



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Arvin Union School District

CDS Code: 15-63313-0000000

School Year: 2024-25

LEA contact information:

Georgia Rhett

District Superintendent

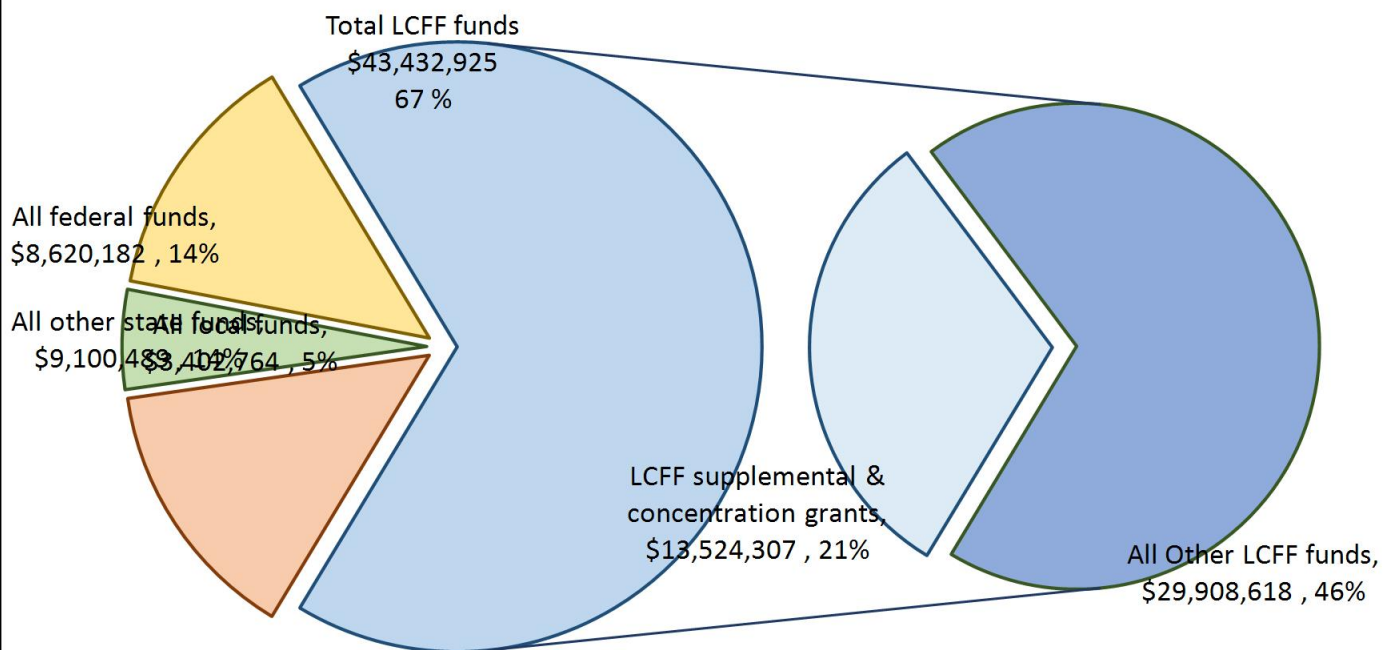
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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



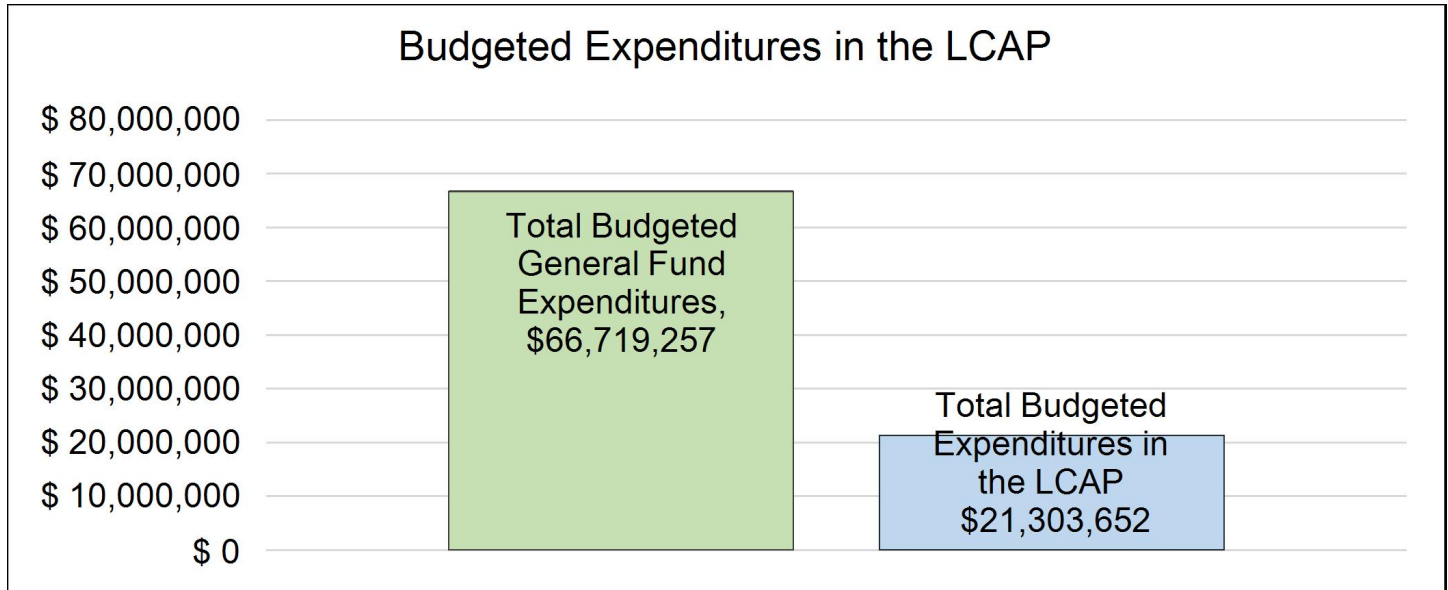
This chart shows the total general purpose revenue Arvin Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Arvin Union School District is \$64,556,360, of which \$43,432,925 is Local Control Funding Formula (LCFF), \$9,100,489 is

other state funds, \$3,402,764 is local funds, and \$8,620,182 is federal funds. Of the \$43,432,925 in LCFF Funds, \$13,524,307 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Arvin Union 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: Arvin Union School District plans to spend \$66,719,257 for the 2024-25 school year. Of that amount, \$21,303,652 is tied to actions/services in the LCAP and \$45,415,605 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

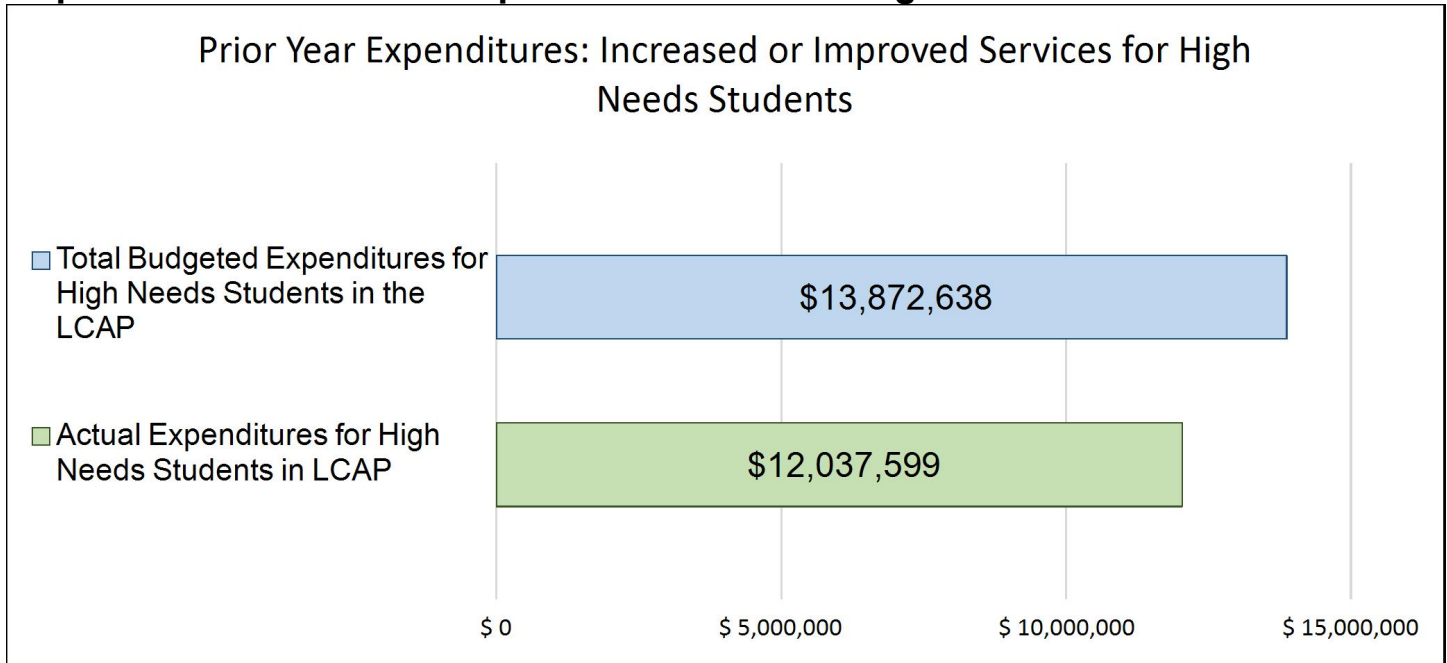
General fund expenditures include salaries and benefits for certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include: textbooks, books and supplies, services and operating expenditures (example. utilities) and capital outlay.

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

In 2024-25, Arvin Union School District is projecting it will receive \$13,524,307 based on the enrollment of foster youth, English learner, and low-income students. Arvin Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Arvin Union School District plans to spend \$16,252,059 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



This chart compares what Arvin Union 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 Arvin Union 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, Arvin Union School District's LCAP budgeted \$13,872,638 for planned actions to increase or improve services for high needs students. Arvin Union School District actually spent \$12,037,599 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$1,835,039 had the following impact on Arvin Union School District's ability to increase or improve services for high needs students:

The availability of one-time funds to support student needs following COVID provided the opportunity to access these funds and roll over LCAP funds. Actions and services within the 2023-2024 LCAP were largely provided as planned as noted within reviews of each action step in the annual update.



# 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
Arvin Union School District	Georgia Rhett District Superintendent	rhett@arvin-do.com (661) 854-6500

