the coordination of certificated substitutes to support educators' professional development. This includes organizing observations, professional development sessions, or academic conferences, allowing educators uninterrupted time for learning and collaboration. By providing this support, they enable educators to focus on developing engaging lessons and activities centered on the essential elements of student engagement.	$54,400	No

5.2	STUDENT ENGAGEMENT STRATEGIES	Rafer educators (teachers and staff) will Implement a variety of student activities designed to incorporate the 5 C's: Choice: Teachers will offer students options for projects, assignments, and learning pathways for students to increase autonomy and ownership of their education. Challenge: Teachers will design tasks and projects that stretch students' abilities and encourage them to strive for excellence. Collaboration: Staff will facilitate student group projects, discussions, and cooperative learning activities to foster teamwork and peer support. Control: Staff will empower students to have a say in their learning process, allowing them to set goals, track progress, and make decisions. Connection: Staff will create opportunities for students to form meaningful relationships with peers, teachers, and the subject matter through interactive activities and discussions	$1,500	No
5.3	INTEGRATION OF TECHNOLOGY	Staff will update classroom technology to enhance student engagement in the digital age. Staff and students will work together to develop podcasts, interactive presentations, and the use of online resources to make learning more interactive and accessible. Staff will explore the integration of esports as a platform for connected learning, providing opportunities for students to engage with peers and content in a meaningful way.	$12,000	No
5.4	REAL-WORLD RELEVANCE AND EXPERIENCES	Staff will organize real-world experiences such as guest speakers, field trips, and assemblies for students to connect classroom content to practical applications. Teachers will incorporate realia and discussions into lessons for students to demonstrate the relevance of learning and spark students' curiosity. Encourage teachers to leverage community resources and industry partnerships to provide students with authentic learning experiences that resonate with our students.	$15,000	No

5.5	MONITORING AND EVALUATION	School Leadership Team to establish benchmarks and targets for improving student attendance rates and academic outcomes School Administration and Teachers regularly assess the effectiveness of implemented strategies through the feedback, observation, and data analysis to ensure strategies are working effectively for students. School Administration and Teachers adjust and refine approaches based on feedback and outcomes to ensure our students' continuous improvement towards the stated goal.	$6,000	No
5.6	COMMUNICATION AND COLLABORATION	School Administration and Teachers foster open communication and collaboration among staff, students, parents, and the border community to support student engagement initiatives. School Administration, Teachers, and Support Staff share successes, challenges, and best practices through regular meetings, newsletters, and professional learning communities for students, parents, and the community to promote learning and collaboration. School Administration and Teachers solicit input and feedback from stakeholders to ensure that strategies are aligned with student needs and preferences of the school community.	$8,992	No

Insert or delete rows, as necessary.

Goals and Actions

Goal 6 Equity Multiplier (Roosevelt)

Goal #	Description	Type of Goal
6	By the end of the 2024-2025 academic year, Roosevelt will increase the overall student attendance rate by 3% compared to the previous year through targeted strategies and capacity building of staff to improve student engagement, build the capacity of educators and increase academic outcomes	Focused Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement

An explanation of why the LEA has developed this goal.

As a result of the analysis of data and through the development process of the School Plan for Student Achievement (SPSA), Roosevel identified based on California Dashboard 31% of the students were chronically absent from school in 2023, this year the rate decreased to 22.6% based on local metrics. Although the school's strengths are building relationships with families and students by conducting home visits by the attendance team, there are areas needing improvement including:

Tier I structures:increase classroom activities, incentives, self-monitoring goal setting, noon-activities, assemblies, and field trips to promote attendance and positive behaviors. Engage students with hands-on learning and reach out to community based organizations to provide support.By having a goal in conjunction with a comprehensive plan, Roosevelt can work towards increasing overall student attendance rates and academic outcomes by prioritizing student engagement and building capacity among staff to support student success.

Roosevelt had no student groups placed in the lowest performance level (RED) on the 2023 California Dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Professional Development staff participation **Source:** Sign-in/out forms Local Priority: 5A	0% participation 2023-24	[Insert outcome here]	[Insert outcome here]	99% participation 2026-27	[Insert current difference from baseline here]
6.2	Attendance Rates All Students **Source:** Districtwide progress monitoring in May Local Priority: 5A	All Students: 93.5% SED: 93.4% Foster Youth: 90.9% Homeless: 90.7% 2023-24	[Insert outcome here]	[Insert outcome here]	All Students:96% SED: 95% Foster Youth: 92% Homeless: 93% 2026-27	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

[Respond here]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	PROFESSIONAL LEARNING TO BUILD CAPACITY	Organize a series of workshops and training sessions:administrator will facilitate workshops and training sessions aimed at integrating the 5 C's of student engagement into teaching practices for teachers and support staff. The 5 C's are essential elements to consider when planning for student engagement. Teachers and support staff offering students choices in their learning, providing challenging tasks, promoting collaboration, giving them a sense of control over their education, and fostering connections between peers, teachers, and the subject matter can significantly impact student engagement. Teachers will be intentional in incorporating these elements into their teaching practices

Conduct a book study on "Confronting the Crisis of Engagement" by Douglas Reeves, Nancy Frey, and Douglas Fisher, guided by the administrator to deepen understanding of effective engagement strategies for teachers.

Allocate additional time for staff planning and professional learning

Provide certificated substitutes to facilitate observations, professional learning sessions, or academic conferences | $224,770 | No |

6.2	STUDENT ENGAGEMENT	Teachers and Instructional Leaders will implement a variety of student activities designed to incorporate the 5 C's: Choice, Challenge, Collaboration, Control, Connection Choice: Offer students options for projects, assignments, and learning pathways to increase autonomy and ownership of their education. Challenges: Design tasks and projects that stretch students' abilities and encourage them to strive for excellence. Collaboration: Facilitate group projects, discussions, and cooperative learning activities to foster teamwork and peer support. Control: Empower students to have a say in their learning process, allowing them to set goals, track progress, and make decisions.	$12,000		No
6.3	INTERVENTION AND TUTORING	Teachers will implement intervention and tutoring sessions for students who require additional support in the specific subjects or skills for students identified as needing extra assistance, providing personalized academic support to improve their understanding and performance. Administration will hire, train, and assign three teacher tutors to conduct targeted tutoring sessions alongside intervention specialists, ensuring a comprehensive support system for students in need.	$159,894		No
6.4	EXTRACURRICULAR ACTIVITIES OR CLUBS	Teachers will organize a variety of extracurricular activities or clubs catering to diverse student interests and talents for students, providing opportunities for socialization, skill development, and expiration beyond the classroom curriculum. Teachers, Behavioral Intervention Specialists and Cafeteria and Playground Activity Leaders (CPALS) will provide supervision for students during extracurricular activities.	$43,000		No
6.5	INTEGRATION OF TECHNOLOGY	Administration and Teachers will update classroom technology to enhance student engagement in the digital age for students, providing more interactive and accessible learning experiences. Develop podcasts, interactive presentations, and online resources to make learning more interactive and accessible.	$30,000		No

6.6	REAL-WORLD RELEVANCE AND EXPERIENCES	Administration and Teachers will organize real-world experiences such as guest speakers, field trips, and assemblies to connect classroom content to practical applications for students, connecting classroom content to practical applications and enhancing their understanding of real-world relevance. Teachers will incorporate reais and discussions into lessons to demonstrate the relevance of learning and spark students' curiosity.	$66,641		No
6.7	MONITORING AND EVALUATION	Grade Level and Leadership Teams will establish benchmarks and targets for improving student attendance rates and academic outcomes for students, aiming to track progress and ensure continuous improvement in their educational journey. Teachers will regularly assess the effectiveness of implemented strategies through student feedback, observation, and data analysis.	$7,000		No
6.8	COMMUNICATION AND COLLABORATION	Administration will foster open communication and collaboration among staff, students, parents, and the broader community to support student engagement initiatives ensuring alignment with the needs and preferences of all educational partners. Administration and Teachers will share successes, challenges, and best practices to staff, families, students, and the community through regular meetings, newsletters, and professional learning communities. Administration will solicit input and feedback from educational partners to ensure that strategies are aligned with the needs and preferences of the students, families, and school community.	$3,000		No

Goals and Actions

Goal 7 Equity Multiplier (Stella Hills)

Goal #	Description	Type of Goal
7	By the end of the 2024-2025 academic year, Stella Hills Elementary will increase reading proficiency 10% from Fall, Reporting Period 1 to Winter, Reporting Period 2 on the STAR Reading	Focused Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Stella Hills Elementary had the following student groups in the lowest performance level (RED) on the 2023 California Dashboard:

All Students: ELA, Math, ELPI, Suspension

EL's: ELA, Math, ELPI

SED: ELA, Math, Suspension

AA: ELA, Suspension

Hispanic: ELA, Math, Suspension

Homeless: Suspension

As a result of its current reported status for these students and analysis of the data through the School Plan for Student Achievement (SPSA), the school identified the need to provide explicit instruction in phonics and develop actions that will support students through tutoring, individualized instruction, intervention, data driven decision-making, and in partnership with families and community. Professional development for teachers and staff will be an integral part of the school's efforts to increase student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Pupil outcomes for grades 2nd-6th based on local metrics for Reading **Source:** STAR Reading Local Priority:8	All Students:19.4% African American:15.9% Hispanic:17.9% English Learners:10.9% Socioeconomically Disadvantaged: 19.4% 2023-24	[Insert outcome here]	[Insert outcome here]	All Students: 29.4% African American: 25.8% Hispanic:17.9% English Learners:20.9% Socioeconomically Disadvantaged: 19.5% 2026-27	[Insert current difference from baseline here]
7.2	Pupil outcomes for grades 1st-6th based on local metrics for Math **Source:** STAR Math Local Priority:8	All Students: 14.3% African American: 11.9% Hispanic: 14.3% English Learners: 14.7% Socioeconomically Disadvantaged: 14.2% 2023-24	[Insert outcome here]	[Insert outcome here]	All Students: 24.3% African American: 21.9% Hispanic: 24.3% English Learners: 24.7% Socioeconomically Disadvantaged: 24.2% 2026-27	[Insert current difference from baseline here]

| 7.3 | Pupil outcomes for grades K-1st based on local metrics for Literacy

Percent proficient

All Students:

African American:

Hispanic:

English Learners:

Socioeconomically Disadvantaged:

Source:

District Literacy Assessment

Local Priority:8 | Baseline to be established in 2024

All Students: 0%

African American: 0%

Hispanic:0%

English Learners:0%

Socioeconomically Disadvantaged: 0%

2023-24 | [Insert outcome here] | [Insert outcome here] | All Students: 45%

African American: 40%

Hispanic:45%

English Learners:40%

Socioeconomically Disadvantaged: 45%

2026-27 | [Insert current difference from baseline here] |

7.4	Student performance on CAASPP ELA & Math Distance from Standard (DFS) **Source:** Ca Dashboard and CAASPP State Priority: 4A	All Students: -85.1 African American:-112.7 Hispanic:-75.3 English Learners:-99 Socioeconomically Disadvantaged: -114.5 Fall 2023			All Students: -85.1 African American:-112.7 Hispanic:-75.3 English Learners:-99 Socioeconomically Disadvantaged: -114.5 Fall 2026	
7.5	Student performance on CAASPP Math Distance from Standard (DFS) **Source:** Ca Dashboard and CAASPP State Priority: 4A	All Students: -117.9 African American:-133.9 Hispanic:-113.8 English Learners:-114.6 Socioeconomically Disadvantaged: -118.9 Fall 2023			All Students: 106.9 African American:-115.9 Hispanic:96.8 English Learners:-102.6 Socioeconomically Disadvantaged: -109.2 Fall 2026	

7.6	Attendance Rates **Source:** Districtwide progress monitoring in May Local Priority: 5A	All Students: 90.5% African American:90.4% Hispanic:90.3% English Learners:93.2% Socioeconomically Disadvantaged: 90.5% 2023-24			All Students:96% African American: 96% Hispanic:96% English Learners: 96% Socioeconomically Disadvantaged: 96% 2026-27	
7.7	Suspension Rate **Source:** Fall California Dashboard State Priority: 6A	All Students: 5.7% African American: 9.4% Hispanic:4.7% Socioeconomically Disadvantaged: 5.8% Homeless: 8.2% 2023-24			All Students: 1.7% African American: 5.7% Hispanic:1.7% Socioeconomically Disadvantaged: 1.8% Homeless: 4.2% 2026-27	
7.8	Percent of EL's making progress towards English Proficiency **Source:** CA Dashboard State Priority: 4E	30.6% Fall 2023			65% Fall 2026	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

[Respond here]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	DATA ASSESSMENT TO DETERMINE INDIVIDUAL STUDENT NEEDS	Teachers and Support Staff will implement PLC collaboration, conduct academic conferences, facilitate goal setting sessions to determine student needs. PLC Collaboration: teachers will collaborate with PLC teams to focus on reading and EL strategies Academic Conferences: administrators, teachers, and support staff will conduct conferences to identify all and individual student needs in ELA, Math, and language acquisition. Goal Setting Sessions: teachers will facilitate sessions to encourage students to set targets for improvement.	$15,000	No
7.2	READING, MATH AND LANGUAGE ACQUISITION INTERVENTIONS	Teachers will offer interventions/supports for Tier 2 African American, Hispanic, English Learners and Socioeconomically Disadvantaged students through intervention supports and tutoring sessions. Administrators will hire two additional 4 hour Teacher Tutors: to provide interventions. The two teacher tutors will be dedicated to providing targeted academic support and mentoring to students in subjects where performance is below standard. Intervention Supports: teachers and academic coordinators will provide targeted resources and online programs to enhance Reading and English Language proficiency. Tutoring Sessions: assigned tutoring staff will conduct tutoring sessions focusing on ELA and Math to reinforce classroom instruction. Academic Tutoring Structure: 2 days per week X 30 weeks (September- April) 20 teachers will provide tutoring for Tier 2 African American, Hispanic, English Learners, and Socioeconomically Disadvantaged students.	$153,358	No

7.3	HANDS-ON LEARNING AND STUDENT ENGAGEMENT ACTIVITIES	Teachers and support staff will encourage participation in extracurricular electives and clubs to foster interest and engagement in learning. Teachers and support staff will organize assemblies and field trips to provide students with real-world context for academic concepts and promote student involvement. Teachers will provide hands-on and collaborative learning structure in all classrooms (tables, electronic devices) Administration, support staff and teachers will develop and implement the Innovation Lab to provide for student engagement and creativity. Students will participate in hands-on and interactive activities such as group projects, simulations, science experiments, and other engaging activities that bring learning to life. Teachers will provide students with activities to implement the 5-C's: Choice, Challenge, Collaboration, Control, and Connection	$80,000	No
7.4	ATTENDANCE INITIATIVES	Administration and Attendance team will provide morning activities, clothing and shoe closet, coordinate with Bakersfield Police Department, Golden Eagle Award for all students. Support staff and teachers will provide morning activities for students to encourage them to come to school and arrive on time. Golden Eagle Award for monthly perfect attendance will be given out to students and earn "Gold" items each month (shirts, gear, etc.) Administration and FACE Liaison will implement clothing and shoe closets to provide basic clothing for students in need. Administration to facilitate consistent coordination with BPD to provide an officer to assist with truancy visits no less than 1 time per month	$62,585	No
7.5	INCLUSIVE AND WELCOMING ENVIRONMENT	All staff will provide positive messaging on campus for students, families, and community. Administration and support staff will organize assemblies for Hispanic Heritage Month and Black History month to build school and community cultural awareness and appreciation.	$15,000	No

7.6	BUILDING EDUCATOR CAPACITY	Administration and coaching support staff will provide professional development workshops for teachers focusing on evidence-based strategies for ELA, Math, and language instruction. Administration and coaching support staff will offer ongoing support and resources for teachers to effectively implement EL interventions and engage English Learners in the learning process. Administration and coaching support staff will facilitate collaborative learning opportunities among educators to share best practices and strategies to supporting English Learners. Administration and coaching support staff will provide ongoing Peaceful Playgrounds training to CPAL's.	$467,725	No
7.7	REFINE FAMILY AND COMMUNITY ENGAGEMENT	Administration, teachers, and FACE Liaison will provide various engagement initiatives for families of students. Welcoming signage in front of school/window decals, School Administrators will organize and provide opportunities and needed resources for families: CAPK program, Rosetta Stone program, GED classes. CAPK like programs for family outreach will provide live video feed of parent classes and video library of parent classes. Support staff will provide the supplies and subscription for Rosetta Stone for staff and parents. 1>For parents to use to learn English to help their students 2>For staff to learn Spanish to communicate with an increasing number of newcomer students and EL families. 3>Headphones with microphones 4>Kindle Fire Tablet for checkout	$20,000	No

| 7.8 | MONITORING AND EVALUATION | Administration, support staff, and teachers will regularly assess student progress, monitor participation and engagement, and evaluate educator capacity building efforts.
Teachers will regularly assess student progress in ELA, Math, and English Language Proficiency through formative and summative assessments.
Teachers and support staff will monitor participation and engagement in targeted interventions and extracurricular activities.
Administration will evaluate educator capacity building efforts through surveys, feedback sessions, and observation of instructional practices.
Administration, support staff, and teachers will analyze data to measure growth in academic outcomes for African American, Hispanic, English Learners, and Socioeconomically Disadvantaged students and adjust strategies as needed to achieve the goal. | $20,000 | No |

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$123,008,872	$15,954,715

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
42.71%	2.459%	$7,230,916.78	45.16%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Goal 1 Action 1.1	The need to improve the individualized instructional support for all students as evidence by performance in ELA and Math: 2023 CA Dashboard Academic Indicators CAASPP ELA: All Students -62.5 (ORANGE) Socioeconomically Disadvantaged -70.8 (RED) English Learners -90.5 (RED) Foster Youth -91.6 (RED) CAASPP Math: All Students -97.9 (ORANGE) Socioeconomically Disadvantaged -105.5 (ORANGE) English Learners -119.6 (ORANGE) Foster Youth -119.4 (RED) Educational partner input from parents to provide support and enrichment for students to meet their individualized needs.	Implementing class size reduction ratios of 29 students to 1 teacher in grades 4th-6th and 7th-8th will support students in learning and make progress towards meeting the California State Standards for all student subgroups.Smaller group sizes will give more attention to students individually.	The district will measure effectiveness using Metric 1.7 and 1.14

| Goal 1
Action 1.2 | LEA 2023 CA Dashboard Academic Indicators
CAASPP ELA:
All Students -62.5 (ORANGE)
Socioeconomically Disadvantaged -70.8 (RED)
English Learners -90.5 (RED)
Foster Youth -91.6 (RED)

CAASPP Math:
All Students -97.9 (ORANGE)
Socioeconomically Disadvantaged (-105.5 (ORANGE)
English Learners -119.6 (ORANGE)
Foster Youth -119.4 (RED)

Percent of EL's making progress towards English Proficiency 49.5%

Local Data 2023-2024
STAR Reading
2nd-8th Reading
●29.5% of students in grades 2nd -8th performed at a level 3 or above on the Winter STAR Reading Assessment.

STAR Math
1st -8th Math
●18.6% of students in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment.

Rate of Reclassified English Learners 7.5%

State and local assessments identified the need for increased support of literacy and math, as well as Social-Emotional support for all students, especially Socioeconomically Disadvantaged, English Learners and Foster Youth. | School site administrators, support staff and teachers will implement targeted academic support, social-emotional and extracurricular support, professional development, family and community engagement, as well as necessary resources and materials to address the unique student needs on each campus to improve all student, especially unduplicated student, academic outcomes.

School plan actions and expenditures will address the identified needs of SED, EL, and Foster Youth through targeted academic support, language acquisition programs, and SEL initiatives that are intended to make an impact on all students as SPSA funds are allocated to all schools making this action LEA wide. This approach not only helps close achievement gaps but also fosters an inclusive and supportive school environment that benefits all students.
The effectiveness will be monitored through growth on CAASPP ELA, CAASPP Math for English Learners and Socioeconomically Disadvantaged and Foster youth students. Improved STAR Early Literacy, STAR Reading, and STAR Math proficiency. Increased percent of EL's making progress towards English Proficiency and increased rate of English Learners language development. | The district will measure effectiveness using Metric: 1.7, 1.8, 1.9, 1.12 |

Goal 1 Action 1.3	With 44 schools in the district, there is a significant turnover of support staff responsible for implementing state and federal programs and managing budgets. During the 2023-2024 school year, 16 schools employed 1st or 2nd-year new employees in these roles, and 14 schools had unfilled positions for either Specially Funded Clerks or Academic Program Leaders. This staffing instability affects the consistency and effectiveness of program implementation and budget management. Staff turnover, updates from California Department of Education on state & federal regulations, and the complexity of the work identify the need to support consistent and effective program implementation and budget management. Continued trainings and support staff are necessary for schools to effectively implement their school plan actions and expenditures.	State & Federal Programs and Fiscal Departments will collaborate with District Departments to align procedures and update handbooks, provide quarterly training, support sessions, recorded informational sessions, and 1:1 support throughout the year for schools to keep schools and departments informed of state and federal regulations, as well as building the capacity of school staff to understand the intent of funds ensuring that resources are effectively allocated to meet the needs of the most vulnerable students. SFP Department will provide comprehensive training for new support staff to ensure they are well-equipped to manage state and federal programs effectively, and continue to offer ongoing professional development opportunities to enhance the skills and knowledge of existing staff. These trainings are necessary LEA wide for all 44 schools to effectively align their school plan resources based on the needs of all students, especially unduplicated students, for consistent alignment. The effectiveness will be monitored by the percent of staff attending State & Federal Programs Trainings ensuring that all employees at schools are participating in SFP Trainings.	Metric: 1.18
Goal 1 Action 1.4	Support and promote student engagement	In order to support and promote student engagement, monitor student's academic progress as a primary responsibility in addition to social-emotional learning, and attendance as part of the school's system of support, 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. <u>For the next three years all schools will receive a VP with the exception Penn and Downtown.</u>	Metric will be academics, Priority 2a, b,c

Goal 1 Action 1.5 C&I Supports	2023 Academic Indicator for English Language Arts indicated CAASSP English Language Arts scores at the lowest performance level on the California dashboard for low-income students in the district. 2023 Academic Indicator for Mathematics indicated CAASSP Mathematics scores at the second lowest performance level of five performance levels on the California dashboard for low-income students in the district. Feedback from parents and staff indicate a need for better support in developing lesson resources and professional learning aligned to the California Content Standards for Mathematics, ELA, Next Generation Science Standards, History-Social Science, PLTW, Early Learning, and Computer Science. Feedback from teachers and staff highlights the need for targeted professional development to meet the diverse academic and language demands of students.	Staff will support school sites in developing lesson resources and professional learning aligned to state standards. Additionally staff will create and curate supplemental curricular and instructional resources. Resources and professional learning will be tailored to address the specific academic and language needs of ELs, Low Income, and Foster Youth student groups. These actions will be implemented LEA-wide to ensure consistent support and resources are available to all student groups across the district.	Evaluate the impact of professional learning on teaching practices through surveys. (Metric 1.4) Monitor instructional support through the Instructional Specialists Personal Activity Reports (PARs). (Metric 1.14)
Goal 1 Action 1.6	2023 Academic Indicator for English Language Arts indicated CAASSP English Language Arts scores at the lowest performance level on the California dashboard for low-income students in the district. 2023 Academic Indicator for Mathematics indicated CAASSP Mathematics scores at the second lowest performance level of five performance levels on the California dashboard for low-income students in the district.	Program Specialists and Academic Coaches will provide instructional coaching and modeling to teachers in the areas Reading and Math. Staff will support teachers in developing lesson resources and professional learning aligned to state standards. Resources and professional learning will be tailored to address the specific academic and language needs of diverse student groups. These actions will be implemented LEA-wide to ensure consistent support and resources are available to all student groups across the district.	Monitor student access to core academics in general education for low income students and for all students. (Metric 1.11)

Goal 1 Action 1.7			
Goal 1 Action 1.8	2023 Academic Indicator for English Language Arts indicated CAASSP English Language Arts scores at the lowest performance level on the California dashboard for low-income students in the district. 2023 Academic Indicator for Mathematics indicated CAASSP Mathematics scores at the second lowest performance level of five performance levels on the California dashboard for low-income students in the district.

Educational partner feedback shows that parents of low income students express interest in their child receiving high quality, engaging instruction that addresses their social emotional and academic needs. | A coordinator, mentors, and program specialists, will provide ongoing and individualized intensive professional learning and support in both content and pedagogy to new classroom teachers. The district will continue to provide induction participants with an individualized learning plan guided by a trained mentor. This increased support will better prepare new teachers to meet the academic needs of unduplicated pupils who may be struggling academically. Two administrative secretaries and one clerk will support the work to coordinate training, assist with placements at schools, answer questions regarding program requirements, prepare materials for professional development, and complete all necessary paperwork as needed for induction candidates, interns, teachers on permits, and resident teachers. | Metric #1(Goal 1) will be used to monitor the rate of fully credentialed teachers and the induction Program Completer Survey will be used to determine the overall effectiveness of the induction program. |

| Goal 1 Action 1.9 C&I Library Media Supports | 2023 Academic Indicator for English Language Arts indicated CAASSP English Language Arts scores at the lowest performance level on the California dashboard for low-income students in the district.

Feedback from parents and teachers indicates a need for greater access to library resources and support for effective use of these resources.

Feedback from students shows a desire for engaging library programs and events to support reading growth and enjoyment. | Library staff will reinforce the school's instructional framework by providing access to complementary and supplementary library resources.

Library staff will assist students in effectively using library resources and technology for research and learning.

The library will be accessible during the school day, including before and after school, ensuring time for class visits and independent visits. Engaging library outreach programs and events will be provided to support reading growth and enjoyment.

Professional development opportunities will be provided for library staff to stay informed of ways to support students in the use of library resources and the latest trends in literature.
These actions will be implemented LEA-wide to ensure all student groups across the district have equitable access to library resources and support. | Evaluate the effectiveness of library programs and outreach events through library usage data. (Metric 1.15)

Track professional development participation and its impact on library staff's ability to support students, through professional development evaluations. (Metric 1.17) |

Goal 1 Action 1.10	All students require access to effective leaders	School and district staff will attend professional development on educational leadership. 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). This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students.	Staff finishing the program
Goal 1 Action 1.11	All students require access to effective leaders	Principals and directors will attend Administrator leadership support meetings through the Administrative Leadership Institute (ALI) for administrators where professional learning and regular meetings for school and site administrators, centered on Balanced Literacy, Number Sense and Problem-solving, guiding the work to better meet the needs of English Language Learners, understanding Cognitive Coaching, establishing Data Protocols, refining the Multi-Tiered System of Supports (MTSS), and meeting the Social Emotional needs of students.	Metrics: administrators in attendance, sign in sheets

| Goal 1 Action 1.12 C&I Professional Learning - Certificated Support Staff | 2023 Academic Indicator for English Language Arts indicated CAASSP English Language Arts scores at the lowest performance level on the California dashboard for low-income students in the district. 2023 Academic Indicator for Mathematics indicated CAASSP Mathematics scores at the second lowest performance level of five performance levels on the California dashboard for low-income students in the district.