## Goals and Actions

### Goal

Goal #	Description
1	Expand collaborative partnerships with students, parents, staff, and the community and provide wrap-around services and personnel to further open lines of communication fostering a safe and welcoming educational environment through which all stakeholders are actively engaged in the learning process.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 B - Basic Materials Review Student Access to standards-aligned instructional materials	100% of students have required standards-aligned materials	100% of students have required standards-aligned materials per materials review August 2021	100% of students have required standards-aligned materials per materials review August 2022	2023-24: 100% of students have required standards-aligned materials per materials review August 2023	Maintain 100% of students have required standards-aligned materials
Priority 1 C - Basic Facilities Inspection Tool Facilities in Good Repair	"Exemplary" status at each school site El Camino, Sierra Vista, Bear Mountain, and Haven Drive Middle School	Exemplary status at each school site including El Camino, Sierra Vista, Bear Mountain, and Haven Drive Middle School per facilities inspection August 2021	Exemplary status at each school site including El Camino, Sierra Vista, Bear Mountain, and Haven Drive Middle School per facilities inspection August 2022	2023-24: Exemplary status at each school site including El Camino, Sierra Vista, Bear Mountain, and Haven Drive Middle School per facilities inspection August 2023	"Good" or "Exemplary" status at each school site El Camino, Sierra Vista, Bear Mountain, and Haven Drive Middle School
Priority 7 A - Course Access The extent to which students have access to and are enrolled in a broad course of study Master Schedule	100% of students, including unduplicated students, have access to all required areas of broad coursework as stated in Ed Code 51210.	100% of students are enrolled in a broad course of study per Master Schedules 2021	100% of students have access to a broad course of study per Master Schedules 2022	2023-24: 100% of students, including unduplicated students, have access to a broad course of study per Master Schedules 2023	100% of students, including unduplicated students, will have access to all required areas of broad coursework as stated in Ed Code 51210.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 7 B - Course Access</p> <p>Programs and services for Low income, English Learner, and foster youth</p> <p>Low - income: School schedules and class lists</p> <p>English Learner: *Class lists leveled by English Learner Support Levels for Designated English Language Development *Classroom walkthrough tool</p> <p>Foster Youth: parent/student survey</p>	<p>100% of unduplicated students had access to general education programs and services including Dual Immersion, AVID, and Summer School. 100% of TK-6 have access to music and art education.</p> <p>100% of English Learners received targeted English Language Development during Designated and Integrated English Language Development instruction</p> <p>Identified English Learners received appropriate supports during Integrated ELD as identified by classroom walkthrough tool to be</p>	<p>100% of student have access to general education programs and services including Dual Immersion AVID, and Summer School. 100% of TK-6 have access to music and art education.</p> <p>100% of English Learners receive targeted English Language Development during Designated and Integrated English Language Development Instruction 1/6/21 per walkthrough evidence and class lists</p> <p>100% of English Learners received Integrated ELD supports at the Emerging (Level1) or Progressing Implementation level (Level 2) on a 4 level</p>	<p>100% of students have access to general education programs and services including AVID and Summer School. Students in grades K-8, with the exception of those enrolled in Special Day classes, have access to Dual Immersion. 100% of TK-6 have access to music and art education.</p> <p>100% of English Learners receive targeted English Language Development during Designated and Integrated English Language Development Instruction 2/1/23 per walkthrough evidence and class lists</p> <p>100% of English Learners received Integrated ELD</p>	<p>2023-24: 100% of students have access to general education programs and services including AVID and Winter and Summer Enrichment sessions.</p> <p>Students in grades K-8, with the exception of those enrolled in Special Day classes, have access to Dual Immersion.</p> <p>100% of TK-6 have access to music and art education and 7-8 grade students have access to music and art electives.</p> <p>100% of English Learners receive targeted English Language Development during Designated and Integrated English Language Development Instruction per</p>	<p>100% of unduplicated students had access to general education programs and services including Dual Immersion, AVID, and Summer School. 100% of TK-6 have access to music and art education.</p> <p>100% of English Learners received targeted English Language Development during Designated and Integrated English Language Development instruction</p> <p>100% of identified English Learners receive appropriate supports during Integrated ELD as identified by classroom walkthrough tool to be implemented 2021-2022</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>implemented 2021-2022 Baseline 0%</p> <p>Enrolled foster youth and their families are aware of programs and services and have access to desired programs and services as measured to survey to be implemented 2021-2022. Baseline 0%</p>	<p>rubric (Emerging, Progressing, Developing, and Full Implementation)</p> <p>7% of enrolled foster youth and their families reported being aware of programs and services.</p>	<p>supports at or above the Emerging (Level1), approximately 90% at or above the Progressing Implementation level (Level 2) , approximately 85% at or above a Level 3, and approximately 10% at a Level 4 on a 4 level rubric (Emerging, Progressing, Developing, and Full Implementation)</p> <p>100% of enrolled foster youth and their families reported being aware of where to get educational help. 66% know what programs and services are available to them.</p>	<p>walkthrough evidence and class lists December 2023.</p> <p>100% of English Learners receive Integrated ELD at various levels of implementation. Review of EL program to take place in the spring of 2024.</p> <p>100% of enrolled foster youth and their families reported being aware of where to get educational help. 100% know what programs and services are available to them.</p>	<p>100% of enrolled foster youth and their families are aware of programs and services and have access to desired programs and services</p>
Priority 7 C - Course Access	<p>IEP Program Services Review</p> <p>100% of pupils with exceptional needs had</p>	<p>100% of IEP's were reviewed for access to services identified for each student. 100% of students were</p>	<p>100 % of IEP's were reviewed for access to services identified for each student. 100% of students were</p>	<p>2023-24: IEP service log spreadsheet percentage entered to date (end of January) for SAI (specialized</p>	<p>IEP Program Services Review</p> <p>100% of pupils with exceptional needs had</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Programs and services for students with disabilities</p> <p>Program Checklist</p>	<p>access to and received special education programs and services in the least restrictive environment as detailed in their IEP's as noted in Program Review - checklist to be developed.</p> <p>Speech Resource Specialist Program Special Education Full Day Adaptive PE Services for Visual/Hearing Occupational Therapy from Kern County Superintendent of Schools Preschool Special Day Class Home School Extended School Year</p>	<p>identified to have received services in the least restrictive environment identified in the IEP utilizing the program checklist.</p>	<p>identified to have received services in the least restrictive environment identified in the IEP utilizing the program checklist.</p>	<p>academic instruction) and Speech is 100%.</p>	<p>access to and received special education programs and services in the least restrictive environment as detailed in their IEP's as noted in program checklist.</p> <p>Speech Resource Specialist Program Special Education Full Day Adaptive PE Services for Visual/Hearing Occupational Therapy from Kern County Superintendent of Schools Preschool Special Day Class Home School Extended School Year</p>
<p>Priority 6 A - School Climate</p> <p>Suspension rate</p> <p>DataQuest</p>	<p>DataQuest 1.0% for 2019-2020 partial year</p> <p>DataQuest 2019-2020</p>	<p>DataQuest 2020-2021 All students = 0.1%</p> <p>Groups reported at or over 1.2% Suspension rate:</p>	<p>DataQuest 2021-2022 All students = 0.08%</p> <p>Groups reported at or over 1.2% Suspension rate:</p>	<p>DataQuest 2022-2023 All students = 0.08%</p> <p>Groups reported at or over 1.2% Suspension rate:</p>	<p>maintain all students at or below 1.2% with every student group below 1.2%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Groups over 1.8% Suspension rate: African American Foster Students with Disabilities	White 1.2%	Black 4.7% High White 2.2% Medium Foster 4.0% High	Black 4.9% High	
Priority 6 B - School Climate Expulsion rate DataQuest	DataQuest 0.09% for all students- for the 2019-2020 school year	DataQuest 2020-2021 Expulsions = 0	DataQuest 2021-2022 Expulsions = 0	DataQuest 2022-2023 Expulsions = 0	maintain at or below 0.09% for all students
Priority 6 C - School Climate California Healthy Kids Survey -Students	Elementary 2019-20 data School connectedness 74% Perceived school safety 75% Meaningful participation 51%  Middle school 2019- 20 data School connectedness 67% Perceived school safety 61% Meaningful participation 32%	Elementary 5th grade 2021-2022 School connectedness 68% Perceived school safety 76% Meaningful participation 43%  Elementary 6th grade 2021-2022 School connectedness 62% Perceived school safety 63% Meaningful participation 32%  Middle school 2021- 2022 School connectedness 47%	Elementary 5th grade 2022-2023 School connectedness 70% Perceived school safety 74% Meaningful participation 49%  Elementary 6th grade 2022-2023 School connectedness 61% Perceived school safety 65% Meaningful participation 37%  Middle school 2022- 2023 School connectedness 41%	California Healthy Kids Survey (CHKS) taken February 1, 2024 Elementary 5th grade 2023-2024 School connectedness 72% Perceived school safety 75% Meaningful participation 48%  Elementary 6th grade 2023-2024 School connectedness 61% Perceived school safety 64% Meaningful participation 34%	Elementary School connectedness 80% Perceived school safety 80% Meaningful participation 75%  Middle school School connectedness 75% Perceived school safety 70% Meaningful participation 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Perceived school safety 45% Meaningful participation 18%	Perceived school safety 37% Meaningful participation 18%	Middle school 2023-2024 School connectedness 39% Perceived school safety 40% Meaningful participation 15%	
Priority 6 C - School Climate California Healthy Kids Survey -Safety Staff	Elementary 2019-20 data Safe place for staff 48% Safe place for students 48% Meaningful student participation 40%  Middle School 2019-20 data Safe place for staff 15% Safe place for students 13% Meaningful student participation 25%	Elementary 2021-2022 data Safe place for staff 63% Safe place for students 63% Meaningful student participation 43%  Middle School 2021-2022 data Safe place for staff 23% Safe place for students 25% Meaningful student participation 31%	Elementary 2022-2023 data Safe place for staff 43% Safe place for students 46% Meaningful student participation 42%  Middle School 2022-2023 data Safe place for staff 14% Safe place for students 9% Meaningful student participation 23%	CHKS taken February 1, 2024 Elementary 2023-2024 data Safe place for staff 41% Safe place for students 43% Meaningful student participation 39%  Middle School 2023-2024 data Safe place for staff 19% Safe place for students 16% Meaningful student participation 22%	Elementary Safe place for staff 60% Safe place for students 60% Meaningful student participation 60%  Middle School Safe place for staff 60% Safe place for students 60% Meaningful student participation 60%
Priority 6 C - School Climate California Healthy Kids Survey - Safety/Engagement	Safe place 2019-20 data Elementary 49% Middle School 47%	Data acquired under distance learning circumstances during COVID - data not	Safe place 2022-2023 data Elementary 51% Middle School 33%	Safe place 2023-2024 data Elementary ranges from 50% to 56% Middle School 28%	Safe place Elementary 65% Middle School 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parents	Meaningful student engagement 2019-20 data Elementary 48% Middle School 43%	acquired for middle school not in person  Safe place 2020-2021 data Elementary 13% Middle School not yet in person  Meaningful student engagement 2020-2021 data Elementary 25% Middle School not yet in person	Meaningful student engagement 2022-2023 data Elementary 48% Middle School 38%	Meaningful student engagement 2023-2024 data Elementary ranges from 46% to 53% Middle School 38%  Facilities well-maintained Elementary ranges from 39% to 53% Middle School 30%	Meaningful student engagement Elementary 65% Middle School 60%
Priority 3 A- Parent and Family Engagement - Efforts the school district makes to seek parent input in making decisions for the district and each school site California Healthy Kids Survey - Parents	California Healthy Kids 2019-2020 parent engagement question Elementary 46% Middle School 40%	CHKS 2020-2021 parent engagement question - encourages me to be an active partner Elementary 37% Middle School 31%  engagement question - actively seeks the input of parents Elementary 33% Middle School 36%	CHKS 2022-2023 parent engagement question - encourages me to be an active partner Elementary 46% Middle School 29%  engagement question - actively seeks the input of parents Elementary 45% Middle School 28%	CHKS 2023-2024 parent engagement question - encourages me to be an active partner Elementary range from 39 to 53% Middle School 30%  engagement question - actively seeks the input of parents Elementary range from 40 to 57% Middle School 32%	California Healthy Kids Parent Engagement Question Elementary 60% Middle School 60%
Priority 3 B- Parent and Family	2020-2021 Staff survey indicates a	2021-2022 Staff survey indicates a	2022-2023 Staff Surveys indicates a	2023-2024 Staff Surveys indicates a	Staff survey indicates an increase of 10% in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Engagement - How the district will promote parental participation for low-income, English Learner, and foster youth Family and Community Engagement Metric 6 questions Four point rubric: Emerging, Progressing, Excelling, and Building Capacity	range from 43% to 61% at the Excelling or higher level	range from 50 to 61% at the Excelling or higher level	range from 47 to 63 at the Excelling or higher level.	range from 36 to 59% at the Excelling or higher level.	the minimum and maximum of the range at the Excelling or higher level
Priority 3 C Parent and Family Engagement Promote Parental participation in programs with students with disabilities Parent survey	2020-2021 Parent participation in Special Education Parent Advisory 10 responses	2021-2022 Parent Participation in Special Education Parent Advisory 26 attendees/responses	2022-2023 Parent Participation in Special Education Parent Advisory 8 attendees/responses	2023-2024 Parent Participation in Special Education Parent Advisory 27 attendees/responses	Parent participation in Special Education Parent Advisory survey 75 responses
Priority 5 A - Attendance rates District report and Attention2Attendance mid year report	Average attendance rate 2020-2021 Mid-year March = 94.03%  2020-2021 A2A mid - year data	Average attendance rate 2021-2022 Mid-year Jan 28 = 89.12%  2021-2022 A2A February mid-year data	Average attendance rate 2022-2023 Mid year Feb 3= 92.54%  2022-20223A2A February mid-year data	Average attendance rate 2023-2024 Mid-Year December 28 = 93.67 %  2023-2024 A2A Mid year data	Average attendance rate 94%  A2A mid-year data Excellent attendance above 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Excellent attendance 38.6%</p> <p>Satisfactory attendance - 29.5%</p> <p>Manageable attendance - 14.4%</p> <p>Chronic attendance - 10.8%</p> <p>Severe chronic - 6.7%</p>	<p>Excellent attendance 24.5%</p> <p>Satisfactory attendance - 40.24%</p> <p>Manageable attendance - 21.6%</p> <p>Chronic attendance - 11.0%</p> <p>Severe chronic - 2.6%</p> <p>2021-2022 KIDS Dashboard May</p> <p>No absence issues 38%</p> <p>Trending chronic 15%</p> <p>Nearly chronic 14%</p> <p>Chronic 33%</p> <p>Chronic absence rate KIDS May</p> <p>All students 33.10%</p> <p>EL 30.21%</p> <p>SED 32.34</p> <p>Foster 28.57</p> <p>Homeless 41.81%</p> <p>SWD 35.82%</p>	<p>Excellent attendance 19%</p> <p>Satisfactory attendance - 29%</p> <p>Manageable attendance - 27%</p> <p>Chronic attendance - 20%</p> <p>Severe chronic - 5%</p> <p>2022-2023 KIDS Dashboard May</p> <p>No absence issues 46%</p> <p>Trending chronic 16%</p> <p>Nearly chronic 14%</p> <p>Chronic 25%</p> <p>Chronic absence rate KIDS May</p> <p>All students 25.08%</p> <p>EL 22.13%</p> <p>SED 23.92%</p> <p>Foster 0%</p> <p>Homeless 46.43%</p> <p>SWD 28.75%</p> <p>Migrant 21.05%</p> <p>African American 55.56%</p> <p>Hispanic 24.16%</p> <p>White 39.58%</p>	<p>February mid-year data</p> <p>Excellent attendance 19%</p> <p>Satisfactory attendance - 34%</p> <p>Manageable attendance - 27%</p> <p>Chronic attendance - 15%</p> <p>Severe chronic - 4%</p> <p>2023-2024 KIDS Dashboard May</p> <p>No absence issues 52.55%</p> <p>Trending Chronic 15.65%</p> <p>Nearly Chronic 12.65%</p> <p>Chronic 19.15%</p> <p>Chronic absence rate KIDS May</p> <p>All students 19.15%</p> <p>EL 16.96%</p> <p>SED 19.69%</p> <p>Foster 4.55%</p> <p>Homeless 30%</p> <p>SWD 26.53%</p> <p>Migrant 16.59%</p> <p>African American 24.14%</p> <p>Hispanic 18.32%</p> <p>White 35.29%</p>	<p>Satisfactory attendance above 40%</p> <p>Manageable attendance above 20%</p> <p>Chronic attendance below 9.0%</p> <p>KIDS Dashboard May</p> <p>No absence issues 55 %</p> <p>Trending chronic 15%</p> <p>Nearly chronic 15%</p> <p>Chronic 15%</p> <p>No individual student group chronic rate to exceed 15%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5B Chronic Absences California Dashboard	California Dashboard 2018-2019 English Learners - orange Socio-economically disadvantaged - orange	California Dashboard Suspended no current data available  California Dashboard 2018-2019 English Learners - orange Socio-economically disadvantaged - orange	California Dashboard 2021-2022. No color performance reported.  Chronic absent - (very high - above 20% for all groups ) All students - very high African American - very high White - very high Homeless - very high Students with Disabilities very high Socio economically disadvantaged - very high Hispanic - very high English Learners - very high Foster - very high	California Dashboard 2022-2023 All Students - Yellow  RED Homeless  ORANGE African American White  YELLOW English Learners Foster Youth Hispanic Socioeconomically Disadvantaged Students with Disabilities	California Dashboard English Learners - yellow Socio-economically disadvantaged - yellow
Priority 5B - Chronic Absences DataQuest	9.7% for all students for the last full school year of 2018-2019  Groups over 15% Chronic Absentee rate: African American (38.1%)	Dataquest 2020-2021  All students = 19%  Groups at or over 15% target = African America 62.1% Hispanic 18.1%	Dataquest 2021-2022  All students = 33.4%  Groups at or over 15% target African American 74.4% White 45.2%	Dataquest 2022-2023  All students = 24.4%  Groups at or over 15% target African American 63.2%	Dataquest maintain at or below 9.7% for "all students"  individual student group chronic rate not to exceed 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster (22.2%) Students with Disabilities (17%)	English Learners 18.3% Foster Youth 41.7% Homeless 22.2% Migrant 17% Students with Disabilities 23.1% Socio-economic disadvantaged 19.8%	Homeless 42.1% Students with Disabilities 38.8% Socio-economically disadvantaged 33.9% Migrant 30.7% English Learner 29.8% Hispanic 32.5% Foster 27.3%	Hispanic 23.6% White 35.7% English Learners 21% Foster Youth 16.7% Migrant 21.2% Students with Disabilities 30.1% Socioeconomically Disadvantaged 24.9%	
Priority 5 C - Middle School Dropout rate CalPads End of Year Report	CalPads End of Year Report 2019-2020 0%	CalPads End of Year Report 2020-2021 0%	Cal Pads End of Year Report 2021-2022 0%	Cal Pads End of Year Report 2022-2023 0%	CalPads End of Year rate 0%
Priority 5 D - High School Drop out rate	Not Applicable - High school only	Not applicable - High School only	Not applicable - High School only	Not applicable - High School Only	Not applicable - High school only
Priority 5 E - High School Graduation Rate	Not Applicable - High school only	Not applicable - High School only	Not applicable - High School only	Not applicable - High School only	Not applicable - High school only

## 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.

Action 1.1 was fully implemented as planned with attendance services provided by 8 Student Success Facilitators (increased from 1 to 2 at each campus) and 4 Attendance Clerks (1 per campus). 4 categorical clerks provided assistance to office personnel to meet student and parent needs. 7 Campus Supervisors (1 each elementary and 4 at the middle school) supported positive behavior and engagement of students. Successes include significant outreach by attendance clerks, student success facilitators, and categorical clerks utilizing conferencing in person and by phone, holding of (Student Attendance Review Teams) SARTs, messaging through ParentSquare, and using vehicles purchased with previous LCAP funds for home pick-ups. A challenge is continued excessive absences for some students although assistance and support is offered.