Feedback from educators indicates a need for targeted professional development to effectively support diverse student populations.

Data analysis shows gaps in instructional practices and support strategies that need to be addressed to enhance student learning outcomes. | Professional learning will be provided to Program Specialists, Instructional Specialists, Academic Program Leaders, Academic Coaches, Intervention Specialists, and Certificated Staff across the district to build the capacity of site support staff in providing ongoing teacher support in all content areas.

Professional learning will include evidence-based instructional practices, strategies for meeting the needs of English Language Learners, Cognitive Coaching, Data Protocols, refining the Multi-Tiered System of Supports (MTSS), and addressing the social-emotional needs of students.

These professional learning initiatives will be implemented LEA-wide to ensure consistent and effective instructional practices and support systems across all schools in the district. | Evaluate the impact of professional learning on teaching practices through surveys. (Metric 1.4 and 1.17) |

Goal 1 Action 1.13 C&I Professional Learning - Certificated Teachers	2023 Academic Indicator for English Language Arts indicated CAASSP English Language Arts scores at the lowest performance level on the California dashboard for low-income students in the district. 2023 Academic Indicator for Mathematics indicated CAASSP Mathematics scores at the second lowest performance level of five performance levels on the California dashboard for low-income students in the district. Feedback from teachers and staff indicates a need for ongoing professional development in effective, research-based teaching strategies. Survey data highlights the necessity for improved instructional practices across various content areas to meet diverse student needs.	Effective teaching will be enhanced through professional learning resources and opportunities provided in the summer and during the school year. Professional learning will focus on research-based teaching and learning strategies in all content areas, including but not limited to Literacy, Mathematics, Language, Writing, History-Social Science, Next Generation Science Standards, Physical Education, PLTW, Early Learning, Visual and Performing Arts, Social-Emotional Learning, and Technology Integration. These professional growth initiatives will be implemented LEA-wide to ensure all teachers have access to the resources and training needed to be well prepared and improve instructional quality and student outcomes.	Evaluate the impact of professional learning on teaching practices through surveys. (Metric 1.4 and 1.16)
1.14	Non Contributing Action		
Goal 1 Action 1.15	All students including Low -Income, Foster Youth, and English Language Learners.need access to 1:1 updated devices in order to access digital learning and assessment resources to support teaching and learning at school and home.	In order to address the need to develop the technology skills, engagement, and ability to use online information and communication technologies to find, evaluate, create, and communicate information requiring both cognitive and technical skills for all students, LEA-wide including Low-Income, Foster Youth, and English Language Learners, is essential and supported through student access for 1:1 devices at school and at home as needed. Updated technology equipment to support teaching and learning will be provided at 44 school sites:	Metric 1.21

Goal 1 Action 1.16 C&I STEM Resources	2023 Academic indicator for Science showed only 12.29% of low-income students achieved the highest performance level on the California Dashboard. 2023 Academic Indicator for Mathematics indicated CAASSP Mathematics scores at the second lowest performance level of five performance levels on the California dashboard for low-income students in the district. Feedback from educators and students indicates a need for more hands-on and project-based learning opportunities to engage students in STEM subjects. Resource gaps in providing adequate materials and equipment for effective STEM education.	Supplemental instructional resources will be provided to conduct hands-on and project-based learning in STEM areas. These resources include: Robotics equipment to support interactive and engaging robotics education. Robotics education competition expenses to provide students with opportunities to apply their learning in competitive settings. Consumable science materials to facilitate experiments and hands-on activities in science classes. Computer science resources to enhance learning and instruction in computer science. These actions will be implemented LEA-wide to ensure all student groups across the district have equitable access to quality STEM education and resources.	Monitor Low-income student achievement data on state CAST data. (Metric 1.7) Monitor student access to courses and instruction in STEM through master schedules and lesson plans. (Metric 1.10)

Goal 1 Action 1.17	Based on feedback received during Data Chats conducted throughout the 2023-24 school year, school leaders expressed the need to increase access to online learning systems and resources for all students at each of their school sites especially for Low-Income students, Foster Youth, and English Learners to support classroom instruction. The school leaders also requested digital resources that 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.	Data & Assessment Staff district staff will monitor the use of systems, provide training and assistance for teachers and administrators to determine usage and effectiveness of online learning and assessment platforms and gather data in order to determine a program's impact on student academic achievement. This action will be implemented LEA-wide to increase the immediacy of available data for schools to determine the needed changes of school plans and classroom instruction to best address learning needs for students.	This action will be measured by metric 1.12

Goal 1 Action 1.18 C&I Upgraded Libraries and Classroom Libraries	2023 Academic Indicator for English Language Arts indicated CAASSP English Language Arts scores at the lowest performance level on the California dashboard for low-income students in the district. Feedback from students, parents, and teachers indicates that low income students do not have access to text at home and there is a need for updated library collections that encourage a culture of literacy and cater to diverse interests, needs, and cultural backgrounds. Survey data highlights the necessity for improved and welcoming library facilities that meet the evolving needs of students. Assessment of current infrastructure reveals a need for modern technological upgrades to support 21st-century learning standards.	Library collections will be updated to include e-books, digital audiobooks, print books, and educational resources that cater to diverse interests, needs, and cultural backgrounds. Library facilities will be updated to create a welcoming learning environment that meets the evolving needs of students. Flexible spaces will be provided to accommodate diverse learning needs through learning zones, group study areas, and areas for independent use. A modern technological infrastructure, consisting of interactive learning technologies and upgraded student computers and devices, will be established to meet 21st-century standards. These updates will be implemented LEA-wide to ensure all students across the district have access to improved library resources and facilities.	Monitor usage and circulation of updated library collections through library records. (Metric 1.15)
Goal 1 Action 1.19	Non-Contributing Action		

Goal 1 Action 1.20	There is a need to increase learning opportunities for all students, particularly English Learners and Socioeconomically Disadvantaged students, who are identified for the Gifted and Talented Education (GATE) program in our district. This involves providing professional development for teachers working with gifted students to ensure they are equipped with the skills and knowledge to effectively support and challenge these learners. By enhancing teacher capabilities, we aim to create a more inclusive and supportive environment that fosters academic growth and excellence for all GATE students across our district. .	To increase access to cognitively demanding experiences for all students, particularly Low-Income students, Foster Youth, and English Learners eligible for the Gifted and Talented Education (GATE) program, we will continue providing professional learning and GATE certification to educators, supporting inquiry-based learning pedagogy and social emotional learning. This approach aims to enhance academic achievement across the district. Professional learning will ensure GATE identification is conducted through culturally and linguistically sensitive collaboration, focusing on the purpose of gifted education, identification processes, and recognizing gifted characteristics and behaviors. The effectiveness of these actions will be measured by STAR data to ensure continuous improvement and equitable access to GATE services • 5 GATE Teachers (Owens) • 1 Computer Specialist (Owens) • 1 GATE Specialist (Owens) • 1 Science Specialist (Owens) Districtwide • Extra time for Professional Development • Professional Development Materials and Resources	Metric 1.14 .

Goal 1 Action 1.21	During the 2023-24 school year the breakdown of the unduplicated student groups that were accepted into Dual Immersion based on priority set by Board Policy were as follows: English Learners, Socially Economically Disadvantaged, African American, GATE, White, Students with Special Needs There is a need to increase learning opportunities for all students and especially English Learners and Socially Economically Disadvantaged students in our Dual Immersion program. This includes professional development for the teachers working with our Dual Immersion students.	The need to provide all students including Low-Income students and Foster Youth with increased access to core programs based on research, intellectually rich, developmentally appropriate, that foster high levels of English proficiency, literacy, and content learning as well as develop proficiency in other languages. The district will continue to support the Multilingual Education Programs in the District, to increase access for all students, research indicates increased levels of academic achievement when enrolled in a Dual Immersion program. In addition, based on research evidence that indicates the benefits for all students who speak more than one language, as evidenced by the increased state academic performance of all students enrolled in the Dual Immersion program. The district will increase teachers at Harris to follow the grade level progression according to the growth of the program. Staff - Teachers: - Voorhies-17 Teachers - Harris-11 Teachers - Walter Stiern-7 Teachers (2 Science, 2 History, 1 SLA, 2 Sixth Grade) - Intervention Specialist (Harris)	This action will be measured by metric 1.14

Goal 1 Action 1.22	Elementary Instrumental Music enrollment is at an all-time high for 2023-2024, since first tracked in 2003. Participation is up 179% over this twenty-year period. Data shows that interest in instrumental music has soared to an all-time high in the District for 2024-2025, with 5,186 students participating.	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.	This action will be measured by Metric 1.14 & 2.1

| Goal 1 Action 1.23 C&I Project Lead the Way | 2023 Academic Indicator for English Language Arts indicated CAASSP English Language Arts scores at the lowest performance level on the California dashboard for low-income students in the district. 2023 Academic Indicator for Mathematics indicated CAASSP Mathematics scores at the second lowest performance level of five performance levels on the California dashboard for low-income students in the district. 2023 Academic Indicator for Science showed only 12.29% of low-income students achieved the highest performance level on the California Dashboard. 90.5% of students participating in PLTW are identified as low-income.

Feedback from educators and parents indicates a need for enhanced STEM education and resources in TK-8 to support diverse learning needs and interests.

Assessment of current programs reveals gaps in professional training and resources necessary for quality STEM education. | Project Lead the Way (PLTW) TK-8 will be supported through ongoing professional learning opportunities to ensure teachers are well-equipped with the latest instructional strategies.

Certification of staff will be conducted to maintain high standards of teaching quality in PLTW programs.

Necessary equipment, furniture, and resources will be provided to facilitate quality STEM programs and hands-on learning experiences.

These actions will be implemented schoolwide to ensure all unduplicated student groups at the following schools have equitable access to quality STEM education and resources which will benefit all other students.

1. Chavez
2. Casa Loma
3. Downtown
4. Fremont
5. Garza
6. Horace Mann
7. Hort
8. Longfellow
9. McKinley
10. Mt.Vernon
11. Munsey
12. Nichols
13. Owens
14. Pauly
15. Rafer Johnson
16. Roosevelt
17. Stella Hills
18. Cato
19. Chipman | Monitor program effectiveness based on the percentage of low income students who are enrolled in PLTW classes or courses. (Metric 1.16) |

		20. Compton 21. Curran 22. Emerson 23. Lincoln 24. Sequoia 25. Sierra 26. Stiern 27. Washington	
Goal 1 Action 1.24	According to 2023 State Indicator Performance by Student groups socioeconomically disadvantaged students are in the red performance level for ELA (-70.8 DFS). Students reported a desire to better understand the requirements to be admitted to college.	The need to provide unduplicated students and principally address the needs of Low-income students, who have been struggling academically with increased opportunities to enhance critical thinking skills, improve leadership and public speaking skills. The P.R.O.U.D. Achievement Academy students will continue to be exposed to various university field trips including Community Colleges and Universities. In preparation to attend higher learning establishments students will learn about the school's history, entrance requirements, and educational pathways. Students will then write reflections on the experience. Youth Service Specialists will provide social emotional support and increased engagement through focus group sessions involving teachers and students to increase opportunities for students to practice public speaking skills. school connectedness YSS staff will monitor participating student's academic progress on a quarterly basis and through the MTSS process will provide support as needed. .	We will monitor effectiveness of action for Socioeconomically Disadvantaged students by: ● Monitoring State CAASPP Assessment results. (Metric 1.7) ● Monitoring local STAR Assessment data. (Metric 1.14)

Goal 1 Action 1.25	2023 Winter data Reading 70.5% intervention or urgent intervention level 81.3% Math intervention or urgent intervention level 34.8% not meeting Letter sound expectations There is a need to accelerate learning for students identified as most at-risk, including English Learners, socioeconomically disadvantaged students, and Foster Students with identified academic needs.	Teachers and other certificated school site staff will provide targeted intervention for students identified as needing urgent support, based on local metrics such as Literacy assessments for K-1 and STAR assessments for grades 2-8. This intervention will take the form of a tutoring program outside of regular school hours, offering intensive support to students, with a particular focus on unduplicated students, including English Learners, Homeless, and Foster Youth. Certified instructional staff at the school site will be responsible for delivering this tutoring to ensure these students receive the necessary academic assistance.	Metric 1.14
Goal 1 Action 1.26	Non-contributing action		
Goal 1 Action 1.27	Non-contributing action		
Goal 1 Action 1.28	Limited Action: Foster & Homeless		
Goal 1 Action 1.29	Non-contributing action		
Goal 1 Action 1.30	Limited Action: EL's		
Goal 1 Action 1.31	To accelerate the literacy growth for students identified as most at-risk	Teacher Intervention Specialists will provide intensive intervention for to students that are in urgent intervention or intervention on STAR too address the identified needs of our low-income, English Language Learners, and Foster Youth students in the areas of Reading and Math to accelerate the literacy growth for students identified as most at-risk, an increased number of teacher intervention specialists will be placed at schools that have a high concentration (above 55 percent) of foster youth, English Learners, and low-income students.	Metric 1.14

Goal 1 Action 1.32	Non-contributing action		
Goal 1 Action 1.33	Non-contributing action		
Goal 2 Action 2.1	80% of 3rd - 4th graders, 69% of 5th - 6th graders, and 70% of 7th - 8th graders feel safe at school as reported in the student climate survey. Parents and Guardians of all students reported that having adults supervising students on campus increased their sense of student safety at school. .	Cafeteria and Playground Activity Leaders (CPALs) staff will keep all students, especially unduplicated, positively engaged by organizing and coordinating activities to build a safe, welcoming, inclusive, and respectful school climate at each school in the district, by providing structures for students to remain positively engaged before school and during noon time activities.	We will monitor the Student Climate and sense of safety survey. (Metric 2.7).
Goal 2 Action 2.2	According to 2023 State Conditions and Climate by Student Groups 4% of Foster Youth, 2.9% socioeconomically disadvantaged, and 1.7% of English Learners have been suspended at least one day compared to 2.7% of all student groups. 2023 State Indicator for Academic Engagement by Student Groups show attendance rates of 92.9% for Foster Youth, 94.4% for English Learners and 90% for Low-Income compared to all students who have an attendance rate of 93.2%. Educational partners requested the District create activities and programs to keep students engaged at school.	Student Clubs and Activities on campus increase school attendance and decrease suspension rates for all students, including Foster Youth, English Learners, and Low-Income students at all schools. This will be achieved by providing site funding allocations for teachers to oversee and lead activity clubs after-school and during lunchtime. Funding will also cover the costs of providing students with snacks that meet national nutrition guidelines during these club meetings. Identify barriers that prevent students from participating in existing clubs. A focus on high attendance and low suspension rates with a focus on schools that have red on the dashboard: Mt. Vernon, Washington, Stella and Lincoln .	We will monitor this goal using student attendance rates (Metric 2.2) and Suspension rates (Metric 2.5).

| Goal 2
Action 2.3 | Feedback surveys from educators (district-wide survey for teachers in March 2024) indicate a need for professional development to support classroom discipline. Analyzing data trends within the MTSS team can discover patterns of discipline and support precise problem behaviors.

According to 2023 State Conditions and Climate by Student Groups 4% of Foster Youth, 2.9% socioeconomically disadvantaged, 7.1% of African American students and 1.7% of English Learners have been suspended at least one day compared to 2.7% of all student groups | The district plans to reduce suspensions by offering professional development for staff and supporting site teams on drilling down their disculine data (location, time of day, day of the week, behavior function, problem behavior) and creating action plans. MTSS coaches will support the effective implementation of the MTSS framework across school sites to reduce suspensions for our lowest performing students.

Each site will hold bi-weekly or monthly MTSS meetings. These meetings will help benefit students with English as a Second Language, Foster Youth and Socioeconomically disadvantaged students by finding trends within a particular subgroup and identifying actions to address the need by providing interventions at the tier 2 and tier 3 level with layered interventions from multiple providers.

Although students with the greatest needs are unduplicated students, these best practices will benefit all students LEA-wide. | We will monitor the suspension rate for all students including African American Students and Alaska Native (Metric 2.5). |

Goal 2 Action 2.4	2.5% of all students and 7.1% of African American students have been identified as receiving one day of suspension.One third of our students in poverty have faced one or more of the 10 traumas measured by the Adverse Childhood Experiences (ACEs) study. Adverse childhood experiences can lead to toxic stress which impacts the brain and leads to antisocial behavior and distance in relationships with adults. One third of our students in poverty have faced one or more of the 10 traumas measured by the Adverse Childhood Experiences (ACEs) study. The effects of trauma and childhood experiences can lead to challenges in self-regulation,problem solving and communicating socially and emotionally. Behavioral Intervention Specialists will partner with Clinica Sierra Vista and Kern Behavioral Health and Recovery to maintain open lines of communication to provide greater support for all children and youth. All student groups indicated a need to feel cared for by an adult at school. 92% of 3rd-4th, 85% of 5th -6th, and 83% of 7th-8th grade students indicated that they felt that adults at school care about them.	Each site will have 2 Behavioral Intervention Specialists that will provide strategies, supports and professional development on Tier 2 interventions to strengthen adult-student relationships and address the social-emotional and behavioral needs of all students. Behavioral specialists will offer the Check in Check out program to maintain daily interactions with students and provide positive feedback. Through social skills, restorative conferences and mentoring, Behavioral Intervention Specialists will remove barriers, increase social competence and decrease aggressive behaviors.This action will be offered throughout all school sites (2 behavioral intervention specialist per site) for all students and particularly support learners that are Socioeconomically Disadvantaged Learners with English as a second language and Foster Youth by providing, visuals, setting personal goals and a stable school environment with an awareness of challenges they face by promoting resilience through social skills lessons.	We will monitor the suspension rate for all students including African American students, Alaska Native, Foster Youth, English Language Learners and Socioeconomically Disadvantaged students (Metric 2.5)

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| | | Student trauma including the Covid-19 Pandemic has affected the way all students develop relationships with peers and adults. By teaching adults how trauma impacts young brain development and drives emotional responses we can repair relationships between students and adults on campus.All students and Foster Youth, English Language Learners and Socioeconomically Disadvantaged student in particular will benefit in this professional development because it will reduce office discipline referrals which will reduce suspension rates which will allow students to be present at school to engage in academic activities. | |

Goal 2 Action 2.5	30.4% of all students have been identified as being chronically absent (more than 18 school days). Low income students who have been identified as homeless have a chronic absenteeism rate of 45.7%	District ASSWs will work to reduce chronic absenteeism rate in the district through home visits and identification of barriers that inhibit regular school attendance. Work to reduce the chronic absenteeism rates in the district 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. Chronic Absenteeism prevents students from learning, which increases the achievement gap for all students, but the impact is greater for Foster Youth, English Language Learners and Socioeconomically Disadvantaged students who may already be behind academically due to circumstances out of their control. ASSW's actively work to re-engage students through home visits and reduction of barriers that inhibit school attendance allows students to be present on campus to engage in learning. .	We will monitor the chronic absenteeism rate for all students, with an emphasis on low income students. (Metric 2.3)
Goal 2 Action 2.6	Limited Action		
Action 2.7	Non-contributing action		

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| Goal 2 Action 2.8 | According to 2023 State Conditions and Climate by Student Groups 4% of Foster Youth, 2.9% socioeconomically disadvantaged, and 1.7% of English Learners have been suspended at least one day compared to 2.7% of all student groups.

According to parent feedback from Parent University (2024 LCAP session) indicates the need to support teachers with professional development in reducing aggression, addressing the social emotional needs of students and increasing relationships between adults and students. | To reduce suspension rates and increase student sense of safety on campus we will utilize MTSS academic coaches LEA wide to provide professional learning on student centered environments, trauma, relationships, and social emotional learning to increase social competence and the need for all students in particular Foster Youth, English Language Learners and socioeconomically disadvantaged students to feel safe and loved. By training teachers to be more aware of students' trauma responses, classroom managed discipline will remain in the classroom, which will increase teacher student relationships, decrease office managed discipline and suspension rates all of which increases students' sense of safety at school.

By teaching staff the way that culture and trauma impact student relationships, relationships between students and adults on campus will improve. This benefits all students and has the greatest impact for Foster Youth, English Language Learners and Socioeconomically Disadvantaged students in particular will benefit from this professional development because it reduces suspension rates which will allow students to be present at school and engaged in academic activities. | We will monitor effectiveness of action for unduplicated students by:

● Monitoring Suspension rates. (Metric 2.5)
● Monitoring Student Climate and sense of safety. (Metric 2.7) |

Goal 2 Action 2.9	According to 2023 State Conditions and Climate by Student Groups 4% of Foster Youth, 2.9% socioeconomically disadvantaged, and 1.7% of English Learners have been suspended at least one day compared to 2.7% of all student groups According to parent feedback from Parent University (2024 LCAP session) there's a need to support social emotional learning and student mental health. By supporting the social emotional competencies students will be able to tackle pandemic era issues, decrease emotional distress, anxiety, social withdrawal, empathy and cooperation.	To reduce suspension for all students and in particular Foster Youth, English Language Learners and socioeconomically disadvantaged students the District will offer research based curriculum that teaches critical social-emotional competencies and reduces incidents of misbehavior. SEL programs and Toolbox will help students increase self-awareness, social-awareness, relationship skills, self-management and responsible decision making.These tools will help teachers to manage classroom discipline and build relationships with students, this will reduce office managed discipline and reduce suspensions. By teaching students social-emotional strategies including self-awareness, social-awareness, relationship skills, self-management and responsible decision making incidents of misbehavior will be reduced. All students and Foster Youth, English Language Learners and Socioeconomically Disadvantaged students in particular will benefit because it will increase connections with caring adults, decrease impulsive behaviors, reduce suspension rates and allow students to be present at school to engage in academic activities.	We will monitor the suspension rate for all students (Metric 2.5)

| Goal 2 Action 2.10 | The need to educate youth about healthy choices in accordance with state requirements for health education.

Increase student connectedness by having a positive image about oneself

Determine if students learned the content from SEL and Health lessons to provide them with the skills to have positive healthy and safe relationships with others. | The district will provide comprehensive education for students with age appropriate health education based on the need to provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors. In order to prevent the spread of infections or to equip students with the knowledge and critical thinking skills to make informed decisions and prevent them from making choices that may lead to unintended outcomes.

Consultants will provide instruction that complies with all state requirements for health education for 7th grade students at all Jr. High/Middle Schools. Teachers will continue to implement SEL resources to increase student to teacher and student to school connectedness and prevent students from ideations that result in unsafe student outcomes.

Staff will monitor the survey results and analyze the percentage of students feeling connected at school or with an adult. School Health staff will monitor the pre/post assessments for health education classes of 7th grade students.

● Consultant and materials
● SEL resources | We will monitor the suspension rate for all students (Metric 2.8) |

| Goal 2
Action 2.11 | Based on local progress monitoring of attendance rates the percentage of Foster Youth (92.9%), English Learners (94.4%), SED (93%) is below the target of 96% for all students.

Educational partner input/feedback from parents indicate there is a need to support working parents with more resources for students. | To reduce and prevent the health barriers impacting all students including Low-Income, Foster Youth, and English Learners from attending school, by having school social workers (ASSW's), nurse practitioners, a coordinator, school health office technicians, a clerks, school & community facilitator/drivers, School Wellness Center medical assistants, an office manager and operate four regional Comprehensive School-Based Health Clinics to provide prevention and treatment services for medical, mental health, vision, and dental needs for students.

Clerks will assist with files, calls to parents and community partners, scheduled appointments, and clerical support for health staff. The work of providing quality comprehensive school-based health clinics (wellness center) will continue with Phase II at MLK.

This action is being implemented LEA-wide to allow for students to receive access to services they need and return to class and decrease their absences from school.

Health classes for 7th grade students will be provided by United Way as a consultant. | Progress monitoring of attendance rates for unduplicated students (Metric 2.2) |

| Goal 2
Action 2.12 | According to 2023 State Conditions and Climate by Student Groups 4% of Foster Youth, 2.9% socioeconomically disadvantaged, and 1.7% of English Learners have been suspended at least one day compared to 2.7% of all student groups.

Students feedback (portrait of a graduate) reports a need for an adult to talk to that is not their teacher and not an administrator. The Restorative Classroom Teacher acts as a bridge to students and other adults on campus. This allows students to make mistakes while learning how to improve behavior

Based on local progress monitoring of attendance rates the percentage of Foster Youth (92.9%), English Learners (94.4%), SED (93%) is below the target of 96% for all students.
During student interviews (portrait of a graduate committee) students reported that they would like to feel safer at school. The Restorative Classroom provides connection to an adult and a safe space to learn strategies to resolve conflict and repair/restore harm. | Explicitly teaching and utilizing restorative practices while students are enrolled in the Restorative Classroom. This approach aims to build students' skills for improved decision-making and problem-solving, rather than just punishing undesirable behavior by suspending students from school. Each Middle school will have one restorative intervention specialist.

By providing classroom restorative chats and instruction on restorative practices, with a focus on decision making and problem solving skills while also repairing the harm the student caused; students will be given opportunities to talk to adults on campus and be equipped to be successful at school, decreasing days of suspension and increasing attendance.