Action 1.2 fully implemented services with a decrease of the position of District Nurse. School nurses (one at each site) and a district health clerk provided daily support to meet the medical needs of students. 8 district employed social workers, following a successful transition from contracted services with KCSOS, provided direct services including risk assessments, crisis intervention, classroom observations, and home visits. Social workers also supported the implementation of the (Positive Behavioral Interventions and Supports) PBIS and the Social Emotional Learning (SEL) program RULER throughout the district. A Clinica Sierra Vista case worker provided mental health support through case management. Successful implementation puts parents more at ease knowing professional medical and mental health staff are available to students. A challenge is finding qualified School Nurses outside of contracted services.

Action 1.3 was fully implemented as planned. The family outreach team has specifically focused on foster and homeless case management in addition to community services and outreach events. The expansion into a second building enabled the family resource group to be able to provide food, clothing, school supplies, and support to access local, state and federal support resources. The group expanded collaboration and provision of services through expanding connections with community partners including the South Valley Neighborhood Partnership and Community Schools Network. At the time of this writing, we are thrilled to have been informed that Arvin is on the state board agenda for \$5,700,000 in Community Schools funding following two planning years. The Community Liaison and Parent Ambassador have facilitated translation, regular communications, parent meetings and workshops, and supported staff from Action 1.1. The Special Projects clerk supported short-term independent study contracts and supported organization of district campaigns through mid-year when the position was vacated. A success was the return to in-person parent workshops, as well as Zoom classes, and the wide variety of workshops strands offered this year. Expanding participation beyond a core group of parents has been challenging. Successes included continued case management of foster and homeless students by the Family Resource Center and expanded Parent Notifications. A challenge continues to be implementation of a Student Attendance Review Board (SARB) without support of law enforcement- SARTS have been implemented in place of SARB's.

Action 1.4 was largely implemented as planned with an additional aide hired to fill the role for a long-term absence. As of mid-April, 59 students were successfully served in this program which allowed them to remain in the school environment preventing an out of school suspension. The Alternative to Suspension (ALA) class utilizes curriculum from Bluewater Consulting which provides restorative practices while reflecting on the offense. A challenge this year has been the varied levels of implementation of district-wide restorative justice system among school sites as noted by PBIS reviews.

Action 1.5 was fully implemented as planned. Attention 2 Attendance (A2A) provides conferencing prompts, tracking of students, mid-year overall reports, and various on-demand reports to support attendance tracking and intervention. School site administrators and support staff purchased and distributed incentives to reward excellent and improved attendance. A2A provides Student Success Facilitators (funded in Action 1.1) with data and a centralized reporting system to enable them to successfully complete their job duties. While A2A has the capacity to provide excellent attendance information, we have struggled with program manager follow-through on requests for early messaging/letter production as we start school in early August.

Action 1.6 was fully implemented as planned. SEL/RULER and positive behavior systems and programs have been implemented at a foundational level with a tiered referral process initiated at the beginning of the school year. School site administrators and support staff purchased and distributed incentives to reward positive behavior. School behavior expectations in handbooks were revised prior to sending out to parents. An additional psychologist was continued with ESSER funding and supported assessment of the high number of referrals following post COVID identification of academic needs. A success was foundational steps for implementation of a Tier 1 Structured Intervention System for Behavior is evidenced through year end Tiered Fidelity Inventory (TFI) reviews noting two schools able to apply for Bronze and one school for Silver recognition. An additional success is district-wide implementation of a designated time specifically to address SEL curriculum built into the daily schedule. A challenge is ensuring use of the implemented district systems and SEL time block due to need for more training to ensure consistency.

Action 1.7 was partially implemented as planned. Celebrations included a return to in-person workshops at the district and continuation of online Fresno University classes. The parent ambassador program has facilitated enrollment in classes held by Fresno State University. District workshops lead by staff, in addition to site programs, included successful presentation of Parenting Partners, Latino Family Literacy, Family Meals, and socio-emotional workshops. Snacks and supplies for classes were provided as planned to provide a welcoming environment for parents. The plan to research FACE programs at BCSD and San Juan Unified School District to expand district implementation and addition of Family Take Home Enrichment Learning Kits for AUSD One Book and Math/Science Activities was not implemented as planned, yet we look forward to completing the plan to research and possibly implement something similar pending approval of our Community Schools Grant application.

Action 1.8 was fully implemented as planned. Parent Square is being used by district staff to share information, post events, share student progress, and Google Surveys are posted on Parent Square to gather survey information. Zoom or Google Meets are used to conduct meetings and workshops. The district transferred from Schoolwise to Aeries and continues to learn and expand the features available within the platform. KIDS and CHKS provide a manner of gathering survey information from students in regards to school climate. A success was regular posting of a wide variety of information in various ways. A challenge is being concise with messaging to not inundate parents and staff to the point they begin to ignore messages.

Action 1.9 was fully implemented as planned with successful expansion to contracted positions over 2 hours rather than shorter time staff which has helped overcome the previous challenge of keeping positions filled. Noon duty and gate staff have been expanded to promote positive climate and healthy relationships including overseeing school locations with identified higher incidents of negative behaviors including bathrooms, toy areas, etc. Ensuring all staff have a strong background in management of behavior, asserting appropriate consequences, and ProAct has been a challenge and training has begun for this group of staff members and will be a focus in the upcoming school year.

Action 1.10 was implemented as planned. A district HVAC technician has proactively prevented service calls which would have necessitated delayed outside service or significant disruption to classes. Safety updates and playground upgrades were implemented including installation of additional cameras and additional play units. A success has been use of the cameras to support identification of suspects for vandalism, robbery, safety or crime issues. A challenge, although not as significant as the last three years, has been getting service parts in a timely manner.

Action 1.11 was implemented as planned. Low-income students were successfully afforded the opportunity to participate in educational field trips in and out of the county, (Kern Environmental Education Program (Camp KEEP) and incentive field trips. A challenge was bussing. While increased staffing provided district bus-drivers for local trips, out of county trips require chartered buses to ensure local morning and afternoon routes are covered. Finding reliable, cost-effective charter buses proved quite difficult this year and out of county trips were purposefully limited to the middle school and sixth grade at the elementary level. Camp Keep and the Haven Drive Graduation trip were held as planned, yet do not include all students. Due to bus shortages, additional college visits were not conducted yet are included in the upcoming year plan given continued stakeholder input.

Action 1.12 was implemented as planned with support from ESSER funds. 100% of students have access to Chromebooks (either in the classroom/as 1 to 1 at the middle school/as 2 to 1 in grades First through Sixth) and related accessories successfully providing students access to online studies. A challenge has been breakage of devices requiring replacement.

Action 1.13 was implemented as planned. All school site campuses are equipped with surveillance cameras which continue to be expanded to address the challenge of blind areas, automatic locks are gradually being added to doorways and gates, and modification of specific gates allows quick passage with key cards. Safety vests and radios for communication regarding student supervision, materials for lock-downs, and infrastructure to promote safety have been included in this action step and successfully supported active communication and visibility among students during supervision duty. A challenge has been accessing streaming video on demand on portable devices given device's memory capacity.

Action 1.14 was fully implemented. Two art teachers, two music teachers, and a physical education teacher at each elementary school have been supporting the offering of diverse class courses. Interactive science/ Project Lead the Way classes have been implemented at the Middle School. AVID continues to be a districtwide initiative to support student readiness for college and career. Materials and training have been funded through LCAP. A success has been the input from students stating their enjoyment of the classes. A challenge has been organizing scheduling of these wonderful opportunities within and among core classes and intervention.

Action 1.15 was partially implemented as planned due to a shift in structure at the elementary sites to fully utilize ELOP opportunities. Skyhawks Sports Clinic funded through ELOP was rotated through each elementary school site throughout the school year and sports incorporated into the after school program. Middle school site offered a variety of seasonal sports for all students to the scale anticipated. Supplies, transportation, and tournament entry fees were funded to support practices and competitions. An extra PE teacher for Haven Drive Middle was funded to decrease class sizes and enhance classroom management at the middle school. While it has been a challenge to recruit staff to coach all positions flown, all sports planned have been successfully run during their season.

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.

District LCAP writers conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The total budgeted for 2022-2023 LCAP Goal 1 was \$6,868,471. The estimated actual expenditures for 2022-2023 is \$5,909,389. This is a decrease of the planned budget in the amount of \$959,082. The substantive differences were in the following actions:

Actions 1.1, 1.2, 1.3, 1.4, 1.9, 1.10, & 1.14: District negotiated raises of 4.5% for the 2023-2024 school year increased the cost of personnel within the listed action steps.

Action 1.2: LVN's were hired in place of budgeted Registered Nurses and absences with extended leave decreased planned expenditures.

Action 1.3: Materials budgeted were not purchased.

Action 1.4: An additional aide for ALA was hired to ensure coverage during a long-term leave.

Action 1.5: Costs for attendance related items were less than expected as not all sites accessed all funds set aside for attendance incentives.

Action 1.6: Efforts were placed on having support personnel and while incentives were purchased not all funds were accessed. Field trips budgeted were not able to take place due to lack of buses.

Action 1.7: A significant decrease in costs expected for parent/family workshops is noted as two components of the action step including OneBook and Home STEM supplies were not implemented.

Action 1.9: Costs were far higher than initially estimated as principals struggled to fill short overtime positions. A decision was made to replace many overtime positions with 2 or 2 1/2 hour contracted jobs and to increase supervision staff for gates and noon duty as recommended in LCAP input.

Action 1.10: Costs for budgeted building were not utilized for the Family Resource Center Expansion as SBHIP funds will be utilized to build a building rather than share a purchase cost.

Action 1.11: Costs for field trips were lower than planned. Contracting with outside bussing companies was limited and very expensive and local bus availability limited trips to one per grade level and limited extra trips.

Action 1.12: Costs for this action step were less than budgeted as ESSER funds were used for technology replacement.

Action 1.13: Items in this action step were similar in scope to those in 1.10. Excess expenditures in 1.13 are balanced by funds available in 1.10.

Action 1.14: Costs were less than expected as long term leave subs were covered by 7422 funds and materials funds were not fully utilized for electives.

Action 1.15: After school sports at the elementary level were not conducted with LCAP funded stipends. Elementary sports continued to be integrated into ELOP programs which caused a decrease to budgeted costs in this action step.

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

The following action steps relate directly to improvement related to Priorities 5A, 5B, and 5C and improvement regarding attendance:

#### Actions 1.1 / 1.2 / 1.3 / 1.5

While Homeless, African-American and White student groups have been identified as Red or Orange on the California Dashboard and our overall rate has not yet returned to pre-COVID levels, the district has observed sustained improvement in overall attendance and met our 3 year goal of Yellow for English Learners and Socio-economically Disadvantaged Students and 3 other student groups on the California Dashboard as a direct result significant attention to attendance. The overall change in chronic absenteeism was a decrease of over 9% as reported on the California Dashboard and by DataQuest. 526 attendance conferences having been held as of A2A 2024 mid-year reporting with the support of attendance clerks and student success facilitators funded through Action 1.1. The utilization of district vehicles used on a regular basis for student transportation addressing students with attendance issues and/or home visits by school staff has supported improvement. Attention2Attendance indicates a 57% attendance improvement rate following an attendance conference which indicates the critical role positions funded out of this action step play and the importance of continuation of the personnel funded in Action 1.1 and their focus. Case managers funded through Action 1.3 have directly impacted the 0% chronic rate through April 2024 for Foster Youth chronic attendance. Low Income and English Learner chronic rates have dropped to 19.75% and 17.92% respectively. Significant outreach by attendance clerks, student success facilitators, and categorical clerks is overcoming the battle for positive attendance. The Kern integrated Data Systems (KIDS) funded through Action 2.3 indicates a cumulative attendance rate that has improved from 91.23% in 2021-2022 to 93.11% in 2022-2023 to a current rate of 94.04% as of April 2024. A total of 4,311 parent communication pieces were sent by A2A as of March 2024 supported through the A2A contract funded in Action 1.5. Truancy I letters provide families with a reminder of the importance of attendance and the effectiveness of Letters I or II and conferencing prevent many students from moving to Chronic Truancy. Attendance incentives have supported an increasingly positive attendance rate as student input indicates they work for the positive recognition supported by Action 1.5. Nurses and the Health Clerk, funded with Action 1.2, cared for students' daily needs, provided medication, conducted screenings, responded to emergencies, and supported parent decisions to send students with symptoms of COVID/cold/flu/allergies to school. The physical supports also tie to improving the district attendance rate.

The following action steps directly related to Priority 6A and 6B and identification as a Low overall status for suspension  
Action 1.4

As of the first week of April 2024, 59 students have been serviced in the ALA (Alternative to Suspension Class) which prevented them from being suspended outside of school and allowing them to continue with school work as they were not absent. 31 have been repeat attendees in the program indicating student needs are substantial and this knowledge along with Educational Partner Input will lead to continuation of this action step with increased social worker, psychologist, and administrative support. This action step ensures students are able to continue their school work, not incur an absence, and be involved in restorative practices while in the ALA class which has ensures supports positive attendance rates, noted in 1.1/1.5 reviews. The percentage of students being referred to ALA has decreased from 5% in 2021-2022 to 4.19% in 2022-2023 and as of April 2024 is 3.13% indicating other means of remediation being utilized at the site and suspension related offences have decreased.

The following action steps directly related to Priority 6C and overall maintenance of outcomes (slight increases or decreases) shown through results of February 2024 California Health Kids Surveys for staff and students

#### Actions 1.1 / 1.2 / 1.6

Outcomes for California Healthy Kids results as reported by 5th, 6th, and 7th graders and staff do not show consistent patterns of improvement and goals were not met at the district level while they were for specific questions at specific sites. At the district level,



maintaining 2022-2023 levels and not significantly regressing has been facilitated by combinations of support from actions in place to provide safety, connectedness, and engagement including PBIS systems of support/ RULER and SEL implementation /incentives (Action 1.6) Social Workers (Action 1.2), and Campus Supervisors (Action 1.1) acting in coordination. The impact of efforts to improve safety, connectedness, and engagement are significantly varied among sites due to unique challenges. While student data is based on a different set of students every year, which may affect slight differences in reported outcomes, staff reporting could be considered more consistent. The combination of "strongly agree" and "agree" for staff moves the reported "strongly agree" percentage at the elementary level from 41 to 93% for "safe place for staff", 43 to 94% for "safe place for students", and 39 to 89% for "meaningful student participation". In addition, this combination of scores moves the reported percentage at the middle school level from 19 to 73% for "safe place for staff", 16 to 71% for "safe place for staff", and 22 to 72% "meaningful student participation". We find that CHKS summary metrics chosen years ago does not provide the specific data needed to report incremental growth on areas of focus and we have begun to do deep dives into the specific questions and levels of responses to target areas for improvement.