All students and Foster Youth, English Language Learners and Socioeconomically Disadvantaged students in particular will benefit because it will reduce suspension rates, increase connections with caring adults and allow students to be present at school and engaged in academic activities. | Monitor suspension rates for unduplicated students (metric 2.5) |

Goal 2 Action 2.13	According to 2023 State Conditions and Climate by Student Groups 4% of Foster Youth, 2.9% socioeconomically disadvantaged, and 1.7% of English Learners have been suspended at least one day compared to 2.7% of all student groups Parents and Guardians have asked for an alternative educational location for students who have ongoing discipline issues at school.	Decrease suspension rates for all students including Low-Income, Foster Youth and English Learners who are at risk of suspension by having teachers and teacher assistants, implement a Community Day School as an alternative education program at Rafer Johnson School to explicitly teach students the social emotional competencies. All students and Foster Youth, English Language Learners and Socioeconomically Disadvantaged students in particular will benefit because it will reduce suspension rates which will allow students to be present at school to engage in academic activities.	Monitor suspension rates for unduplicated students (metric 2.5)
Goal 2 Action 2.14	89% of 3rd - 4th graders, 83% of 5th - 6th graders, and 84% of 7th - 8th graders feel welcome at school.	Student Leadership opportunities will be implemented to increase student connectedness with schools and expand the opportunities to engage in meaningful participation for all students, including unduplicated students.	Monitor the Student Climate and sense of safety survey. (Metric 2.7)
Goal 2 Action 2.15	The attendance rate for Foster youth is 92.9% lower than the rate for all students which is 93.2%. Existing childhood trauma for Foster youth prevents the development of healthy relationships, coupled with frequent movement causes Foster youth to avoid attending school.	In collaboration with schools, district staff will continue to provide transportation for Foster Youth to and from school as needed. Through SEL and MTSS supports including trauma informed mental health services, extracurricular and extended learning programs for Foster Youth the district will eliminate barriers and improve attendance. This action will be provided by the district LEA-wide to address the needs of Foster Youth enrolling in any of our 44 schools..	The district will monitor attendance for Foster Youth. (Metric 2.2)

| Goal 2 Action 2.16 | EL's(24.9%), FY(25.7%), and SED (32.2%) which is higher in comparison to the All students group (30.4%).

Attendance rates:

All Students: 93.2%

Foster Youth: 92.9%

Homeless: 90%

English Learners: 94.4%

White:

Educational partners continue to provide feedback and requested schools increase the efforts to provide students with engaging options to be involved in schools. Sports provide opportunities for students to connect outside of the classroom and help build relationships and teamwork. | 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.

This action addresses the need to increase attendance and reduce chronic absenteeism for all students, especially EL's, Foster Youth, and SED students who continue to have high chronic absenteeism rates. | Monitor chronic absenteeism and student attendance rates for unduplicated students (Metric 2.2). |

Goal 2 Action 2.17	80% of 3rd - 4th graders, 69% of 5th - 6th graders, and 70% of 7th - 8th graders feel safe at school as reported in the student climate survey Parents and Guardians of all students reported that having adults supervising students on campus increased their sense of student safety at school.	The district will place 32 Campus Supervisors at schools to increase the perceived sense of safety in the classroom and at school as determined by student climate survey, metric #2.6. One student Safety Coordinator will lead the following actions. ● Promoting and maintaining a safe school environment district-wide. ● Responding to the needs of all campuses by assisting schools with the development of their School Safety Plans. ● Providing support to schools following incidents that could result in student suspensions. ● Working with individual school sites to develop practices that promote positive student engagement across all campuses. ● Provide Professional Development for Campus Supervisors and staff responsible for student supervision before, during and after school.	Monitor the Student Climate and sense of safety survey. (Metric 2.7)
Goal 2 Action 2.18	Attendance rates: All Students: 93.2% Foster Youth: 92.9% Homeless: 90% English Learners: 94.4% Increase the disinfecting and cleanliness of high touch areas to prevent the spread of germs and keep students healthy.	Custodians will increase disinfecting and cleanliness of high touch areas including classrooms to reduce the transmission of COVID-19. resulting in a decrease in the number of students absent due to health barriers and challenges. The additional custodians will continue to be assigned to schools that have a high concentration of unduplicated students (above 55 percent) including Foster Youth, English Learners, and Low-Income students.	The effectiveness of this action will be measured by Metric 2.1 for attendance

Goal 2 Action 2.19 C&I E-sports	32.2% of our low-income students have chronic absenteeism (more than 18 school days), in comparison to 30.4% of all students who have been identified to be chronically absent. Low-income students have a suspension rate of 2.9% in comparison to 2.7% of all students. The attendance data above reveals the necessity for extracurricular activities that can improve student attendance and participation. Feedback from students and parents indicates a need for increased engagement and diversified opportunities for student participation.	Electronic Sports (E-Sports) will be offered as an extracurricular activity for students in grades 4th-8th to decrease chronic absenteeism, increase engagement, diversify opportunities for student participation, and improve attendance. E-Sports programs will provide students with an engaging and inclusive activity that promotes teamwork, strategic thinking, and sense of belonging. These actions will be implemented LEA-Wide to ensure all student groups across the district have access to this extracurricular activity, promoting equity and broad participation.	Monitor attendance rates and chronic absenteeism through school attendance records to assess the impact of E-Sports on student attendance. Monitor behavior records to assess the impact of E-sports on student engagement. (Metric 2.1, Metric 2.3, Metric 2.5)
Goal 3 Action 3.1	2023 Academic Indicator for English Language Arts indicates CAASSP English Language Arts scores at the lowest performance level on the California dashboard for low-income students in the district. 2023 Academic Indicator for Mathematics indicates CAASSP Mathematics scores at the second lowest performance level of five performance levels on the California dashboard for low-income students in the district. Families have expressed the need for support in helping their students with math and reading at home.	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 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. Staff - Coordinator II (1) - Instructional Specialist (1) - Family & Community Engagement Representative (1) - Clerk VIII (1) - Family & Community Engagement Liaisons (43) - Administrative Secretary (1)	Effectiveness will be measured through the percent of parents who strongly agree or agree to the question: "Do you feel the content provided through this learning opportunity will help you support your child at home?" (Metric 3.6)

Goal 3 Action 3.2	2023 Academic Indicator for English Language Arts indicates CAASSP English Language Arts scores at the lowest performance level on the California dashboard for low-income students in the district. 2023 Academic Indicator for Mathematics indicates CAASSP Mathematics scores at the second lowest performance level of five performance levels on the California dashboard for low-income students in the district. Families have expressed the need for support in helping their students with math and reading at home.	Parent Engagement & Education Staff will provide educational opportunities for parents to support their students' literacy, math, and SEL skills to support all students including Low-Income, Foster Youth, and English Learners. For example, access to parent programs such as (Parent University, Now We're Cooking, Summer Parent Academies, and other parent education classes and events). ● Extra time and overtime for staff ● Materials ● Consultants ● Childcare	Effectiveness will be measured through the percent of parents who strongly agree or agree to the question: "Do you feel the content provided through this learning opportunity will help you support your child at home?" (Metric 3.6)
Goal 3 Action 3.4	2023-2024 Parent Guardian Survey indicates that 91% of caregivers feel they receive timely information about events and activities. The use of district websites, social media, and other digital platforms as well as communication applications can support the multiple media options to increase communication to families. Families have expressed the need for timely communication via email, phone calls, and other media platforms in a language, (written and spoken) that they can understand.	Communications will provide information to parents via various platforms. The need to improve district wide communication with parents regarding matters related to their child's education, through the use of district website, social media, and other digital platforms as well as communication applications. Staff will be provided extra time to make phone calls and ensure all parents, including parents of Low-Income students, Foster Youth, and English Learners remain connected to their child's school site throughout the school year to work as partners in education and ensure all students succeed academically. ● Chief Communications Officer ● Administrative Secretary ● Platforms: Facebook, district website, ParentSquare	Parents attending and engaged with school events will be measured by Metric 3.2 and 3.3

| Goal 3
Action 3.5 | 2023 - 2024 Parent Guardian Survey indicates that 92.5% of caregivers feel welcome at their child's school.

2023-2024 Parent Guardian Survey indicates 93.5% of caregivers feel they are treated with respect at their child's school.

Overall, the 2023-2024 Parent Guardian Survey reports that 90.7% of caregivers feel a positive connection with their child's school.

Feedback from families indicates increased efforts are needed to create parent connectedness with their child's school. | Clerks at school sites will increase the connectedness of all parents, including Low-Income, Foster Youth and English Learners to engage parents in events and education of their students.

● One office assistant at each school (41)

(Excludes: Downtown, Penn, Rafer)

In order for parents to feel connected and welcome at their child's school, school clerks are needed at each school site. School clerks play a crucial role in increasing parent connectedness for families by acting as a bridge between the school and the community. Their presence is essential for a variety of reasons:
● assisting in overcoming language barriers
● providing accessibility for those that feel intimidated by the school environment
● providing a consistent presence
● providing personalized attention
Will provide parents and guardians strategies and resources to gain confidence, skills, knowledge and self-efficacy in ways they can support all children at home. | Metric 3.4: Parent Climate Survey |

| Goal 3 Action 3.6 | 2023 Academic Indicator for English Language Arts indicates CAASSP English Language Arts scores at the lowest performance level on the California dashboard for low-income students in the district.
2023 Academic Indicator for Mathematics indicates CAASSP Mathematics scores at the second lowest performance level of five performance levels on the California dashboard for low-income students in the district.

Families have expressed the need for support in helping their students with math and reading at home. | Phase I and Phase II of the parent center at Martin Luther King Jr. will be completed to provide a welcoming environment for parents to access services aligned to support student learning. Staff will access parent centers to provide classes, workshops, and opportunities to engage in the decision making-process that supports continued student achievement | Effectiveness will be measured by completion of Phase 1 of the parent center. |

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

| Goal 1 Action 1.28 | District suspension rates for Foster Youth(4%) and Homeless (5.2%) continue to exceed the rates of all students (2.7%). District attendance rates for Foster Youth (92.9%) and Homeless (90%) continue to exceed the rate for all students (93.2%). Poor school attendance prevents students from being able to receive instruction to increase academic performance.

According to 2023 State Indicator Performance by Student group shows Foster students in the red performance level for ELA (-91.6 DFS) and Math (-119.4 DFS). Homeless students in the red performance level for ELA (-98 DFS) and Math (-123.5 DFS).

Input from foster youth and caregivers indicates that students living in foster care do not feel connected to the school community due to their frequent movement and adverse childhood experiences. Input from homeless students and parents/guardians indicated that they feel disconnected from the school community. This prevents these students from making strides academically and widens the achievement gap.

. | Family and Community Engagement Liaison/Drivers will be assigned to each school cluster in order to improve services for Foster Youth and homeless. Staff will provide transportation for students to increase daily attendance, provide school supplies and other necessary items to ensure that students have the same access for academic success.

Staff will case manage individual students (Foster Youth and Homeless) to coordinate services including community resources. Staff will monitor specific academic, attendance, and behavior markers and attend Tier II meetings to advocate for services for students.

Liaisons will work directly with school site FACE liaisons to provide training to support parent involvement at school activities. Staff will also work directly with school site FACE liaisons to conduct home visits to bridge the gap between school and parents who may feel excluded due to their student's status as Foster youth or Homeless.

These actions are provided individually for Foster youth/Homeless who show a need for additional support and advocacy. These supports offered LEA-wide will work towards closing the achievement gap exacerbated due to their unstable home environment for Foster Youth and Homeless. | We will monitor effectiveness of action for Foster youth by:

● Monitoring State CAASPP Assessment results. (Metric 1.7)
● Monitoring local STAR Assessment data. (Metric 1.14) |

Goal 1 Action 1.30	Based on the identified need, only 49.8% of English learners are making progress towards adequate language acquisition proficiency as measured by the California School Dashboard. 49.8% making progress towards English Proficiency as reported by the 2023 California School Dashboard: ● 13.92% Level 4 (Well Developed) ● 31.47% Level 3 (Moderately Developed) ● 34.10% Level 2 (Somewhat Developed) ● 20.51% Level 1 (Minimally Developed) In order to reduce the percentage of identified LTELs in the district currently at 25% , we will monitor the reclassification rate. F Parents have expressed the need of EL students needing additional support to improve their language acquisition.	Teachers will provide additional opportunities to engage students in language acquisition by providing instruction to increase listening, speaking, reading and writing skills through meaningful and standards aligned lessons designed to meet the individual needs of English Learners, At-Risk of becoming LTELs, and Long Term English Learners. Efforts to increase access to supplemental learning opportunities for students identified as English Learners through after school tutoring and support, as well as Saturday Academy sessions. Staff paid to tutor will provide students additional time for acceleration of language acquisition to ensure all EL students can attain English Proficiency prior to entering middle school/junior high. Tutoring costs for before/after school and/or Saturdays, include extra time for teachers, intervention teachers, campus supervisors, administrators, custodians, instructional materials, student supplies, curriculum, clerical staff and all other costs for operation.	The district will monitor the progress of English Learner progress towards language acquisition using Metric 1.8. & 1.9
Goal 2 Action 2.6	The attendance rate for Foster youth is 92.9% lower than the rate for all students which is 93.2%. The attendance rate for low income students is 90% lower than the rate for all students which is 93.2%.	In collaboration with the District, Youth Service Specialist (YSS) will continue to provide Khepera Curriculum to Foster Youth who are participating in the P.R.O.U.D. Academy Program in grades 3-8. Youth Services Specialists (YSS) in coordination with the District will provide mentoring support for students, work with families of students in Tier 2 and Tier 3 through the MTSS process to address the need to increase attendance rates.	We will monitor attendance for Foster Youth and low income students. (Metric 2.2 attendance rate of Foster youth and low income students.)

Goal 3 Action 3.3	Parents have expressed the need of EL students needing additional support to improve their language acquisition.	To promote language acquisition of our English Learners, a combined effort at home and at school is supported through Community-Based English Tutoring (CBET). CBET provides language support to parents/guardians through teacher-led instructions as well as online language programs. Through CBET, participants will improve their skills in English Language and develop confidence in guiding and supporting our students to their full potential. CBET program is conducted with the support of teachers and aides, as well as additional teaching staff for children to receive extended learning time while parents attend class. In addition, a custodian will be at each site to provide a well-maintained facility and to ensure safety.	Metric: 3.2 English Learners Help support language acquisition

Insert or delete rows, as necessary.

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

Not Applicable

Additional Concentration Grant Funding

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

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

Goal 1: Academic Achievement

*(Action 1.32) Teacher Intervention Specialists (Total 43), excluding Downtown

Goal 2: Social Emotional Learning

*(Action 2.4) Behavior Intervention Specialists (Total 43), excluding Downtown

*(Action 2.5) Associate School Social Workers (Total 11)

*(Action 2.6) Youth Services Specialists (Total 7)

*(Action: 2.18) Custodians (Total 43), excluding-Downtown

15% of concentration grant funding is utilized within the 2024-25 LCAP to increase the number of adults providing direct services to students at district school sites with a student concentration greater than 55 percent in order to increase the sanitation of campuses and continue to mitigate the transmission of COVID-19 by adding custodians to continue to improve our attendance rate in the 2024-25 school year for all students but principally for unduplicated students. The funding allows BCSD to continue to support schools with the staff that addresses the needs to meet Goal 1 and Goal 2. Goals aimed to increase student achievement with intervention specialists who continue to address learning loss and staff such as Behavior Intervention Specialists, Youth Service Specialists and Associate School Social Workers to support and improve outcomes and increase positive engagement for all students, especially Foster Youth, Low-Income and English Language Learner students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Grades TK-8th Staff to Student Ratio = 1 Staff to 14 Students	Grades TK-8th Staff to Student Ratio = 1 Staff to 14 Students
Staff-to-student ratio of certificated staff providing direct services to students	Grades TK-8th Staff to Student Ratio = 1 Staff to 21 Students	Grades TK-8th Staff to Student Ratio = 1 Staff to 16 Students

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	288,043,254	123,008,872	42.705%	2.459%	45.164%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$128,062,942.00	$24,132,850.00	$343,135.00	$46,690,916.00	$199,229,843.00	$158,274,760.00	$40,955,083.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Class Size Reduction	English Foster Low	Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools 4th-8th grade		$3,722,461.00	$0.00	$3,722,461.00				$3,722,461.00	
1	1.2	SPSA Support	English Foster Low	Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$28,102,146.00	$7,090,460.00	$20,451,681.00			$14,740,925.00	$35,192,606.00	
1	1.3	Centralized Technical School Support	Low	Income	Yes	LEA-wide	Low Income			$811,331.00	$120,282.00	$108,139.00			$823,474.00	$931,613.00	
1	1.4	Vice Principals	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$7,624,395.00	$0.00	$7,624,395.00				$7,624,395.00	
1	1.5	Curriculum & Instruction Supports	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$2,301,003.00	$444,099.00	$1,085,423.00			$1,659,679.00	$2,745,102.00	
1	1.6	Instructional Support Services	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$1,988,504.00	$24,838.00	$2,013,342.00				$2,013,342.00	
1	1.7	Multilingual Education Programs and Supports	English	Learners	Yes	LEA-wide	English Learners			$1,423,902.00	$1,123,857.00	$573,926.00			$1,973,833.00	$2,547,759.00	
1	1.8	New Teacher Development Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$3,675,800.00	$419,160.00	$3,751,825.00		$343,135.00		$4,094,960.00	
1	1.9	Library Media Assistants, Library Technicians	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth			$3,283,440.00	$0.00	$3,283,440.00				$3,283,440.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.10	Executive Development Program (NCEE)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$4,085.00	$159,574.00	$163,659.00				$163,659.00	
1	1.11	Administrative Leadership Institute (ALI)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$150,000.00	$150,000.00				$150,000.00	
1	1.12	Professional Learning-Certificated Support Staff	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$150,000.00	$50,000.00	$200,000.00				$200,000.00	
1	1.13	Professional Learning-Certificated Teachers	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$15,964,034.00	$2,816,408.00	$196,716.00			$18,583,726.00	$18,780,442.00	
1	1.14	Professional Learning Special Education Certificated	Students Disabilities	with	No					$196,938.00	$79,096.00				$276,034.00	$276,034.00	
1	1.15	Technology for Teaching and Learning	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$3,712,105.00	$2,957,192.00	$6,669,297.00				$6,669,297.00	
1	1.16	Science Technology Engineering and Math (STEM) Resources	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$420,000.00	$420,000.00				$420,000.00	
1	1.17	Online Learning Systems and Resources	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$455,154.00	$2,399,338.00	$2,079,193.00			$775,299.00	$2,854,492.00	
1	1.18	Upgraded Libraries and Classroom Libraries	Low	Income	Yes	LEA-wide	Low Income			$0.00	$684,248.00	$488,009.00			$196,239.00	$684,248.00	
1	1.19	Extended Learning Program (ELP) Academies	All		No					$1,904,187.00	$7,928,555.00		$7,265,893.00		$2,566,849.00	$9,832,742.00	
1	1.20	Gifted and Talented Education (GATE)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$1,482,144.00	$89,144.00	$1,571,288.00				$1,571,288.00	
1	1.21	Dual Immersion, Multilingual Education Programs	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth			$5,094,078.00	$86,552.00	$5,180,630.00				$5,180,630.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Low Income										
1	1.22	Visual and Performing Arts (VAPA)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$2,778,595.00	$693,334.00	$3,471,929.00				$3,471,929.00	
1	1.23	Project Lead the Way	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Chavez Casa Loma Downtown Fremont Garza Horace Mann Hort Longfellow McKinley Mt.Vernon Munsey Nichols Owens Pauly Rafer Johnson Roosevelt Stella Hills Cato Chipman Compton Curran Emerson Lincoln Sequoia Sierra Stiern Washington		$295,273.00	$997,705.00	$1,292,978.00				$1,292,978.00	
1	1.24	P.R.O.U.D (Powerful, Resilient, Outstanding, Unique, and Determined) Academy	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$259,550.00	$682,492.00	$942,042.00				$942,042.00	
1	1.25	Intervention Tutoring Support Program	All		No					$4,543,810.00	$501,056.00		$5,044,866.00			$5,044,866.00	
1	1.26	Summer Academies	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$569,535.00	$100,000.00	$669,535.00				$669,535.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.27	National Youth Sports Program (NYSP)	All		No					$0.00	$172,166.00				$172,166.00	$172,166.00	
1	1.28	Students Experiencing Homelessness and Foster Case Management	Foster Youth		Yes	LEA-wide	Foster Youth			$756,405.00	$261,981.00	$165,000.00			$853,386.00	$1,018,386.00	
1	1.29	Coordination of Supplemental Programs	All		No Yes	LEA-wide				$2,511,554.00	$855,513.00	$100,000.00			$3,267,067.00	$3,367,067.00	
1	1.30	English Learners Tutoring and Saturday Academies - Multilingual Education Programs	English Learners		Yes	LEA-wide	English Learners			$345,421.00	$54,579.00	$400,000.00				$400,000.00	
1	1.31	Teacher Intervention Specialists	English Learners Foster Youth Low Income		Yes	LEA-wide	English Learners Foster Youth Low Income			$7,585,989.00	$15,876.00	$7,601,865.00				$7,601,865.00	
1	1.32	Teacher Tutors	All		No					$585,190.00	$0.00		$585,190.00			$585,190.00	
1	1.33	Virtual Enterprise Junior Ventures	All		No					$453,934.00	$80,000.00		$533,934.00			$533,934.00	
2	2.1	Cafeteria and Playground Activity Leaders (CPALS)	English Learners Foster Youth Low Income		Yes	LEA-wide	English Learners Foster Youth Low Income			$6,033,952.00	$418,500.00	$6,452,452.00				$6,452,452.00	
2	2.2	Student Clubs and Activities	English Learners Foster Youth Low Income		Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$350,000.00	$350,000.00				$350,000.00	
2	2.3	MTSS Supports and Resources	English Learners Foster Youth Low Income		Yes	LEA-wide	English Learners Foster Youth Low Income			$1,230,121.00	$78,149.00	$1,308,270.00				$1,308,270.00	
2	2.4	Behavior Intervention Specialists (BIS)	English Learners Foster Youth Low Income		Yes	LEA-wide	English Learners Foster Youth Low Income			$10,027,808.00	$33,698.00	$10,061,506.00				$10,061,506.00	
2	2.5	Associate School Social Workers (ASSW)	English Learners Foster Youth Low Income		Yes	LEA-wide	English Learners Foster Youth Low Income			$3,109,870.00	$0.00	$3,109,870.00				$3,109,870.00	
2	2.6	Youth Service Specialists (YSS)	Foster Youth		Yes	LEA-wide	Foster Youth			$2,712,579.00	$62,540.00	$2,294,082.00	$481,037.00			$2,775,119.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.7	School Psychologists & Behavioral Health Therapists	All		No					$6,808,751.00	$4,280.00		$6,813,031.00			$6,813,031.00	
2	2.8	Social Emotional Learning Professional Learning	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$1,289,147.00	$67,329.00	$356,476.00	$1,000,000.00			$1,356,476.00	
2	2.9	Social Emotional Learning Curriculum (SEL Toolbox)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$88,352.00	$275,842.00	$364,194.00				$364,194.00	
2	2.10	Healthy Youth	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$469,314.00	$469,314.00				$469,314.00	
2	2.11	Regional Comprehensive School Based Health Clinics	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$4,181,007.00	$1,851,181.00	$6,032,188.00				$6,032,188.00	
2	2.12	Restorative Classroom Specialists	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$1,599,347.00	$0.00	$1,599,347.00				$1,599,347.00	
2	2.13	Rafer Johnson School	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$978,820.00	$85,000.00	$1,063,820.00				$1,063,820.00	
2	2.14	Student Leadership	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$25,000.00	$0.00	$25,000.00				$25,000.00	
2	2.15	Foster Youth	Foster	Youth	Yes	LEA-wide	Foster Youth			$50,000.00	$0.00	$50,000.00				$50,000.00	
2	2.16	Sports Programs	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$413,387.00	$460,223.00	$873,610.00				$873,610.00	
2	2.17	Student Safety	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$3,737,030.00	$1,315,818.00	$5,052,848.00				$5,052,848.00	
2	2.18	Custodians	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth			$3,702,712.00	$0.00	$3,702,712.00				$3,702,712.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Low Income										
2	2.19	Electronic Sports in 4th-8th	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$22,152.00	$435,000.00	$457,152.00				$457,152.00	
3	3.1	Family and Community Engagement (FACE)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$4,310,024.00	$933,785.00	$5,243,809.00				$5,243,809.00	
3	3.2	Parent Education	All		No					$566,204.00	$236,035.00				$802,239.00	$802,239.00	
3	3.3	Community-Based English Tutoring (CBET)	English	Learners	Yes	LEA-wide	English Learners			$72,630.00	$44,089.00	$116,719.00				$116,719.00	
3	3.4	Digital Platforms and Community Applications	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$1,379,900.00	$574,325.00	$1,954,225.00				$1,954,225.00	
3	3.5	Office assistants at each School Site	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$2,046,694.00	$0.00	$2,046,694.00				$2,046,694.00	
3	3.6	Parent Center at Martin Luther King Jr. Elementary	Low	Income	Yes	LEA-wide	Low Income			$0.00	$701,881.00	$701,881.00				$701,881.00	
4	4.1	DATA ASSESSMENT TO DETERMINE INDIVIDUAL STUDENT NEEDS	All		No					$82,370.00	$40,000.00		$122,370.00			$122,370.00	
4	4.2	READING, MATH AND LANGUAGE ACQUISITION INTERVENTIONS	All		No					$314,923.00	$40,000.00		$354,923.00			$354,923.00	
4	4.3	HANDS-ON LEARNING AND STUDENT ENGAGEMENT ACTIVITIES	All		No					$88,871.00	$160,000.00		$248,871.00			$248,871.00	
4	4.4	BUILDING CAPACITY OF EDUCATORS	All		No					$70,000.00	$134,870.00		$204,870.00			$204,870.00	
5	5.1	PROFESSIONAL LEARNING TO BUILD CAPACITY	All		No					$19,386.00	$35,014.00		$54,400.00			$54,400.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.2	STUDENT ENGAGEMENT STRATEGIES	All	No					$0.00	$1,500.00		$1,500.00			$1,500.00	
5	5.3	INTEGRATION OF TECHNOLOGY	All	No					$0.00	$12,000.00		$12,000.00			$12,000.00	
5	5.4	REAL-WORLD RELEVANCE AND EXPERIENCES	All	No					$0.00	$15,000.00		$15,000.00			$15,000.00	
5	5.5	MONITORING AND EVALUATION	All	No					$0.00	$6,000.00		$6,000.00			$6,000.00	
5	5.6	COMMUNICATION AND COLLABORATION	All	No					$0.00	$8,992.00		$8,992.00			$8,992.00	
6	6.1	PROFESSIONAL LEARNING TO BUILD CAPACITY	All	No					$161,712.00	$63,058.00		$224,770.00			$224,770.00	
6	6.2	STUDENT ENGAGEMENT	All	No					$0.00	$12,000.00		$12,000.00			$12,000.00	
6	6.3	INTERVENTION AND TUTORING	All	No					$159,894.00	$0.00		$159,894.00			$159,894.00	
6	6.4	EXTRACURRICULAR ACTIVITIES OR CLUBS	All	No					$15,000.00	$28,000.00		$43,000.00			$43,000.00	
6	6.5	INTEGRATION OF TECHNOLOGY	All	No					$0.00	$30,000.00		$30,000.00			$30,000.00	
6	6.6	REAL-WORLD RELEVANCE AND EXPERIENCES	All	No					$0.00	$66,641.00		$66,641.00			$66,641.00	
6	6.7	MONITORING AND EVALUATION	All	No					$0.00	$7,000.00		$7,000.00			$7,000.00	
6	6.8	COMMUNICATION AND COLLABORATION	All	No					$0.00	$3,000.00		$3,000.00			$3,000.00	
7	7.1	DATA ASSESSMENT TO DETERMINE INDIVIDUAL STUDENT NEEDS	All	No					$0.00	$15,000.00		$15,000.00			$15,000.00	
7	7.2	READING, MATH AND LANGUAGE ACQUISITION INTERVENTIONS	All	No					$153,358.00	$0.00		$153,358.00			$153,358.00	
7	7.3	HANDS-ON LEARNING AND STUDENT ENGAGEMENT ACTIVITIES	All	No					$0.00	$80,000.00		$80,000.00			$80,000.00	
7	7.4	ATTENDANCE INITIATIVES	All	No					$0.00	$62,585.00		$62,585.00			$62,585.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
7	7.5	INCLUSIVE AND WELCOMING ENVIRONMEN	All	No					$0.00	$15,000.00		$15,000.00			$15,000.00	
7	7.6	BUILDING EDUCATOR CAPACITY	All	No					$242,796.00	$224,929.00		$467,725.00			$467,725.00	
7	7.7	REFINE FAMILY AND COMMUNITY ENGAGEMENT	All	No					$0.00	$20,000.00		$20,000.00			$20,000.00	
7	7.8	MONITORING AND EVALUATION	All	No					$0.00	$20,000.00		$20,000.00			$20,000.00	