2023-2024 Kern Integrated Data Systems School Connectedness Survey compared to Spring 2023-2024 indicate drops in all areas compared to the Fall. Fall 2022-2023 compared to 2023-2024 showed a slight decline. We do not have comparable Spring data however Spring shows a continued decline with ranges of approximately 20% to 30% of students not responding at the agree or strongly agree indicator. Data indicates a need to continue to focus on the areas listed below as patterns of growth are not consistent among school sites.

Kern Integrated Data System

% Agree/Strongly Agree

I feel like it is easy to talk with teachers/ staff at this school. Fall 73% / Spring 70.51%

I feel like my teachers and school staff care about me. Fall 77% / Spring 74.16%

If I am absent, I feel like there is a teacher or some other adult who will notice my absence. Fall 78%/ Spring 75.90%

I feel like I belong when I am at school. Fall 74%/ Spring 69.02%

Actions 1.9 /1.13 / 1.15

Per student focus groups, feedback was provided that students feel safer with the addition of cameras and safety additions and students during focus groups indicated that increased visibility and supervision of gate and noon duty staff (Action 1.9) promotes a feeling of safety. 100% of middle school students were offered the opportunity to participate in After School Sports funded through Action 1.15 as well as Expanded Learning Opportunity clubs. Review of outcomes noted above related to the bundled actions has led to reflection on root causes and the upcoming year will include amended metrics foundational to the larger picture being measured here and modified implementation of actions.

Action 1.10 / 1.13

Student engagement opportunities on the playgrounds has been significantly improved with the addition of toy structures to elementary playgrounds. as reported by students and staff in focus groups. Negative behaviors during recess are minimized with multiple play structures to be utilized which allows students to spread out. HVAC support ensures that students and staff are not displaced during the educational school day as repairs are immediate vs having to wait for a vendor who many times puts Arvin, as a rural area, on the back burner. The district HVAC technician has insured the displacement of 4 classrooms this year and proactively prevented over 93 service calls which would have necessitated outside service or significant disruption to classes.

The following actions directly are related to Priority 3A, 3B, and 3C and increasing services to parents as well as improved communications.  
Action 1.2 / 1.3 / 1.7

Our Parent Ambassador (Action 1.3) works directly with staff funded in Action 1.2 to support communication and outreach with families. Staff funded through Action 1.2 have led two strands of Parent Classes - one in fall and one in spring. (Action 1.7) . Parent attendance continues to be limited to small group of consistent attendees yet an expansion of after school night events has promoted a much higher attendance rate. Strands at the sites included Parenting Partners, Family Meals, and Latino Family Literacy. Fresno University was contracted to provide services online. Classes began each four weeks and were held for four week cycles. Topics attended included Digital Literacy, Financial Literacy, Small Business, English classes at various levels, Socio-emotional Wellness. While enrollment was promising, approximately 1/2 of initial enrollees actually completed the class for certification.

As of mid-April, FRC staff funded through Action 1.3) hosted a vision clinic, health screenings and a large Healthful Harvest community event. They participate monthly in South Valley Neighborhood Partnership collaborative meetings to make contacts with community service providers. The team held 96 homeless contacts, 24 foster contacts, 155 dignity health screenings, and many other services totaling a final 3278 support services provided.

Parenting workshops covering various topics were facilitated by social workers in efforts to expand collaborative partnerships and to support parenting skills as related to student's mental health and academic success.

#### Action 1.8

Families of English Learners, foster and low income have become more technology oriented and access platforms. Family registrations for Parent Square are 97% district-wide. The revised district website continues to be reviewed and updates added to ensure department information is available and easy to access. The availability of Spanish and English paper surveys for California Healthy Kids facilitates parent responses and 521 surveys were returned in 2024. 96% receive Parent Square information through text and 4% by email. 37% also utilize the app. 370 district posts, 216 school site posts, and 344 group posts have been made as of mid-April.

#### Priority 7A

Action 1.14 provided teachers and materials ensuring the district met the goal of 100% of TK - 6th grade elementary students having the opportunity to participate in art, music, PE, and PITSCO science is available for Grades 2-6. Interactive science/ Project Lead the Way classes are currently offered at the middle school level. AVID strategies are expected to be utilized in all classrooms at all schools and 100% of teachers have received either new teacher training, AVID training, flex workshops, or support from coaches or Teachers on Special Assignment to support student use. AVID structures have been reviewed utilizing the Coaching and Certification Instrument (CCI) to measure implementation and all sites have been certified by AVID. Educational partners favorably support the wide range of engaging classes.

Action 1.11 100% of students had the opportunity to participate in grade level field trips which extended their courses of study. This was planned to support engagement and additionally trips were aligned to standards-based outcomes related to the broad courses of study. Students, staff, and parent LCAP focus groups are extremely supportive of providing field trip experiences and LCAP input was in support of continued offerings of field trip experiences.

Priority 1B

Action 1.12 The district has ensured all students have equal access to technology and connectivity which is critical to support meeting access to standards-aligned materials as delivery of more and more content /assessment is through technology. The 2 to 1 Chromebook ratio at the elementary school sites for grades 1 through 6 was promoted by staff and parents and continued to be implemented this year to facilitate student work at home and at school.

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.

The 2023-2024 goal was to "Expand collaborative partnerships with students, parents, staff, and the community and provide wrap-around services and personnel to further open lines of communication fostering a safe and welcoming educational environment through which all stakeholders are actively engaged in the learning process." This goal is being broken out into 4 separately measured components for the upcoming 2024-2027 LCAP plan. While grouped together as the district and the world around us was trying to find its way out of the depths of COVID, alignment of specific state priorities and aligned metrics to each piece requires significant clarity and focus that can only be realized through breaking up the "engagement team" into component parts noted below. Actions from 2023-2024 goal areas have been significantly reallocated to better align with 6 new goals. 4 of the new goals for the 2024-2027 Annual LCAP were components of Goal 1 in this annual update and the modifications to them as related to the new plan are noted below as they will comprise entirely new goals as numbered below.

1.

Goal 1 is a new goal focused on providing foundations upon which all other action steps are built. The new goal states: "Promote well-being and foster an environment conducive to elevating student learning and staff retention through a multi-faceted approach including provision of basic services and implementation of grade-level standards supported by professional development, mentorship opportunities, and Professional Learning Team collaboration and assessed by district surveys/reviews and walkthrough rubrics."

Metrics and actions have been reconfigured to specifically address: Conditions of Learning (Priorities regarding Teacher Credentialing - 1A, Access to Standards-1B, Facilities -C, Implementation of Standards-2A, English Learner Programs-2B, Broad Course of Study-7A, Unduplicated Programs-7B, and Programs for Students with Disabilities-7C)

2.

The specificity of a new Goal 2 for the 2024-2027 LCAP plan originates from input of Educational Partners from all input groups as concerns for social-emotional, behavioral, and mental health concerns are very high. The new goal states: "Implement multi-faceted strategies aimed at holistic student success and safety focused on social- emotional-behavioral learning initiatives and extra-curricular activities fostering a positive and engaging learning environment, curriculum to ensure equitable academic success, and a supportive physical and emotional environment fostering inclusion and well-being of all students assessed by state and local measures."

Metrics and actions have been reconfigured to specifically address: Engagement-Welcoming Environment (Priorities regarding Student Suspension-6A, Pupil Expulsion-6B, and Surveys of Safety and Climate-6C). Given all the services in this area, student and family needs



continue to be varied and requiring time and labor intensive attention. That said, root cause analysis led to data and student input related to concerns about students being treated fairly and staff reporting of student defiance. Metrics and associated actions will pivot focus to continue with school connectedness and meaningful participation metrics yet changing safety to more basic input. New questions from the CHKS survey will be added to measured metrics. Rule development, prevention through systemic enforcement of expectations, and reflection on fair vs. equitable consequences will guide professional development. Social workers will be expected to implement more group support than individual treatment (Revision of Action 1.2). Incentives/SEL activities will promote opportunities to ensure individual consequences and build connectedness rather than focus on individual rewards. (Revision of Action 1.6) Refinement of the Alternative Learning Academy will be supported by district staff and site administrators. (Action 1.4) While providing full scale ProAct training to selected staff, we must also ensure that all staff have strategies to utilize which promote a positive environment and to train staff to intervene in difficult situations - specifically instructional staff and noon duty staff. (Revision of Action 1.9)

3.

Our local and state data indicate absences were very high for many student groups district-wide and Goal 3 has been separated out to call attention to addressing this need which continues despite an overall 9% decline in Chronic Absenteeism. The new goal states: "Implement a comprehensive attendance improvement program targeting chronic absenteeism, utilizing strategies such as personalized outreach, early intervention, and community engagement to foster a positive attendance culture within the school community to be assessed by state and local measures."

Metrics and actions have been reconfigured to specifically address: Engagement- Attendance (Priorities regarding Attendance rates- 5A, Chronic Absenteeism - 5B) Student Success Facilitator roles will be refined to assign particular groups to each facilitator responsible for outcomes to continue to build on gains to date with an increased focus early in the year on the "manageable group". (Revision of Action 1.1) Given new regulations for non-bus drivers transporting students, an action step will be added to provide a bus driver to facilitate student pickups which has helped with attendance rates to date.

4.

The new Goal 4 is specifically written to focus on Parent Input and Parent Engagement as we embark on our journey of developing a Community Schools framework. A focus on a specially targeted goal for parents comes largely out of data from staff reporting of the Family and Community Engagement Metric which indicates current practice and understanding has regressed between 6 and 15% for 5 of 6 areas measured. This must be a focus for us. The new goal states: "Enhance parental and community involvement in addressing outcomes for all students by establishing regular communication channels, organizing workshops for shared learning, and collaborating with families to create tailored support plans for students facing challenges assessed through local measures." Metrics and actions have been reconfigured to specifically address: Engagement-Parent Involvement. (Priorities regarding Parent Input -3A, Parent Participation unduplicated-3B, Parent Participation for Students with Disabilities-3C) Specific to this is continuing the role of the Parent Ambassador related to district systems for Parent Involvement promotion and communication and expanding visibility in the community.

The district equity TOSA role will be revised to support standards-based parent learning workshops to supplement the highly rated themed learning events to be offered at various times with a variety of learning targets to promote parent involvement. (Action 1.7)