2024-25 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
288,043,254	123,008,872	42.705%	2.459%	45.164%	$128,062,942.00	0.000%	44.460 %	**Total:**	$128,062,942.00
								LEA-wide Total:	$126,769,964.00
								Limited Total:	$0.00
								Schoolwide Total:	$25,467,120.00

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 Schoolwide	English Learners Foster Youth Low Income	All Schools 4th-8th grade	$3,722,461.00	
1	1.2	SPSA Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$20,451,681.00	
1	1.3	Centralized Technical School Support	Yes	LEA-wide	Low Income		$108,139.00	
1	1.4	Vice Principals	Yes	LEA-wide	English Learners Foster Youth Low Income		$7,624,395.00	
1	1.5	Curriculum & Instruction Supports	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,085,423.00	
1	1.6	Instructional Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income		$2,013,342.00	
1	1.7	Multilingual Education Programs and Supports	Yes	LEA-wide	English Learners		$573,926.00	

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 Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$3,751,825.00	
1	1.9	Library Media Assistants, Library Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income		$3,283,440.00	
1	1.10	Executive Development Program (NCEE)	Yes	LEA-wide	English Learners Foster Youth Low Income		$163,659.00	
1	1.11	Administrative Leadership Institute (ALI)	Yes	LEA-wide	English Learners Foster Youth Low Income		$150,000.00	
1	1.12	Professional Learning-Certificated Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income		$200,000.00	
1	1.13	Professional Learning-Certificated Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income		$196,716.00	
1	1.15	Technology for Teaching and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income		$6,669,297.00	
1	1.16	Science Technology Engineering and Math (STEM) Resources	Yes	LEA-wide	English Learners Foster Youth Low Income		$420,000.00	
1	1.17	Online Learning Systems and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income		$2,079,193.00	
1	1.18	Upgraded Libraries and Classroom Libraries	Yes	LEA-wide	Low Income		$488,009.00	
1	1.20	Gifted and Talented Education (GATE)	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,571,288.00	
1	1.21	Dual Immersion, Multilingual Education Programs	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,180,630.00	
1	1.22	Visual and Performing Arts (VAPA)	Yes	LEA-wide	English Learners Foster Youth Low Income		$3,471,929.00	

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	1.23	Project Lead the Way	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Chavez Casa Loma Downtown Fremont Garza Horace Mann Hort Longfellow McKinley Mt.Vernon Munsey Nichols Owens Pauly Rafer Johnson Roosevelt Stella Hills Cato Chipman Compton Curran Emerson Lincoln Sequoia Sierra Stiern Washington	$1,292,978.00	
1	1.24	P.R.O.U.D (Powerful, Resilient, Outstanding, Unique, and Determined) Academy	Yes	LEA-wide	English Learners Foster Youth Low Income		$942,042.00	
1	1.26	Summer Academies	Yes	LEA-wide	English Learners Foster Youth Low Income		$669,535.00	
1	1.28	Students Experiencing Homelessness and Foster Case Management	Yes	LEA-wide	Foster Youth		$165,000.00	
1	1.29	Coordination of Supplemental Programs	Yes	LEA-wide			$100,000.00	
1	1.30	English Learners Tutoring and Saturday Academies - Multilingual Education Programs	Yes	LEA-wide	English Learners		$400,000.00	
1	1.31	Teacher Intervention Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income		$7,601,865.00	
2	2.1	Cafeteria and Playground Activity Leaders (CPALS)	Yes	LEA-wide	English Learners Foster Youth Low Income		$6,452,452.00	

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	2.2	Student Clubs and Activities	Yes	LEA-wide	English Learners Foster Youth Low Income		$350,000.00	
2	2.3	MTSS Supports and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,308,270.00	
2	2.4	Behavior Intervention Specialists (BIS)	Yes	LEA-wide	English Learners Foster Youth Low Income		$10,061,506.00	
2	2.5	Associate School Social Workers (ASSW)	Yes	LEA-wide	English Learners Foster Youth Low Income		$3,109,870.00	
2	2.6	Youth Service Specialists (YSS)	Yes	LEA-wide	Foster Youth		$2,294,082.00	
2	2.8	Social Emotional Learning Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income		$356,476.00	
2	2.9	Social Emotional Learning Curriculum (SEL Toolbox)	Yes	LEA-wide	English Learners Foster Youth Low Income		$364,194.00	
2	2.10	Healthy Youth	Yes	LEA-wide	English Learners Foster Youth Low Income		$469,314.00	
2	2.11	Regional Comprehensive School Based Health Clinics	Yes	LEA-wide	English Learners Foster Youth Low Income		$6,032,188.00	
2	2.12	Restorative Classroom Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,599,347.00	
2	2.13	Rafer Johnson School	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,063,820.00	
2	2.14	Student Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income		$25,000.00	
2	2.15	Foster Youth	Yes	LEA-wide	Foster Youth		$50,000.00	
2	2.16	Sports Programs	Yes	LEA-wide	English Learners Foster Youth		$873,610.00	

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 (%)
					Low Income			
2	2.17	Student Safety	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,052,848.00	
2	2.18	Custodians	Yes	LEA-wide	English Learners Foster Youth Low Income		$3,702,712.00	
2	2.19	Electronic Sports in 4th-8th	Yes	LEA-wide	English Learners Foster Youth Low Income		$457,152.00	
3	3.1	Family and Community Engagement (FACE)	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,243,809.00	
3	3.3	Community-Based English Tutoring (CBET)	Yes	LEA-wide	English Learners		$116,719.00	
3	3.4	Digital Platforms and Community Applications	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,954,225.00	
3	3.5	Office assistants at each School Site	Yes	LEA-wide	English Learners Foster Youth Low Income		$2,046,694.00	
3	3.6	Parent Center at Martin Luther King Jr. Elementary	Yes	LEA-wide	Low Income		$701,881.00	
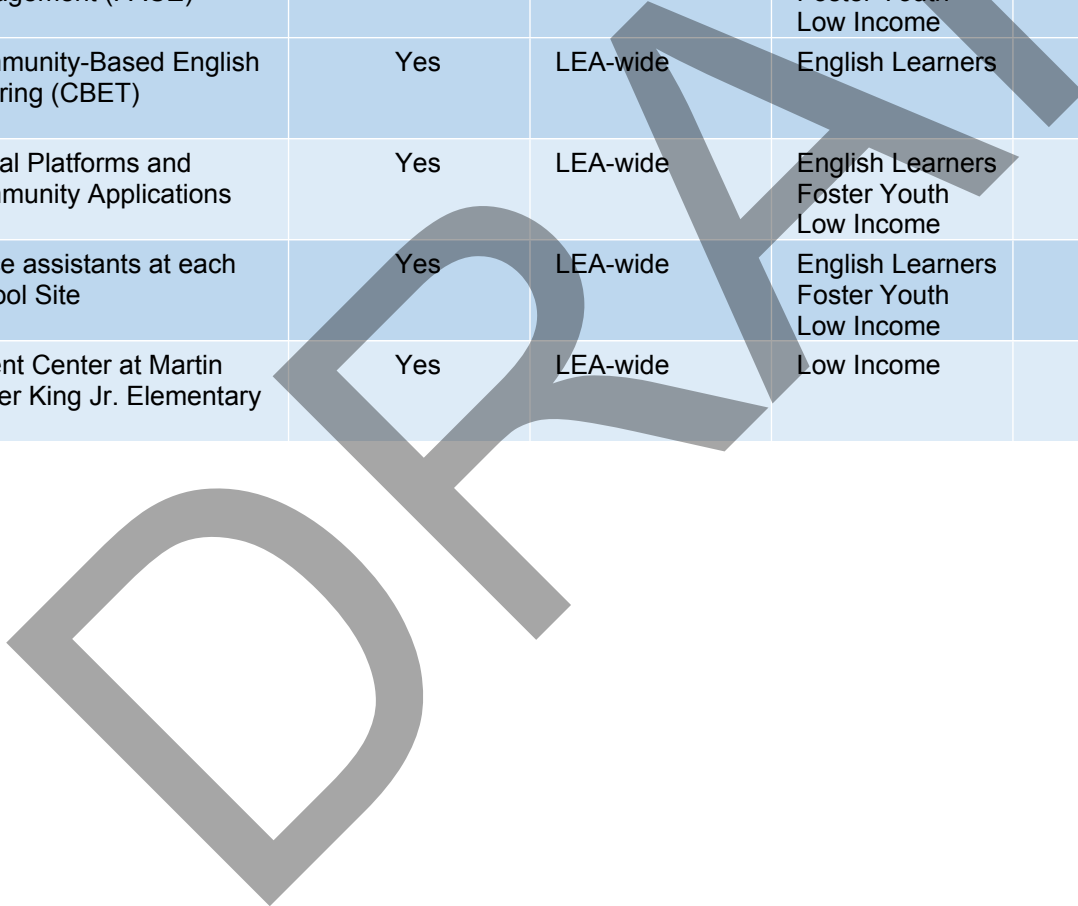
2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$279,060,850.00	$172,912,965.00

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	$2,103,450.00	$2,052,675.00
1	1.2	School-based Targeted and Tiered Student Support	No	$13,243,092.00	$11,114,469.00
1	1.3	Centralized Technical Assistance to School Sites	Yes	$778,263.00	$752,456.00
1	1.4	Vice-Principals	Yes	$6,897,807.00	$6,745,666.00
1	1.5	Specialists, Coordinator	Yes	$2,380,669.00	$2,180,670.00
1	1.6	Coaches, Program Specialist	Yes	$1,902,093.00	$1,865,989.00
1	1.7	EL Specialists	Yes	$2,684,655.00	$2,445,968.00
1	1.8	New Teacher Development-Coordinator, Specialists, Clerical, Mentors, Residents	Yes	$3,937,319.00	$3,760,458.00
1	1.9	Library Media Assistants, Library Techs	Yes	$3,198,855.00	$2,945,680.00
1	1.10	TOSA, Intervention Specialist, Academic Coach, Teacher Tutor, Vice-Principal at Focus Schools	Yes	$1,457,134.00	$1,427,125.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Executive Development Program (NCEE)	Yes	$130,748.00	$167,201.00
1	1.12	Administrative Leadership Institute	Yes	$150,000.00	$150,000.00
1	1.13	Professional Learning - Specialists, APL, AC, Certificated Staff	Yes	$500,000.00	$0.00
1	1.14	Professional learning - Summer & Regular Year	Yes	$22,632,459.00	$6,048,611.00
1	1.15	Professional learning - SPED Certificated	No	$274,876.00	$65,000.00
1	1.16	Professional learning - EL focus	Yes	$73,486.00	$60,103.00
1	1.17	Professional Learning Google Certification Engineering, Gaming, Coding (DELETED in 2022/23 LCAP)	Yes	$0.00	$0.00
1	1.18	Update of Technology for teaching and learning	Yes	$5,541,828.00	$5,449,500.00
1	1.19	STEAM resources, manipulatives, access to novels	Yes	$220,000.00	$214,480.00
1	1.20	Online learning systems and resources	Yes	$1,158,888.00	$1,099,458.00
1	1.21	EL/RFEP Monitoring System	Yes	$1,580,661.00	$1,528,827.00
1	1.22	Upgraded libraries and classroom libraries & spaces, resources for teachers	Yes	$683,642.00	$628,500.00
1	1.23	Increase access for Extended Learning Program Academies	No	$10,727,228.00	$8,559,522.00

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	1.24	GATE, professional learning and certification	Yes	$1,733,137.00	$1,691,893.00
1	1.25	Dual Immersion, Multilingual Programs	Yes	$4,969,992.00	$4,775,509.00
1	1.26	VAPA in grades 3rd-8th, performances, multimedia	Yes	$3,450,363.00	$3,299,800.00
1	1.27	PLTW 6th-8th, professional learning, certification, technology	Yes	$753,469.00	$711,469.00
1	1.28	Project Launch K-6th, teacher and support staff training, curriculum, materials, technology, extra time	Yes	$539,531.00	$498,004.00
1	1.29	Achievement Academy	Yes	$904,409.00	$852,968.00
1	1.30	Electronic Sports in 4th-8th	No	$425,000.00	$0.00
1	1.31	Summer Academies	No	$2,262,146.00	$2,159,500.00
1	1.32	CSUB National Youth Sports Program	No	$154,696.00	$149,500.00
1	1.33	Homeless case management	No	$656,072.00	$629,514.00
1	1.34	Foster Youth support and services	Yes	$236,103.00	$221,514.00
1	1.35	Coordination of Supplemental Programs	No	$96,867,615.00	$19,237,060.00
1	1.36	CSTEM and Robotics	Yes	$200,000.00	$175,111.00
1	1.37	Engage in civic projects 4th-8th	Yes	$200,000.00	$0.00

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	1.38	English Learners tutoring & Saturday Academies	Yes	$150,000.00	$12,500.00
1	1.39	Increase supports for Long Term English Learners	Yes	$270,000.00	$12,500.00
1	1.40	TK-8th Literacy Achievement and onboarding	Yes	$549,549.00	$843,538.00
1	1.41	Science Curriculum K-8th	Yes	$881,842.00	$774,987.00
1	1.42	School-based Student Support	Yes	$6,793,035.00	$6,245,800.00
1	1.43	School-based Professional Learning	Yes	$8,675,619.00	$8,396,457.00
1	1.44	Intervention Specialist	Yes	$6,595,092.00	$6,396,885.00
2	2.1	Cafeteria and Playground Activity Leaders (CPALs)	Yes	$5,600,744.00	$5,436,836.00
2	2.2	Site funding allocations for teachers, clubs	Yes	$400,000.00	$0.00
2	2.3	Coordinator, Clerk, and MTSS Coaches	Yes	$1,318,443.00	$1,226,962.00
2	2.4	Coordinator of Student and School Safety	Yes	$217,025.00	$199,511.00
2	2.5	Behavior Intervention Specialists (BIS)	Yes	$9,289,666.00	$8,948,620.00
2	2.6	Associate School Social Workers (ASSW)	Yes	$3,124,225.00	$2,945,810.00

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	2.7	Youth Services Specialists (YSS)	Yes	$2,151,518.00	$1,976,850.00
2	2.8	School Psychologists & Behavioral Health Therapists	Yes	$4,154,104.00	$3,989,645.00
2	2.9	ASSW, BIS, Campus Supervisor at Focus Schools	Yes	$1,506,019.00	$1,496,448.00
2	2.10	SEL Professional learning for site administrators	Yes	$70,000.00	$0.00
2	2.11	SEL Professional learning for all site support staff	Yes	$223,144.00	$195,840.00
2	2.12	SEL Professional learning for classroom teachers	Yes	$35,983.00	$0.00
2	2.13	SEL Professional learning for classified staff	Yes	$87,763.00	$79,500.00
2	2.14	Social Emotional Learning curriculum (SEL Toolkit)	Yes	$364,423.00	$329,451.00
2	2.15	Community organization partnerships for mentoring	Yes	$469,314.00	$432,478.00
2	2.16	Regional Comprehensive School-Based Health Clinics	Yes	$5,770,784.00	$5,599,842.00
2	2.17	Alternative to Suspension Program at Jr. High/Middle Schools	Yes	$1,590,613.00	$1,440,987.00
2	2.18	Coordinator/Principal and School Social Worker at the Community Day School	Yes	$1,042,660.00	$999,660.00
2	2.19	Student Leadership Institute transportation, staffing, materials, facilities, extra time, promotions	Yes	$100,000.00	$0.00
2	2.20	Staff and Extra Time to support Foster Youth	Yes	$50,000.00	$0.00

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	2.21	Sports program for 3rd - 8th grade students	Yes	$870,512.00	$819,984.00
2	2.22	Student Safety	Yes	$1,103,260.00	$1,091,587.00
2	2.23	Campus Supervisors at all Jr. High/Middle Schools	Yes	$1,526,924.00	$1,498,743.00
2	2.24	School-based Social-Emotional Learning supports	Yes	$4,302,067.00	$4,141,544.00
2	2.25	8 hour Custodians	Yes	$3,563,916.00	$3,499,874.00
3	3.1	FACE Coordinator, Instructional Specialist, Family and Community Engagement Reps, Clerical Staff, and FACE Liaisons	Yes	$4,962,218.00	$4,855,252.00
3	3.2	Parent University, Now We're Cooking, Summer Parent Academies, Saturday Parent Classes and other Parent Education Classes and Events	No	$744,936.00	$650,965.00
3	3.3	Community-Based English Tutoring (CBET)	Yes	$111,181.00	111,181
3	3.4	District website, social media, other digital platforms and communication applications	Yes	$1,916,598.00	$1,854,841.00
3	3.5	Office Assistants at each school site	Yes	$1,892,659.00	$1,821,824.00
3	3.6	Staff extra time for Parent Education and Parent Project (Proyecto Padre)	Yes	$167,004.00	$155,878.00
3	3.7	Parent Centers at Martin Luther King Jr. Elementary and Eissler Elementary	Yes	$808,324.00	$765,985.00

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2023-24 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)
$119,955,831	$124,677,447.00	$118,341,526.00	$6,335,921.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Class Size Reduction	Yes	$2,103,450.00	$2,052,675.00		
1	1.3	Centralized Technical Assistance to School Sites	Yes	$52,584.00	$49,675.00		
1	1.4	Vice-Principals	Yes	$6,897,807.00	$6,745,666.00		
1	1.5	Specialists, Coordinator	Yes	$788,434.00	$715,555.00		
1	1.6	Coaches, Program Specialist	Yes	$1,902,093.00	$1,865,989.00		
1	1.7	EL Specialists	Yes	$389,610.00	$279,610.00		
1	1.8	New Teacher Development- Coordinator, Specialists, Clerical, Mentors, Residents	Yes	$3,745,903.00	$3,640,980.00		
1	1.9	Library Media Assistants, Library Techs	Yes	$3,198,855.00	$3,198,855.00		
1	1.10	TOSA, Intervention Specialist, Academic Coach, Teacher Tutor, Vice-Principal at Focus Schools	Yes	$1,457,134.00	$1,427,125.00		
1	1.11	Executive Development Program (NCEE)	Yes	$130,748.00	$167,201.00		
1	1.12	Administrative Leadership Institute	Yes	$150,000.00	$150,000.00		

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	$0.00		
1	1.14	Professional learning - Summer & Regular Year	Yes	$224,160.00	$199,500.00		
1	1.16	Professional learning - EL focus	Yes	$73,486.00	$60,103.00		
1	1.17	Professional Learning Google Certification Engineering, Gaming, Coding (DELETED in 2022/23 LCAP)	Yes	$0.00	$0.00		
1	1.18	Update of Technology for teaching and learning	Yes	$5,541,828.00	$5,449,500.00		
1	1.19	STEAM resources, manipulatives, access to novels	Yes	$220,000.00	$214,480.00		
1	1.20	Online learning systems and resources	Yes	$1,139,060.00	$1,099,458.00		
1	1.21	EL/RFEP Monitoring System	Yes	$865,000.00	$865,000.00		
1	1.22	Upgraded libraries and classroom libraries & spaces, resources for teachers	Yes	$488,009.00	$455,111.00		
1	1.24	GATE, professional learning and certification	Yes	$1,733,137.00	$1,691,893.00		
1	1.25	Dual Immersion, Multilingual Programs	Yes	$4,969,992.00	$4,775,509.00		
1	1.26	VAPA in grades 3rd-8th, performances, multimedia	Yes	$3,450,363.00	$3,299,800.00		
1	1.27	PLTW 6th-8th, professional learning, certification, technology	Yes	$753,469.00	$711,469.00		
1	1.28	Project Launch K-6th, teacher and support staff training, curriculum, materials, technology, extra time	Yes	$539,531.00	$498,004.00		
1	1.29	Achievement Academy	Yes	$904,409.00	$852,968.00		

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	1.34	Foster Youth support and services	Yes	$236,103.00	$221,514.00		
1	1.36	CSTEM and Robotics	Yes	$200,000.00	$175,111.00		
1	1.37	Engage in civic projects 4th-8th	Yes	$200,000.00	$0.00		
1	1.38	English Learners tutoring & Saturday Academies	Yes	$150,000.00	$12,500.00		
1	1.39	Increase supports for Long Term English Learners	Yes	$270,000.00	$12,500.00		
1	1.40	TK-8th Literacy Achievement and onboarding	Yes	$100,000.00	$100,000.00		
1	1.41	Science Curriculum K-8th	Yes	$447,445.00	$399,500.00		
1	1.42	School-based Student Support	Yes	$6,793,035.00	$6,445,800.00		
1	1.43	School-based Professional Learning	Yes	$8,675,619.00	$8,396,457.00		
1	1.44	Intervention Specialist	Yes	$6,595,092.00	$6,196,885.00		
2	2.1	Cafeteria and Playground Activity Leaders (CPALs)	Yes	$5,600,744.00	$5,436,836.00		
2	2.2	Site funding allocations for teachers, clubs	Yes	$400,000.00	$0.00		
2	2.3	Coordinator, Clerk, and MTSS Coaches	Yes	$1,318,443.00	$1,226,962.00		
2	2.4	Coordinator of Student and School Safety	Yes	$217,025.00	$199,511.00		
2	2.5	Behavior Intervention Specialists (BIS)	Yes	$9,289,666.00	$8,948,620.00		
2	2.6	Associate School Social Workers (ASSW)	Yes	$3,124,225.00	$2,945,810.00		
2	2.7	Youth Services Specialists (YSS)	Yes	$2,151,518.00	$1,976,850.00		
2	2.8	School Psychologists & Behavioral Health Therapists	Yes	$4,154,104.00	$3,989,645.00		
2	2.9	ASSW, BIS, Campus Supervisor at Focus Schools	Yes	$1,506,019.00	$1,496,448.00		

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	2.10	SEL Professional learning for site administrators	Yes	$70,000.00	$0.00		
2	2.11	SEL Professional learning for all site support staff	Yes	$223,144.00	$195,840.00		
2	2.12	SEL Professional learning for classroom teachers	Yes	$35,983.00	0		
2	2.13	SEL Professional learning for classified staff	Yes	$87,763.00	$79,500.00		
2	2.14	Social Emotional Learning curriculum (SEL Toolkit)	Yes	$364,423.00	$329,451.00		
2	2.15	Community organization partnerships for mentoring	Yes	$469,314.00	$432,478.00		
2	2.16	Regional Comprehensive School-Based Health Clinics	Yes	$5,770,784.00	$5,599,842.00		
2	2.17	Alternative to Suspension Program at Jr. High/Middle Schools	Yes	$1,590,613.00	$1,440,987.00		
2	2.18	Coordinator/Principal and School Social Worker at the Community Day School	Yes	$1,042,660.00	$999,660.00		
2	2.19	Student Leadership Institute transportation, staffing, materials, facilities, extra time, promotions	Yes	$100,000.00	$0.00		
2	2.20	Staff and Extra Time to support Foster Youth	Yes	$50,000.00	$0.00		
2	2.21	Sports program for 3rd - 8th grade students	Yes	$870,512.00	$819,984.00		
2	2.22	Student Safety	Yes	$1,103,260.00	$1,091,587.00		
2	2.23	Campus Supervisors at all Jr. High/Middle Schools	Yes	$1,526,924.00	$1,498,743.00		
2	2.24	School-based Social-Emotional Learning supports	Yes	$4,302,067.00	$4,141,544.00		
2	2.25	8 hour Custodians	Yes	$3,563,916.00	$3,499,874.00		
3	3.1	FACE Coordinator, Instructional Specialist, Family	Yes	$4,962,218.00	$4,855,252.00		

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)
		and Community Engagement Reps, Clerical Staff, and FACE Liaisons					
3	3.3	Community-Based English Tutoring (CBET)	Yes	$111,181.00	$111,181.00		
3	3.4	District website, social media, other digital platforms and communication applications	Yes	$1,916,598.00	$1,854,841.00		
3	3.5	Office Assistants at each school site	Yes	$1,892,659.00	$1,821,824.00		
3	3.6	Staff extra time for Parent Education and Parent Project (Proyecto Padre)	Yes	$167,004.00	$155,878.00		
3	3.7	Parent Centers at Martin Luther King Jr. Elementary and Eissler Elementary	Yes	$808,324.00	$765,985.00		

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
294,063,444	$119,955,831	1.91%	42.703%	$118,341,526.00	0.000%	40.244%	$7,230,916.78	2.459%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

▪ **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);

    o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    o All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

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

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

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

Note: *EC* Section [42238.024(b)(1) (California Legislative Information)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o The baseline data must remain unchanged throughout the three-year LCAP.

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

    ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    - The reasons for the ineffectiveness, and

    - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

  - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - Professional development for teachers.

- o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

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

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **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.

  o **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.

  o **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).

  o **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.

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services

provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

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

- **5. Total Planned Percentage of Improved Services**

  o 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)**

  o 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**

    o 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)**

    o 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**

    o 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)**

    o 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 (%)**

    o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

    o 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)**

    o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

    o 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)**

- o   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)**

  - o   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)**

  - o   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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