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

## Goals and Actions

### Goal

Goal #	Description
2	Accelerate student learning by increasing the percentage of fully-credentialed staff, strengthening grade level standards-based instruction, targeted intervention, and purposeful enrichment supported by data analysis and a commitment to ongoing cycles of inquiry ensuring all students attain increasingly higher levels of achievement.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 - A Basic A - Assignment Monitoring Teachers Fully Credentialed and Appropriately Assigned	Based on 2019-2020 Assignment Monitoring, 100% of staff are correctly assigned following 2 corrections of mis-assignments	100% correctly assigned	100% correctly assigned	2023-24: 100% of staff correctly assigned 2022-2023 Assignment Monitoring Report from California Commission on Teacher Credentialing	100% of staff Appropriately Assigned
Priority 1 - A Basic A - Assignment Monitoring Teachers Fully Credentialed and Appropriately Assigned	80.6% of staff are fully credentialed	89.3% of staff are fully credentialed	86% of staff are fully credentialed	2023-24: 84.1% of staff are fully credentialed	Maintain or increase 80.6% of staff are fully credentialed
Priority 2 - A Implementation of State Standards English Language Arts California State Standards	2020-2021 Survey Standards and Framework - 75% Full Awareness or higher	2021-2022 Survey Standards and Framework - 73% Full Awareness or higher	2022-2023 Survey Standards and Framework - 81% Full Awareness or higher	2023-2024 Survey Standards and Framework - 81% Full Awareness or higher	Standards and Framework - 75% Student Awareness  Planning - 75% Student Awareness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation Metric -ELA 5 point scale: Initial, Developing, Full Awareness, Student Awareness, Full Implementation	Planning - 80% Full Awareness or higher  Instruction - 82% Full Awareness or higher  Formative Assessment - 75% Full Awareness or higher  Summative Assessments - 73% Full Awareness or higher	Planning - 78% Full Awareness or higher  Instruction - 74% Full Awareness or higher  Formative Assessment - 77% Full Awareness or higher  Summative Assessments - 75% Full Awareness or higher	Planning - 82% Full Awareness or higher  Instruction -84% Full Awareness or higher  Formative Assessment - 90% Full Awareness or higher  Summative Assessments - 85% Full Awareness or higher	Planning - 81% Full Awareness or higher  Instruction -76% Full Awareness or higher  Formative Assessment - 72% Full Awareness or higher  Summative Assessments - 77% Full Awareness or higher	Instruction - 75% Student Awareness  Formative Assessment - 75% Student Awareness  Summative Assessments - 75% Student Awareness
Priority 2 - A Implementation of State Standards Math California State Standards Implementation Metric-Math 5 point scale: Initial, Developing, Full Awareness, Student Awareness, Full Implementation	2020-2021 Survey Standards and Framework - 81% Full Awareness or higher  Planning - 82% Full Awareness or higher  Instruction - 83% Full Awareness or higher  Addressing Math Practices- 73% Full Awareness or higher  Summative and Formative	2021-2022 Survey Standards and Framework - 76% Full Awareness or higher  Planning - 75% Full Awareness or higher  Instruction - 78% Full Awareness or higher  Addressing Math Practices- 65% Full Awareness or higher  Summative and Formative	2022-2023 Survey Standards and Framework - 79% Full Awareness or higher  Planning - 81% Full Awareness or higher  Instruction - 84% Full Awareness or higher  Addressing Math Practices- 74% Full Awareness or higher  Summative and Formative	2023-2024 Survey Standards and Framework - 77% Full Awareness or higher  Planning - 77% Full Awareness or higher  Instruction - 85% Full Awareness or higher  Addressing Math Practices- 74% Full Awareness or higher  Summative and Formative	Standards and Framework - 75% Student Awareness  Planning - 75% Student Awareness  Instruction - 75% Student Awareness  Formative Assessment - 75% Student Awareness  Summative Assessments - 75% Student Awareness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Assessments - 79% Full Awareness or higher	Assessments - 68% Full Awareness or higher	Assessments - 75% Full Awareness or higher	Assessments - 67% Full Awareness or higher	
Priority 2 - A Implementation of State Standards Science California State Standards Implementation Metric-Science 5 point scale: Initial, Developing, Full Awareness, Student Awareness, Full Implementation	2020-2021 Survey Standards and Framework - 42% Full Awareness or higher  Planning - 38% Full Awareness or higher  Instruction - 44% Full Awareness or higher  Summative and Formative Assessments - 50% Full Awareness or higher	2021-2022 Survey Standards and Framework - 38% Full Awareness or higher  Planning - 36% Full Awareness or higher  Instruction - 39% Full Awareness or higher  Summative and Formative Assessments - 38% Full Awareness or higher	2022-2023 Survey Standards and Framework - 49% Full Awareness or higher  Planning - 45% Full Awareness or higher  Instruction - 49% Full Awareness or higher  Summative and Formative Assessments - 46% Full Awareness or higher	2023-2024 Survey Standards and Framework - 39% Full Awareness or higher  Planning - 37% Full Awareness or higher  Instruction - 38% Full Awareness or higher  Summative and Formative Assessments - 33% Full Awareness or higher	Standards and Framework - 75% Full Awareness or higher  Planning - 75% Full Awareness or higher  Instruction - 75% Full Awareness or higher  Summative and Formative Assessments - 75% Full Awareness or higher
Priority 2 - A Implementation of State Standards History / Social Science California State Standards Implementation Metric-Social Science 5 point scale: Initial, Developing, Full Awareness, Student	2020-2021 Survey Standards and Framework - 54% Full Awareness or higher  Planning - 49% Full Awareness or higher  Instruction - 52% Full Awareness or higher	2021-2022 Survey Standards and Framework - 43% Full Awareness or higher  Planning - 47% Full Awareness or higher  Instruction - 45% Full Awareness or higher	2022-2023 Survey Standards and Framework - 55% Full Awareness or higher  Planning - 52% Full Awareness or higher  Instruction - 54% Full Awareness or higher	2023-2024 Survey Standards and Framework - 45% Full Awareness or higher  Planning - 44% Full Awareness or higher  Instruction - 50% Full Awareness or higher	Standards and Framework - 75% Full Awareness or higher  Planning - 75% Full Awareness or higher  Instruction - 75% Full Awareness or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Awareness, Full Implementation	Summative and Formative Assessments - 56% Full Awareness or higher	Summative and Formative Assessments - 40% Full Awareness or higher	Summative and Formative Assessments - 50% Full Awareness or higher	Summative and Formative Assessments - 40% Full Awareness or higher	Summative and Formative Assessments - 75% Full Awareness or higher
Priority 4-A Student Achievement CAASPP ELA, MATH, CAA, CAST as per California School Dashboard and Smarter Balanced Assessment Results	<p>CAASPP ELA 2018-2019 Data Distance from Standard All Students (-41.5) English Language Learners (-53) Hispanic (-41.7) Socio-economically disadvantaged (-43.4) Homeless (-35.3) White (-41) Students with Disabilities (-102.6)</p> <p>CAASPP MATH 2018-2019 Data Distance from Standard All Students in Math (-72.8) English Learners (-80) Hispanic (-72.9) Socio-economically disadvantaged (-74.9) Homeless (-78.7) White group (-70.2)</p>	<p>California Dashboard Suspended No data</p> <p>I-Ready / STAR CAASPP replacement</p> <p>Language Arts % estimated on grade level All students 21% English Learner 7.6% Hispanic 21% White 28.5% SocioEconomically Disadvantaged 19.7% Students with Disabilities 1%</p> <p>Math % estimated on grade level All students 17% English Learner 8% Hispanic 18% White 18% SocioEconomically Disadvantaged 17%</p>	<p>California School Dashboard 2021-2022. No color performance reported.</p> <p>CAASPP ELA 2021-2022 data Distance from standard All students (-60.3) Low English Learners (-75.6) Very low Homeless (-97.5) Very low Socio-economic disadvantaged (-62.8) Low Students with disabilities (-124) Very Low African American (-35.7) No level Hispanic (-60.4) Low White (-61.7) Low</p>	<p>California School Dashboard 2022-2023.</p> <p>CAASPP ELA 2022-2023 Dashboard data Distance from standard All students (-62) Orange English Learners (-76.1) Red Homeless (-87.3) Orange Socio-economic disadvantaged (-64.4) Orange Students with disabilities (-136.1) Orange Hispanic (-61.9) Orange White (-61.9) Orange</p> <p>CAASPP Math 2022-2023 Dashboard data Distance from standard</p>	<p>Decrease distance from standard by a minimum of 5 points for each student group in language arts and 10 points in math</p> <p>Increase the percent proficient by 20% for English Learners and Foster and 10% for all other groups</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students with Disabilities (-127.4).</p> <p>CAST Science 2018-2019 DATA All Student Met or Exceeded Science 12.54% English Learners 2.94% Hispanic 12.39% Socio-economically disadvantaged 12.22% Homeless 11.11% White 12.50% Students with Disabilities Foster 1.85%</p>	<p>Students with Disabilities 4%</p> <p>CAST Science 2020-2021 All students - met or exceeded 10.21% English Learners 2.58% Hispanic 10.12% Socio-economic disadvantaged 9.48% Homeless 0% White 15% Students with Disabilities 0% Migrant 8.16%</p>	<p>CAASPP Math 2021-2022 data Distance from standard All students (-97.2) Very low English Learners (-109.1) Very low Homeless (-126.5) Very low Socio-economic disadvantaged (-99.7) Very low Students with disabilities (-144.7) Very low African American (-99.5) Very low Hispanic (-97.5) Very low White (-90.5) Low</p> <p>CAST SCIENCE 2021-2022 All student Met or Exceeded All students 14.61% English Learners 3.19% Homeless 12.12% Socio-economic disadvantaged 14.06%</p>	<p>All students (-96) Red English Learners (-106.8) Red Homeless (-100.1) Orange Socio-economic disadvantaged (-98) Red Students with disabilities (-164.1) Red Hispanic (-95.9) Red White (-80.5) Yellow</p> <p>CAST SCIENCE 2022-2023 CAASPP reporting Met or Exceeded All students 10.13% English Learners 3.01% Homeless 15.38% Socio-economic disadvantaged 9.66% Students with disabilities 0% African American 9.09% Hispanic 9.69% White not reported Migrant 11.11%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Students with disabilities 3.51% African American 18.18% Hispanic 14.59% White 15% Migrant 7.60%		
Priority 4-A Student Achievement Dataquest 2018-2019 CAA	CAASPP CAA - Language Arts % of students at achievement level All students Level 1 39.39% Socio-economically disadvantaged Level 1 36.67% English Learners 10 or fewer tested  CAASPP CAA - Math % of students at achievement level All students Level 1 48.48% Socio-economically disadvantaged Level 1 46.67% English Learners 10 or fewer tested	CAASPP CAA - Language Arts % of students at achievement level All students Level 1 85.71% All students Level 2 14.29% Socio-economically disadvantaged Level 1 83.33% Level 2 16.67% English Learners Level 1 91.67% Level 2 8.33% Hispanic Level 1 85.71% Level 2 14.29%  CAASPP CAA - Math % of students at achievement level All students Level 1 85.71%	CAASPP CAA - Language Arts % of students at achievement level All students Level 1 37.14% Level 2 34.29% Level 3 28.57% Socio-economically disadvantaged Level 1 36.36% Level 2 33.33% Level 3 30.30% English Learners Level 1 45.83% Level 2 33.33% Level 3 20.83% Hispanic Level 1 37.14% Level 2 34.29% Level 3 28.57%  CAASPP CAA - Math	CAASPP CAA 2022-2023 - CAASPP.org Language Arts % of students at achievement level All students taking CAA Level 1 64% Level 2 24% Level 3 12% Socio-economically disadvantaged Level 1 59.09% Level 2 27.27% Level 3 13.64% English Learners Level 1 86.67% Level 2 0% Level 3 13.33% Hispanic Level 1 65.22% Level 2 21.74% Level 3 13.04%	5% of current students will increase to Level 2.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		All students Level 2 14.29% Socio-economically disadvantaged Level 1 83.33% Level 2 16.67% English Learners Level 1 83.33% Level 2 16.67% Hispanic Level 1 85.71% Level 2 14.29%	% of students at achievement level All students Level 1 57.14% Level 2 31.43% Level 3 11.43% Socio-economically disadvantaged Level 1 57.58% Level 2 33.33% Level 3 9.09% English Learners Level 1 62.50% Level 2 29.17% Level 3 8.33% Hispanic Level 1 57.14% Level 2 31.43% Level 3 11.43%	CAASPP CAA 2022-2023 - CAASPP.org Math % of students at achievement level All students taking CAA Level 1 72% Level 2 20% Level 3 8% Socio-economically disadvantaged Level 1 72.73% Level 2 18.18% Level 3 9.09% English Learners Level 1 86.67% Level 2 13.33% Level 3 0% Hispanic Level 1 69.57% Level 2 21.74% Level 3 8.7%	
Priority 4 - B A-G Requirements	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts
Priority 4 - C Career Technical Education Pathways	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts
Priority 4 - D Completion of A-g requirements and	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Career Technical Education Pathways					
Priority 4 - G Advanced Placement Passage Rate	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts
Priority 4-H Pupils prepared for college	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts
Priority 8- Other Student Outcomes Physical Fitness Testing End of Year I-Ready 3rd Grade on Grade Level	Physical Fitness Testing (PFT) Other Pupil Outcomes Physical Fitness Percentage of students meeting 6 of 6 criteria (2018-2019) elementary 34.8% middle school 35.4%  Scores below are compared to the initial baseline.  1a. Aerobic Capacity 5th grade 50% 7th grade 51.9% 1b. Body Composition 5th grade 41.3% 7th grade 56.6%	Physical Fitness testing 2021-2022: 1a. Aerobic Capacity- not calculated by the state 1b. Body Composition- not calculated by the state 1c. Abdominal Strength 5th grade 34.26% 7th grade 87.31% 1d. Trunk Extension Strength 5th grade 96.94% 7th grade 91.54% 1e. Upper Body Strength 5th grade 46.52% 7th grade 75.83% 1f. Flexibility	Physical Fitness Testing 2022-2023 1a. Aerobic Capacity- 5th grade 24.29% 7th grade 10% 1b. Body Composition- not calculated by the state 1c. Abdominal Strength 5th grade 39.30% 7th grade 85.8% 1d. Trunk Extension Strength 5th grade 96.22% 7th grade 95% 1e. Upper Body Strength 5th grade 47.17% 7th grade 66.77% 1f. Flexibility	1. Physical Fitness Testing 2023-2024 1a. Aerobic Capacity- 5th grade Not reported -requires weight 7th grade Not reported -requires weight 1b. Body Composition- not calculated by the state 1c. Abdominal Strength 5th grade 35% 7th grade 84% 1d. Trunk Extension Strength 5th grade 95% 7th grade 93%	Physical Fitness Testing (PFT) Other Pupil Outcomes Physical Fitness Percentage of students meeting 6 of 6 criteria maintained at: elementary 34.8% middle school 35.4%  Scores below are compared to the initial baseline. Maintain the following: 1a. Aerobic Capacity 5th grade 50% 7th grade 51.9% 1b. Body Composition 5th grade 41.3% 7th grade 56.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>1c. Abdominal Strength 5th grade 84% 7th grade 92%</p> <p>1d. Trunk Extension Strength 5th grade 99.4% 7th grade 98.5%</p> <p>1e. Upper Body Strength 5th grade 71.3% 7th grade 82.6%</p> <p>1f. Flexibility 5th grade 95.8% 7th grade 83.8%</p> <p>2. End of Year 2018-2019 I-Ready Data indicates 17% of 3rd graders on grade level.</p>	<p>5th grade 64.07% 7th grade 70.09%</p> <p>2. End of Year 2020-2021 I-Ready indicates 23% of 3rd graders are reading on grade level.</p> <p>2. End of Year 2021-2022 I-Ready indicates 29% of 3rd graders are reading on grade level.</p>	<p>5th grade 61.95% 7th grade 52.3%</p> <p>2. End of Year 2022-2023 I-Ready indicates 36 % of 3rd graders are reading on grade level.</p>	<p>1e. Upper Body Strength 5th grade 42% 7th grade 75%</p> <p>1f. Flexibility 5th grade 63% 7th grade 47%</p> <p>2. End of Year 2023-2024 I-Ready indicates 40% of 3rd graders are early on, mid, or above grade level.</p>	<p>1c. Abdominal Strength 5th grade 84% 7th grade 92%</p> <p>1d. Trunk Extension Strength - 5th grade 99.4% 7th grade 98.5%</p> <p>1e. Upper Body Strength 5th grade 71.3% 7th grade 82.6%</p> <p>1f. Flexibility 5th grade 95.8% 7th grade 83.8%</p> <p>2. End of Year 2023-2024 I-Ready indicates 40% of 3rd graders are early on, mid, or above grade level.</p>
Priority 4A California Dashboard CASSPP Math and Language Arts	All students, English Learners, and Socioeconomically disadvantaged are considered "orange" on the 2018-2019 Dashboard in Language Arts and Math	The following are the most recent performance colors reported on the California School Dashboard: All students, English Learners, and Socioeconomically disadvantaged are considered "orange"	California School Dashboard 2021-2022. No color performance reported. California Dashboard English Language Arts -Low All Students Hispanic Socio-economically disadvantaged	California School Dashboard 2022-2023.  CAASPP ELA 2022-2023 Dashboard data: RED PLACEMENT English Learners Students with Disabilities	All students, English Learners, and Socioeconomically disadvantaged are considered "yellow or above" on the California Dashboard in Language Arts and Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		on the 2018-2019 Dashboard in Language Arts and Math.	<p>English Language Arts - Very Low English Learners Homeless Students with Disabilities</p> <p>Math - Low White</p> <p>Math - Very Low All students Hispanic Socio-economically disadvantaged English Learners Homeless Students with Disabilities</p>	<p>ORANGE PLACEMENT All students Homeless Socio-economic disadvantaged Hispanic White</p> <p>CAASPP MATH 2022-2023 Dashboard data RED PLACEMENT All students English Learners Socio-economic disadvantaged Students with disabilities Hispanic</p> <p>ORANGE PLACEMENT Homeless</p> <p>YELLOW PLACEMENT White</p>	

## 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.

Action 2.1 was fully implemented as planned. District Directors, Supervisor II, Vice Principals, and the Dean at Haven Drive led professional development, provided coaching, and supported curricular alignment and utilization of classroom structures. Increasingly deep utilization of data analysis to identify strengths and needs of individual students and student groups has been supported by these job positions. A certificated technology staff member and four classified technology staff members ensure that instructional systems are running and student devices are working on a daily basis so that staff and students can access and utilize supplemental online instructional lessons and work platforms such as CANVAS, KAMI, Google, ZOOM, etc. A success is meeting the District's goal of 75% on the California State Standards Implementation Rubric in 4 out of 5 areas of Language Arts and 3 out of 5 areas of Math. A concern is a 72% ELA and 67% result in Math for Formative Assessments, however, the percentage reflects a new level of awareness through the year-long math alignment project. A challenge is time as the district focus has been on Language Arts and Math and not on Science and Social Studies and gains are not seen in these areas.

Action 2.2 was fully implemented as planned. The district librarian directly supported Library Clerks at each school site to successfully update collections, purchase new materials, provide professional development in library environment and student interaction. Challenges included consistent implementation of class visits, inconsistent librarian read-alouds to all grade levels, and utilizing library time as a space to infuse comprehension skills into reading for pleasure and for information.

Action 2.3 was significantly implemented as planned. I-Ready, STAR, 95% Intervention, and English 3D along with other diagnostic and formative assessments were utilized to ensure availability of outcomes to inform instruction. KiDS (Kern Instructional Data Platform) was especially utilized at the district level to disaggregate data to focus on student groups and students and Ellevation to facilitate communication and feedback related to English Learners. SchoolCity provided district level staff and classroom teachers access to construct formative assessments, which provided data analysis to drive PLC conversations. Intervention personnel included certificated elementary intervention staff at each of the three elementary school sites, expansion of the TK program to include students beyond the birthdate range with funding for a teacher and instructional assistants. 2 additional school days and professional development were added to the work year to support extra instructional time with ESSER Funds. A challenge has been extensive absences of assigned intervention personnel which altered the structure and prevented full implementation of the planned program. A success has been a clearer understanding of the data available to inform instruction through the provided platforms and improved use among classroom teachers and intervention staff during Professional Learning Team time.

Action 2.4 A Summer Enrichment program was held in 2023-2024 and has been scheduled for 2024-2025 with funds expended for certificated and classified instructional staff, support staff, transportation, and materials principally with a focus on supporting student achievement of state standards and to provide experiences not normally accessed during a regular school day. A resource teacher led Extended Day Programs throughout the school year supporting utilization of STEM materials and a variety of hands-on materials to engage students encouraging language development and practicing reading and math skills. Additional enrichment time included middle school winter and spring sessions. A success is that student participation in afterschool programs is almost equal to one school site's total enrollment. Winter and Spring enrollment totaled 515 students. 503 students participated regularly in summer school and 624 have enrolled for 2023-2024 summer daytime services due to the collaborative structures and broadened activity base supported and planned by the

Expanded Learning Opportunity Staff who will be working with staff paid out of this action step. A challenge continues to be integrating this action step already in place with ELOP and additional funding.

Action 2.5 was fully implemented. Approximately, 1/3 of the district school population is enrolled in Dual Immersion between the elementary and middle school sites. Supplemental Instructional materials, staff stipends, and training specific to implementation of Dual Language Instructional services were provided. This is a very popular program within the school district with waiting lists at the Kindergarten level each year. A challenge is finding staff with required additional credentials to teach in Spanish Dual classrooms and difficult decisions regarding class composition as grade level enrollment transitions from 3rd grade with 24 students in each class to 30 at 4th grade. A success is that Dual Immersion classes are in high demand and the first to be filled upon initial Kindergarten enrollment. LCAP input indicates continued support from parents, staff, and administrators to support biliteracy.

Action 2.6 Digital devices were provided to sites to expand use of technology in classrooms with ESSER funds. STEM labs from PITSCO were purchased in 2022-2023 with an additional purchase as a July 1 purchase order. These were installed over the summer and early fall and then followed by initial professional development. This was supplemented by a mid-year PITSCO implementation visit which successfully focuses attention to on-line materials which supported teacher implementation. Classes rotate through the lab on a schedule determined by each school site. A challenge as getting full implementation up and going with was facilitated by a mid-year implementation visit.

Action 2.7 Supplemental support materials were identified by each school site to service the specific needs at their campus. Items included study and instructional support materials for intervention and classroom use. A success is that each Principal was able to work with their site to identify needs and supply items for classrooms. A challenge has been ensuring all staff understand the alignment of a purchase with intended growth in specific metrics.

Action 2.8 The intent of this action was met as all foster families were successfully case managed through the Family Resource Center. A success has been positive attendance rates for this group have soared. Transportation and school supply/school readiness items to meet foster student were provided dependent on student need. A challenge is ensuring site and district staff are immediately aware of who has enrolled as a foster student and the specific immediate individual needs they may have given the unknown time period for which they may be enrolled and the urgency to serve them.

Action 2.9 was fully implemented. 100% of district students grades K-8 are provided a 1 to 1 digital device. Elementary students (grades 1-6) are 2 to 1 with a digital device having one for school which are part of classroom labs and one for home as suggested by educational partners to prevent loss and breakage by younger students going back and forth to school. Middle school students have one Chromebook which they take back and forth. A success is that students are able to complete assignments and utilize diagnostic / personalized programs with their devices at home to practice skills. A challenge is breakage and end-of-life to updates of Chromebooks which had been purchased during the high needs of COVID requiring significant planning for repurchase.

Action 2.10 was fully implemented as planned. We began the transition from CANVAS to Google Classroom during the 2023-2024 school year. CANVAS and/or Google Classroom and Kami were utilized by many classroom teachers and students as part of college and career readiness and to support delivery of grade level standards. A success has been the interest of staff to learn and utilize the platforms as

evidenced by attendance at district workshops and classroom implementation levels. Two challenges in this area include the varied experience of staff with technology use and the intentional use of technology to instruct students to utilize available program features for collaboration and use of technology to support college and life/career skills.

Action 2.11 was fully implemented providing books, academic kits, hands-on materials, reward incentives, and certificates/awards for growth or achievement Language Arts, math, English Language Development, and PE. A success is that incentives are highly rated by staff, students, and parents during LCAP input. A challenge is implementation of systemic incentive plan with agreed upon levels of attainment for awarding achievement, or growth.

#### 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.

District LCAP writers conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The total budgeted for 2022-2023 LCAP Goal 2 was \$5,003,676. The estimated actual expenditures for 2022-2023 was \$4,328,949. This is an decrease from funds budgeted by \$674,727. The substantive differences were in the following actions:

Actions 2.1, 2.2, 2.3: District negotiated raises of 4.5% for the 2023-2024 school year increased the cost of personnel within the listed action steps.

Action 2.3: Position costs were lower due to extended absences.

Action 2.5: Costs are lower as textbook replacements will be made from Art, Music, and Instructional Materials Grant funds.

Action 2.6: Costs were lower than estimated as expected as consumption/replacement of materials was delayed as initial PITSCO program implementation took longer than expected.

Action 2.7: Costs were lower than expected as material costs were over-estimated.

Action 2.8: Costs were not charged to LCAP as material needs have been met through donations and transportation has not been needed for families this year.

Action 2.9: Costs estimated here have been charged to one time ESSER funds for technology.

Action 2:10: Costs were higher because contract service costs for KAMI were not included in the initial estimate.

Action 2:11: Costs for this action were less than estimated as not all sites utilized funds available to them at the cost projected.

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

Action 2.1, 2.10 The California State Standards Implementation Metric completed by certificated staff members indicates staff have benefited from the support provided by district personnel to support common core implementation including professional development, coaching, evaluative or formative instructional feedback, and access/use of district technology to disaggregate data to drive instruction. Data has been impacted significantly by staff turn-over over the 3 year period of this LCAP. Data supports the continuation of district support staff as the



areas of focus (Language Arts and Math ) indicate 7 out of 10 standards implementation areas exceeded the district's 75% goal indicating an overall 3 year effectiveness. Percentages ranged from 67% for Math Summative/Formative Assessment to 85% for Math Instruction and 72% for ELA Summative/Formative Assessments to 81% for Standards and Framework and ELA planning. In addition, Dashboard outcomes for English Language Arts indicated the district maintained overall and maintained for 4 of 5 reported student groups and increased for Homeless. Student with Disabilities were the only group that declined. Dashboard outcomes for Math indicated the district maintained overall, maintained for 2 of 6 reported student groups, and increased 2 of 6 reported student groups. Student with Disabilities were a group that declined. In addition, district walkthroughs of Professional Learning Team time indicate significant positive transitions to a focus of discussion on delivery of instruction or intervention to promote growth toward grade level standards. Technology staff have ensured that platforms for instruction and assessment are supporting expansion of online assessment and data platforms interact to provide useful data. Classified tech staff support ongoing upkeep of devices that support 21st Century learning. Utilization of CANVAS/Google Classroom and KAMI are directly attributed to student access to reference materials and supports as reported by students in focus groups and integrated content/assessments as instructors became more familiar with standards and frameworks.

## Action 2.2

In-person access to library services has played a significant role in district students having access to books on a regular basis. Students currently taking CAASPP were in grades 1 through 4 during COVID when students were learning from home. Even with significant intervention and reading this many of this group of students continue to show the effects of lacking foundational reading and communication skills which affect comprehension.

## Actions 2.3, 2.5, 2.6, 2.7, 2.9, 2.11

School sites, grade levels, and individual teachers utilized data from assessments acquired through action step 2.3 including I-Ready, STAR, Core Growth, KIDS, and Ellevation to identify, place, and plan for student academic needs. This process continues to be a work in progress. Review of data has been followed by intervention and extension services provided by staff funded through action step 2.5 including intervention teachers, early childhood educators in TK, and instructional aides. Extra days of school allowed staff to build relationships with students and prepare for a rigorous school year. Purchase and use of supplemental instructional materials through actions 2.5 and 2.7 included items such as Standards Plus, I-Station, Spanish materials, 95% Intervention, and Math manipulatives. Classroom computer labs and computers for use at home funded through Action 2.6 supported learning through diagnostic programs and assigned lessons to support Language Arts and Math foundational skills. K-6 students with a digital lab in their classroom are accessing I-Ready for personalized instruction and passage rates for practice lessons attempted on I-Ready range from 66% to 85% with 2nd grade across the district having the highest pass rate as of Mid-April 2024. Incentives funded through 2.11 are one of the highest mentioned and recommended items by parents and students when meeting with educational partners for LCAP feedback. Incentives encouraged students to meet suggested minutes on digital platforms such as IReady and I-Station, to practice basic skills, to have persistence and focus on growth, and recognized efforts to increase academic achievement. Students, parents, and staff noted the pride their students had when they received an award or incentive prize and middle school students especially mentioned they would like to have more personalized recognition. While end of year summative reports for CAASPP testing are not yet available, each of the included action steps 2.3, 2.5, 2.6, 2.7, 2.9, and 2.11 have led to outcomes including the following:

Mid year I-Ready reporting indicates relative placements between winter 2022-2023 and winter 2023-2024 have maintained with approximately 37% of students two or more grade levels below grade level in mathematics and 41% two or more grade levels below grade.



level in Language Arts. While this overall data appears to show no differences, a grade to grade comparison indicates Second, Third, Fourth, and Fifth Grades have decreased between 2 and 5% the percentage of students two or more grades below grade level in Language Arts as opposed to Sixth Grade showing a 7% increase indicating a focus on early intervention is beginning to take hold. Mathematics mid-year results indicate decreases of between 2 and 5% at third, fourth, and fifth grade which are offset by an increase of 4% of students two or more years below grade level at first grade.

Formative data through I-Ready end of year data indicates 32% of students scoring early or mid/above grade level in Reading and 32% of students scored two or more below grade level. 53% of students met their I-Ready growth goal and 21% met their stretch goal. Formative data through I-Ready end of year data indicates 29% of students scoring early or mid/above grade level in Math and 25% of students scored two or more grade levels below grade level. 51% of students met their I-Ready growth goal and 20% met their stretch goal. English Learners 1% growth in Language Arts to 32% early to above grade level and a decrease of 1% two years or more below grade level. Socio-economically disadvantaged 1% growth in Language Arts to 32% early to above grade level and a decrease of 1% two years or more below grade level. Students with Disabilities 1% increase in Language Arts to 31% early to above grade level and a decrease of 1% two years or more below grade level.

English Learners 2% growth in Math to 29% early to above grade level and a decrease of 3% two years or more below grade level. Socio-economically disadvantaged 2% growth in Math to 29% early to above grade level and a decrease of 3% two years or more below grade level. Students with Disabilities 2% increase in Math to 29% early to above grade level and a decrease of 3% two years or more below grade level.

I-Station 2023-2024 Reading Growth in Spanish for students grades K-6 indicates 20% of students grew one or more levels, 62.1% maintained, and 18% declined 1 or more levels.

#### Action 2.4

Average daily attendance at winter and spring sessions were respectively 293 students and 222. A particular target on STEM and writing was evident in each of these very short sessions including writing a main idea/topic sentence. 2023-2024 Summer School had a attendance average of 503 students per day mid-way through the first week attendance for the 2023-2024 year is approximately 500 students. CTE strands available through Kern High School and partnerships with KCSOS promoted college and career readiness.

#### Action 2.8

This action step specifically focused on case management and support of foster students which has directly led to support of Foster student chronic attendance rate of 97% reported in April by KIDS and 0% chronic rate due to the impact of wrap-around supports. Foster families supported by the Family Resource Center surveys reported 100% of families knew where to go for resource supports and 100% reported utilizing their school as a resource. This leads to foster students being in school and ready for lessons.

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.

Given a commitment to each student making meaningful academic progress each year, regardless of their background or circumstances in order to be prepared for graduation, a new academic goal focused on outcomes vs processes has been developed as follows: "Develop and implement strategies (targeted initiatives) to ensure a minimum of one year academic growth per year for all students, as measured by state standardized assessments and classroom formative assessments." This goal is focused only on student outcomes with teacher support and actions facilitated in the 2024-2027 plan in Goal 1.

It is imperative for significant focus on this goal, especially in light of the performance rating of red or orange on the California Dashboard for Language Arts and Math. These ratings indicate areas where the district is not meeting performance standards, highlighting the urgent need for improvement. Furthermore, the presence of significant disparity among student groups underscores the importance of addressing academic growth comprehensively and to targeted students to ensure equity in education. Multi-year patterns of declines in student proficiency as they progress through the grade levels in both language arts and math, as evidenced by I-Ready diagnostic outcomes, clearly indicate a lack of rigorous standards-aligned instruction and targeted intervention to minimize gaps beginning in the foundational grade levels. Grade level instructional gaps are exponentially increased without targeted intervention within the regular classroom. Supplemental intervention (for some) cannot fix a district-wide need - we must focus on Universal instruction with support from district alignment documents, Framework review, professional development, and coaching to ensure daily instruction is aligned to grade level expectations. Supplemental (for some) and Intensive (for few) interventions beginning with the implementation of systemic screeners following grade level instruction is being refined at the time of this writing as math alignment tools are being completed and reading plans are being prepared. This is a multi-year turn-around project that continues to evolve.

Developing and implementing targeted initiatives to ensure academic growth aligns with the district's commitment to providing a high-quality education that prepares all students for success - which, for us, is college or career readiness. By focusing on strategies that are evidence based and providing instruction that is aligned to grade level standards, the district can address gaps in achievement and promote equitable outcomes for all students. By prioritizing academic growth for all students, the district aims to create a more equitable and inclusive learning environment where every student has the support and resources they need to succeed.

Goal 2 from the 2023-2024 LCAP has been terminated. A new goal addressing instruction and student outcomes will be implemented in the 2024-2027 plan as Goal 5 with the following 7 action steps.

- 5.1. Use of Data/Assessment Tools and Learning Systems to understand student needs, monitor progress, identify trends and patterns and to inform instructional decisions.
- 5.2. Provision of Intervention / Extension staff to be assigned to identified groups of students with pre-determined entry and exit points for groups to assess progress and aligned professional development.
- 5.3. Provision of Supplemental Instructional Materials and technology aligned to grade level standards and to support student needs - again aligned to specific target areas and data points.
- 5.4. Provide a full library experience focused on supporting foundational reading and comprehension
- 5.5 Instructional field trips to be aligned with specific content standards and include project based standards aligned writing activities before and after aligned to a specific genre.

5.6 In conjunction with ELOP, provide Extended Year opportunities for students to provide new experiences and provide intervention or extension.

5.7 Provide academic incentives - specifically focused on certificates/awards describing what gains have been made and ceremonies promoting parent participation

CANVAS will be replaced by Google Classroom

I-Station will be replaced with I-Ready Spanish

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

## Goals and Actions

### Goal

Goal #	Description
3	Purposefully integrate the cycle of inquiry and implement tiered professional development including ample opportunities for staff to ask questions and practice what they learn while receiving constructive coaching feedback in a timely manner to support student learning.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2 Implementation of State Academic Standards  Professional Learning Community Total of 17 Survey questions - 5 level rubric: pre-initiating, initiating, implementing, developing, sustaining	2020-2021 survey 15 questions approximately 25% pre-initiating, initiating, or implementing  2 questions approximately 50% pre-initiating, initiating, or implementing	2021-2022 11 questions at a minimum of 80% developing / sustaining	2022-2023 11 questions at a minimum of 70% developing /sustaining	2023-2024 6 questions at a minimum of 70% developing /sustaining  7 questions at a minimum of 60% developing/sustaining	12 questions at a minimum of 95% developing/sustaining
Priority 2 Implementation of State Academic Standards  Trimester Assessment of Episodes of Effective Instruction  Dimensions	2020-2021 survey 15% of observations at the proficient level	2021-2022 survey 30% of observations at the proficient level at the Middle School  65% of observations at the proficient level at the Elementary sites	2022-2023 survey 31% of observations at the proficient level at the Middle School  78% of observations at the proficient level at the Elementary sites	2023-2024 survey 55% of observations at the proficient level at the middle school  79% of observations at the proficient level at the elementary sites	80% of observations at the proficient level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#7 Deepening and Reinforcing Learning #8 Applying Learning 4 point scale Novice, Developing, Proficient, Expert					

## 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.

Action 3.1 was fully implemented as planned. Five district Teachers on Special Assignment and four Academic Coaches (one at each site) successfully provided large group and small group professional development and individual/small group coaching to classified and certificated staff for use of data and implementation of strategies with outcomes evidenced in Instructional walkthrough results. An Equity TOSA (5th of 5 TOSAs) was newly implemented in the 2023-2024 school year and was integral in supporting data for attendance improvement and providing data for specific student groups. A challenge is meeting the diverse needs of experienced and new instructional staff and new academic coaches in a timely manner.

Action 3.2 was fully implemented as planned. A success of this action includes the Human Resource Director ensured no mis-assignments and supported the successful hiring and retention of staff ensuring continuity to meet the high academic needs of our students. Mentors were hired for all induction and intern staff to provide coaching and support and the Kern County Superintendent of Schools Induction Program workshops and guidance supported approximately 8 of permitted staff to move toward preliminary status. It is expected the district will retain approximately 96% of certificated teachers needed to staff for the 2024-2025 school year. A challenge continues to be the middle school implementation of state standards. While progress is being made to retain staff, a significant percentage of the 7th grade team was new this year.

Action 3.3 was fully implemented as planned. District leadership staff received training on the Thoughtful Classroom framework including four cornerstones and five episodes which support an educational setting and program directly aligned to professional learning teams and leadership focused on accountability for student growth. Performance Education Partnership provided coaching for site leadership skills through structured full day meetings scheduled throughout the year. Particularly successful was professional development provided by Dr. Cruz from Solution Tree which promoted Professional Learning Community/Teams Training (PLT). Leadership staff attended training through KCSOS and Dr. Cruz was then hired to come to the district for 2 days of intense training with grade level representatives from each site to

support PLT implementation. A focus on equity when looking at data has begun to be supported by the new Equity TOSA initially focused on programs and attendance/behavior. A challenge has been ensuring discussion of outcomes of walkthroughs using the Thoughtful Classroom Framework and PLT work includes everyone who is accountable for the work and that the discussions result in short term goals with actionable work to directly address student outcomes.

Action 3.4 was fully implemented with KCSOS coaching supporting development of a math alignment tool which has evolved over the last 2 years of the 3 year commitment. Professional learning materials were provided to staff and will continue to be utilized as we move from development of the instructional support tool to full implementation focused on addressing the challenge of raising student achievement in math and ensuring equitable outcomes through differentiated services. KCSOS coordinators supported deep dives into math frameworks with representative grade level staff from all school sites and grade levels in an effort to align instruction across the district and to ensure focus on state standards to support student learning. A success is the creation and implementation of a usable math alignment tool including focus standards, formative assessments, and suggested math strategies and most recently a Math Strategy Alignment tool to include video clips of strategy implementation broken down by domain. A challenge is assuring all instructional staff utilize time and materials to meet the differentiated needs of each student with consistent high levels of rigor.

Action 3.5 professional development was fully implemented. Positive staff survey data regarding professional development as well as positive feedback from staff during LCAP input sessions affirm that this action step was successfully received. A menu of professional development was offered and provided to staff on a voluntary or mandatory basis to support implementation of strategies and to build the capacity of instructional leaders. Impacts of professional development have been evidenced in implementation throughout classroom visits and measured through recording of visit observations on district developed rubrics. A challenge to this action step is accommodating the many schedules of our staff (both trainers and recipients) to provide intentional, ongoing, consistent messaging through professional development. Professional development was offered in the following areas:

- Utilizing Google Classroom/CANVAS/KAMI to support learning
- 95% intervention
- Tier 1 Differentiated Support in Language Arts and Math
- English Language Development
- AVID (Advancement Via Individual Determination)
- Close Reading/Writing workshops as well as Foundational Reading
- Math / P-3 CC (Preschool through 3rd Grade Curriculum Calibration
- Designated/integrated English Language Development/Path to Proficiency
- Framework and Roadmap utilization/standards implementation
- Use of assessments/data systems/Use of Kern Integrated Data Systems
- Use of parent/student communication portals
- Supporting differentiated needs/RTI/MTSS

\* Workshops aligned to job-embedded needs for staff funded out of LCAP

\* Professional Learning Team implementation

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.

District LCAP writers conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The total budgeted for 2023-2024 LCAP Goal 3 was 1,711,491. The estimated actual expenditures for 2023-2024 LCAP Goal 3 were \$1,506,534. This is a difference of \$204,957. The substantive differences were in the following actions:

Actions 3.1, 3.2: District negotiated raises for the 2022-2023 school year increased the cost of personnel within the listed action steps. Actions 3.3, 3.4 LCAP costs were lower for math professional development and PLC budgeted to LCAP as alternate funds were used for planning days.

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

The district conducted extensive training over the 2023-2024 school year on implementation and refinement of Professional Learning Teams following a decline in outcomes in 2022-2023. Staff attended training (noted in Action 3.3) and were supported by Teachers on Special Assignment (noted in Action 3.1) and administrators. New levels of understanding of PLT stages as listed in an article "One Step at a Time" were built utilizing criteria for moving through stages identified as Filling the Time (Stage 1), Sharing Personal Practices (Stage 2), Planning/Planning/Planning (Stage 3), Developing Common Assessments (Stage 4), Analyzing Student Learning (Stage 5), Differentiating Follow up (Stage 6), and Reflecting on Instruction (Stage 7). These steps were utilized in a survey with staff to identify current levels of implementation - largely marked as levels 3, 4, and 5 throughout the district. These new levels of understanding have prompted many to review their practices at a deeper level and more critically assess current levels of implementation resulting in outcomes which more closely align with observed practices and room for improvement. Scores related to PLT and services to students range from 63% for communicating vision and mission to a high of 78% for laying the foundation for continued support and professional development on all stages. This goal has been a catalyst and fundamental cornerstone to other initiatives within the district creating a stronger through-line, narrowing/refining our path to a more targeted focus, and streamlining work so that the "gears are beginning to all work together."

Action 3.1, 3.5: Professional development sessions, in conjunction with ongoing support from district TOSA's and coaches, has supported teacher confidence as reported through LCAP input especially as they support the ability for instructional peers to learn from each other. A focus on utilization of Frameworks for Language Arts and Math, support of new intervention programs, and ensuring structures for analysis of grade level standards instruction addressing needs of identified student groups has supported outcomes noted for this goal. Walkthrough results, utilizing a district rubric, indicated elementary sites fell just one point short of the 3 year 80% goal having increased 64% over the 3 year period. The middle school, in one year with new leadership and support from staff funded in Action 3.1, gained 24%.

Action 3.2: Staffing reviews through Kern County Superintendent of Schools and staff moving from permit status on a path to fully credentialed status has been supported by the Human Resources Director, Intern and Induction mentors in conjunction with contracted support from Kern County Superintendent of Schools as well as District TOSAs assigned to new teachers. This action step has allowed us to recruit staff who are a fit for the community and fill openings to serve students as well as maintain a status of no mis-assigned teachers within



the district. Twenty-nine (29) moved forward in the credentialing process. Twenty-nine (29) out of 29 hires were able to move forward to be rehired, however 4 of the 29 moved on to work outside the district.

Action 3.3: Although the Professional Learning Survey scores quantitatively showed declines, the qualitative evidence indicates new levels of understanding as professional development sessions took place over the year. Jumps in proficiency of implementation and refinement of PLT collaboration were noted in student grouping, increased use of formative assessments to inform instruction, and discussions of Questions 3 and 4 of the PLT process - "What do we do if they get it? and "What do we do if they don't." Utilization of time co-lesson planning, use of student data, actionable plans based on data, and growth outcomes based on actions has been increasingly evidenced as measured by a rubric developed by the district during 2023-2024 refinement of processes. District level presentations were created for beginning and mid-year rollouts, presented by site administration and coaches, and guiding coalitions built which supported grade level staff after attending county sponsored or district level PLT training with Dr. Cruz. The Assistant Superintendent was charged with supporting site implementation of Professional Learning Teams and visited all sites on a rotating basis on Time Bank Mondays throughout the year noting the qualitative data reported above.

Action 3.4: The partnership between the district, P3CC, and Kern County Superintendent of Schools related to implementing mathematical practices, understanding of the math framework and related knowledge led to increases in Priority 2 Implementation of State Standards as measured by a district rubric and in the various questions on the Butte County Instructional survey for math. Instructional survey responses included a range from 67% in summative and formative assessments to 85% in instruction. 3 of 4 math areas met the 3 year goal with addressing mathematical practices one percent short of the 75% goal.

Dashboard data from 2023-2024 does not yet indicate that professional development actions have resulted in a clear effective impact on student learning. Monthly district walkthrough rubrics indicate a clear effectiveness in changes in practice as noted in growth of Instructional observations directly related to implementation of state standards.

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.

Goal 3 as stated in the 2023-2024 LCAP plan is being reconstructed within the new 2024-2027 Goal 1 focused on Priority 1 basic services and professional development which is integral to the entirety of the new 3 year plan. This serves as a foundational piece for the other 5 goals within the 2024-2027 plan. An overall shift from supporting development of strategies and working relationships (PLT's) will be made to modeling, coaching, and more regular feedback during direct classroom observations through more consistent and regular feedback cycles to be conducted by administrators and leadership teams.

The 2024-2027 Goal 1 focuses on instructional staff development and behaviors while the new Goal 5 will focus on actual services to students and metrics related to student outcomes. Walkthroughs of classrooms and reviews of district programs will be conducted to ensure universal services are being provided districtwide and supplemental support provided accordingly.

Action steps from the 2023-2024 Goal 3 that are transitioning to the 2024-2027 Goal 1 include:

- 1.1 Personnel support staff and training including Human Resources Director, Induction and Intern Mentors, Teacher Residency Program for Dual Immersion, Dual Immersion stipends, and supplies to support continuity of staff.
- 1.2 District Program Personnel assigned to ensuring foundations for implementation of standards and 21st century skills development - including district program staff, Vice Principals/Dean, and technology staff
- 1.3 Staff to support implementation of standards - including TOSA's and academic coaches

Metrics will continue to include walkthrough rubrics for Designated ELD and Math/Integrated ELD with the addition of a rubric for English Language Arts/WICOR (writing, inquiry, collaboration, organization, reading) and a Professional Learning Team rubric.

The PLT survey will continue to be administered annually with 16 questions. A baseline will be set in the 2024-2027 metrics for each question to ensure the ability to identify and address focus areas that are key for structures foundational to PLT's. Our first focus areas will be related to questions 1-6.

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

## Goals and Actions

### Goal

Goal #	Description
4	By May 2024 (extending the focus goal from May 2023), refine Designated and Integrated ELD as defined in the ELA/ELD Framework pages 891-892 to support English Language Learners development and use of academic vocabulary in speaking and writing in order to engage with complex language and text as measured by classroom observations utilizing a district developed classroom observation tool for Designated English Language Development and the Thoughtful Classroom Framework Episodes 5 and 7 for Integrated English Language Development.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2 - B Programs and Services for English Learners  Locally developed classroom observation tool for Designated ELD	Baseline 0 Classroom observation tool this is a new tool	March 2022 50% developing	March 2023 63% developing or higher	March 2024 Elementary 81.5% Middle School 30%	100% implementation at a developing level
Priority 2 - B Programs and Services for English Learners  Thoughtful Classroom Teacher Effectiveness observation tool for Integrated ELD Framework 4 point scale	2020-2021 15% of observations at the Proficient level	39% of observations at the Proficient level	March 2023 72% of observations at the proficient level	March 2024 Elementary 78% of observations at the proficient level  Middle School 40% of observations at the proficient level	75% Proficient level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Novice, Developing, Proficient, Expert  Preparing Students for New Learning #5 Deepening and Reinforcing Learning #7					
Priority 2 - A Implementation of State Standards English Learner Program Metric California State Standards Implementation Metric-English Learners 5 point scale: Missing elements, Developing, Core, Core Plus, Exemplary	2020-2021 survey Defined Program - 81% Core or above  Data - 79% Core or above  Family Engagement/communication - 78% Core or above  Equity and Access - 80% Core or above  Professional Learning - 80% Core or above  State Standards Implementation - 85% Core or above	2021-2022 survey Defined Program - 70% Core or above  Data - 73% Core or above  Family Engagement/communication - 70% Core or above  Equity and Access - 73% Core or above  Professional Learning - 76% Core or above  State Standards Implementation - 73% Core or above	2022-2023 survey Defined Program - 72% Core or above  Data - 79% Core or above  Family Engagement/communication - 72% Core or above  Equity and Access - 78% Core or above  Professional Learning - 79% Core or above  State Standards Implementation - 81% Core or above	2023-2024 survey Defined Program - 96% Core or above  Data - 81% Core or above  Family Engagement/communication - 79% Core or above  Equity and Access - 77% Core or above  Professional Learning - 84% Core or above  State Standards Implementation - 80% Core or above	Defined Program - 80% Core Plus  Data - 80% Core Plus  Family Engagement/communication - 80% Core Plus  Equity and Access - 80% Core Plus  Professional Learning - 80% Core Plus  State Standards Implementation - 80% Core Plus
Priority 4 - E	2019 California Dashboard 45.9% of	California Dashboard not available	2022 California Dashboard	2023 California Dashboard	60% of students making progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of pupils making progress toward English Proficiency ELPAC reported on the California Dashboard	students making progress toward English Language Proficiency.	Kern Integrated Data Systems - estimated ELPI rate of 39.25% 2020-21	53.9% of students making progress toward English Language Proficiency	Orange 48.6% making progress toward English Language Proficiency	toward English Language Proficiency
Priority 4 - F % of pupils being reclassified reported by Data Quest	4.7% Reclassified during 2019-2020	4.1% Reclassified during 2020-2021 as reported by DataQuest	3.1% Reclassified during 2021-2022 as reported by current District calculation as latest available data is 4.1% Reclassified during 2020-2021 as reported by DataQuest	4.01% Estimated Accountability Reclassification Rate as reported by Kern Integrated Data Systems on December 2023 for 2022-2023 July 1 - June 30 California School Dashboard Aligned  The similar timeline of July 1 through June 30 for 2021-2022 was 2.9%.	10% Redesignation Rate

## 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.

Action 4.1 was not implemented as Jill Hamilton Bunch transitioned away from the University setting.

Action 4.2 which included monthly gallery walks was partially implemented. While all walkthrough days were held as planned, rubrics completed for each visit, and 4P feedback presented to teams by their site administrators and discussed in Professional Learning Teams,

grade level meetings, and site and district leadership meetings; a challenge for this action was scheduling multiple classroom visits given the master schedule which was developed after the LCAP was written. Evidence was provided, praise for impactful strategies and structures, posing questions, and proposing changes or pivots which, as a success, positively impacted each subsequent walkthrough outcomes as feedback was implemented. Substitutes were not acquired as planned.

Action 4.3 which included overtime for grade level representatives to meet / subs was partially implemented during the 2023-2024 school year. A challenge for this action was organizing after-hours school planning and focusing on leaving teachers in the classroom. Although not equitably distributed, a success is that principals did utilize these funds to provide planning time for grade level staff.

Action 4.4 which included targeted professional development supported by Teachers on Special Assignment was implemented without the structure of acquiring substitutes. Successes included Teachers on Special Assignment and coaches who focused on supporting new teachers through new teacher training. They supporting district-wide professional development through Flex days focused on various elements of ELD. After school professional development and coaching along with grade level support was conducted following district walkthroughs and completion of the ELD walkthrough rubric/4P (provide evidence, praise, pose, and propose) to address areas of identified need. A challenge has been ensuring dedicated individual classroom visits and methodical allocation of time to inspect expectations for Integrated and Designated ELD.

Action 4.5 included the hire of Title III instructional aides to support classroom instruction and was partially implemented as planned. A challenge continues to be the difficulty to keep instructional assistant positions filled this school year. A success included Title III Instructional assistants were assigned to support practice of language during Designated ELD and to support newcomers in core classes through Integrated ELD support of small groups or individual tutoring to increase language capacity and support focus standards.

Action 4.6 which provided substitutes for teachers to personally assess and view strengths and needs of students and utilize this information for long and short term instruction was fully implemented. A success is that students and staff are benefiting from the implementation as students are comfortable to respond to their teachers and staff personally can measure what students are able to respond to as well as areas of continued difficulty. A challenge is the amount of time needed to individually assess the very youngest of students as all TK students are at one school site.

Action 4.7 included purchase of instructional materials which have been successfully implemented with newcomers.

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.

District LCAP writers conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The total budgeted for 2023-2024 LCAP Goal 4 was \$289,000. The estimated actual expenditures for 2023-2024 LCAP Goal 4 were \$197,205. This is a difference of \$91,795.

The substantive differences were in the following actions:

Action 4.1: No funds were expended as the anticipated trainer was unavailable due to a job change.

Action 4.2: Instructional site leadership teams have conducted gallery walks and participated in district level classroom visits and providing feedback however substitutes were not utilized.

Action 4.3 and 4.4 were implemented however this funding source was not accessed as the integration of English Development has been part of grade level planning and flex meetings at each school site with the support of Teachers on Special Assignment and coaches without the use of subs.

Action 4.5: Funds were less than budgeted in Title III as positions contained vacancies for various periods of time.

Action 4.6: Testing routines have become extremely streamlined and testing overall was shorter than expected with the exception of our youngest students.

Action 4.7: No substantive differences

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

LCAP Goal 4 was to improve academic and language proficiency for English Learners. A 2023 Dashboard status of Medium for English Learner Progress indicated 48.6% of students making progress which is a 5.3% drop. Increases to effective instruction assessed on two local rubric measures utilized during 2023-2024 classroom visits indicated increases as reported in Goal 4 metrics for 2B. ELPAC performance indicates a slight decrease in listening of approximately 2%, a slight decrease in speaking of approximately 2%, an increase in reading of approximately 1%, and an increase of approximately 7% in writing which mirrors the focus of the district for this year which was on writing. In addition, there is concern regarding "gainers, stickers, sliders" as reported by Kern Integrated Data Systems as 15% of students regressed. Based on an analysis of these results, the district believes actions must be more directly aligned to ensuring teachers provide opportunities for students to practice listening, speaking, reading, and writing with scaffolds which are provided and then gradually removed so that students use language independently in meaningful and relevant ways.

Action 4.1 This action step was not implemented as planned and did not affect outcomes.

Action 4.2, 4.3, 4.4, 4.5, 4.6 although not including the budgeted amounts for substitutes/overtime were conducted during school hours and did make an impact on classroom delivery as noted through classroom walkthroughs and recorded on district rubrics. As the district focus was on writing, which has prevented many students from moving forward with reclassification, attention to this area did facilitate an increase in outcomes as noted by the 7% growth in writing.

Action 4.4 including substantial professional development followed through with coaching and administrative feedback has directly impacted increases to the Butte County English Learner Program Metric including a 5% increase to Professional Development, 2% increase to the Data component, a 6% increase to Family Engagement, and a 24% increase to familiarity with the core program.

Action 4.7 Purchase of supplemental materials has been reported by instructional support staff to be very helpful for newcomers and support of small group instruction. 100% of students were able to engage in observed lessons as student groups were very small and focused on foundational language based on picture prompts. Targeted questions were supported by instructional assistants with time and support to respond versus participating in a class-size group using core materials. Although class placement includes students performing at a wide



range of experience performing at Language Levels 1 or 2, these students now built vocabulary to name objects and actions specific to certain settings and began to use this vocabulary in simple sentences. There wasn't a metric clearly aligned to this item, however formative assessments have been developed for the 2024-2025 school year to measure implementation for future reporting.

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.

LCAP Goal 4 is to improve academic and language proficiency for English Learners. A 2022 Dashboard status of Medium for English Learner Progress is due to a drop in the ELPI and a concerning 15% group of "sliders." However, the focus area of writing indicated gains. Based on an analysis of these results and actual ability to implement actions as planned, significant changes are being made to action steps as well as the stated goal. The new goal will be "Provide short-cycle professional development in response to data analysis of monthly focus areas supporting delivery of targeted instruction utilizing research-based language instruction strategies and culturally responsive curriculum delivered in a supportive environment leading to improved Language Learner Progress on the California Dashboard and an increased district reclassification rate by May 2025."

Actions 4.1, 4.2, 4.3, 4.4, and 4.5 will be deleted.

Action 4.6 will remain but be renamed as 6.4 in a 2024-2027 focused Goal 6.

New actions include:

6.1 In addition to supporting standards-aligned instruction and strategy implementation, there is a need to identify who is at what level and what is expected on the ELPAC assessment to move to the next level to prevent stickers and sliders. Beginning of year and job-embedded ongoing professional development to be conducted four times during the school year will focus on identifying transition skills to support delivery in deployed groups by language proficiency within grade bands rather than grade level. Initial class construction will be modified at the beginning of the year utilizing KIDS ELPAC data with specific attention to identification of students who are identified as or are on track to become Long Term English Learners.

6.2 Based on updated and ongoing data reviews, develop and deliver training sessions for administrators and instructional leadership teams (cost incurred by hiring subs to free up for training) on conducting effective classroom observations focused on ELD proficiency levels. Provide guidance on using the ELD standards and observation data to inform instructional planning, intervention strategies, and professional development opportunities. Equip administrators with strategies for providing constructive feedback and supporting teacher growth in addressing the diverse needs of English Learners. Utilize a district developed rubric to assess instructional strategies, differentiation practices, and language support provided to students at different ELD proficiency levels during monthly walkthrough cycles where administrators and instructional leaders observe ELD instruction across classrooms to gather foundational information to provide feedback and for development of professional development to support instruction aligned with the California English Language Development Standards. Collate observation data to identify trends, strengths, and areas for improvement in ELD instruction based on proficiency levels. Provide targeted feedback and support to teachers based on observation findings, focusing on utilization of forms, functions, and instructional strategies tailored to meet the needs of students at various ELD proficiency levels. Regularly review observation data and feedback provided

to teachers to assess the effectiveness of the targeted response system. Collect input from teachers, administrators, and other stakeholders on the impact of the targeted observations and training on ELD instruction and student outcomes.

6.3 Purchase supplemental English Language Development materials to support targeted instruction to Newcomers and Long Term English Learners.

**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.**

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](mailto: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.
  - 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, 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.
  - 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
Arvin Union School District	Georgia Rhett District Superintendent	rhett@arvin-do.com (661) 854-6500

## 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 Arvin Union School District, through a collaboratively developed vision statement, focuses on the educational, environmental, and emotional needs of our community with a culture of unity and a dedication to student success by providing equitable educational services to enhance all students' lives preparing for High School and beyond through a system of continuous improvement. A variety of funding sources are being utilized to provide a well-rounded educational experience utilizing the general fund and supplemental sources including: Local Control Funding Formula supplemental and concentration funds, Title awards, Migrant Program, First 5, Community Schools grant, Reading Specialist grant, Expanded Learning Opportunity funds, ASES and 21st century after school program funds, Educator Effectiveness funding, Arts and Music grants and, over the past years, short and long term COVID related funding.

The City of Arvin and the Arvin Union School District are situated in southern Kern County, known for its agricultural industry and a workforce largely engaged in farming and related sectors. The unemployment rate and district enrollment tend to fluctuate, often influenced by seasonal variations in the agricultural sector. Many district parents travel quite a distance away from their children's schools to work in agricultural fields or packing sheds, to work along the I-5 corridor at truck-stop centers or warehouses, or to commute to Bakersfield or Los Angeles for work as employment opportunities in Arvin are limited. Poverty rates in Arvin are above the national and state average with a notable portion of the population facing economic challenges. The City of Arvin has evolved from a small-town atmosphere to a small city with areas significantly varied by socio-economic levels. Homebuilding continues in several areas of the city, yet local resources are not expanding at the same rate as the need for services. Local businesses remain largely limited to one supermarket, small vendors and service providers, multiple fast food restaurants, and various name brand convenience stores. Entertainment and recreation opportunities other than city parks are not readily available beyond Little League, small Karate centers, and school centered activities. In addition, technology and mobile phone service access suffers due to limited tower access this far south of the San Joaquin Valley. Social issues impacting the city are visible homelessness, crime, violence, building blight, and a lack of adequate public services. Bright spots new to our area include a Bakersfield

College Satellite campus expected to open in the Spring, a newly opened health center adding opportunity to meet physical health needs, an expanding city fleet of electric busses, expanding hours at the local library, and increased attendance and variety of participants in the South Valley Neighborhood Partnership (a group of educational partners facilitated through the Arvin/Lamont/Weedpatch Family Resource Centers).

The bright spots mentioned and additional services are desperately needed to provide our community with physical and mental health supports and to promote foundations for academic success. Visibility of careers providing exposure to college and career readiness choices are limited while, regionally, technology is continuing to grow exponentially and the greater Bakersfield area provides opportunity. Many of our students and their families are isolated from services provided in the metropolitan area of Bakersfield due to distance and economic circumstances and far more isolated from areas and experiences outside Kern County.

As this section was written, a significant 94% of district students are identified as Low Income, 14.6% are participating in the district's Migrant Program, 2.2% of district students are homeless, and 0.4% are identified as foster. While strong family ties and friendships provide wide-spread support systems for a portion of our population, others do not have a local support structure for needs such as childcare or transportation. In addition, parent education and knowledge of written and spoken English levels vary widely.

The ethnic make-up of Arvin is significantly Hispanic/Latino. Unduplicated student counts noted here are based on mid-February information compiled from the Kern County Superintendent of Schools - Kern Integrated Data System. Ethnicities within the district include 94.4% Hispanic, 3.7% White, 0.2% Asian, and 0.7% African American, 0.1% Filipino, and 0.03% American Indian/Native. 59% of our population are English Learners with a primary language of mainly Spanish yet including a small population of Arabic and native languages. Students with Disabilities comprise 9.8% of the district's enrollment- significantly 1% higher than during the 2022-2023 school year. The district's unduplicated LCFF percentage is approximately 96%. These demographic factors contribute to the cultural richness found in our schools and to the unique needs and challenges faced by district to serve the student population.

The Arvin Union School District services approximately 2925 students grades TK-8 within four school sites and has a declining enrollment trend. Bear Mountain, El Camino Real, and Sierra Vista are the district's three elementary school sites serving grades K-6 with enrollment ranges from high 600's to low 800's. Haven Drive Middle School is the district's fourth school and serves students approximately 650 students grades 7 and 8. Early childhood services begin with California State Preschool classes (not counted in district enrollment) held at Sierra Vista and Bear Mountain and classes for Preschoolers with special needs are located at Bear Mountain. Transitional Kindergarten students attend a central Early Childhood Education Hub located on the Bear Mountain Elementary Campus.

District schools are filled with staff dedicated to supporting students and the expertise of staff varies from veteran and highly trained to a large number of new staff who are just entering the education profession. A portion of our employees, certificated and classified, live in or grew up around the Arvin area while others selected to work in the Arvin Union School District and may commute long distances. Supported by a recent Continuous Improvement Process, district initiatives are increasingly structured to support positive outcomes with assigned metrics, formative reviews, and accountability supported by aligned resources. Focus in identified areas, particularly Chronic Attendance, resulted in the district being exited from Differentiated Assistance and all school sites being exited from Additional Targeted Support at the beginning of the 2023-2024 school year.

Our mission is "Every Child Learning, Every Day, No Matter What It Takes" with personnel and growing community partnerships dedicated to expanding and improving academic, physical, behavioral, and mental health services through ever expanding collaborative processes.

## Reflections: Annual Performance

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

District schools are filled with staff dedicated to supporting students' needs and a wide variety of initiatives have been developed to this end. Three primary theories of action to support district improvement on Dashboard Outcomes were formalized throughout 2022-2023 utilizing a formal continuous improvement process supported by Kern County Superintendent of Schools. These theories of action are designed to meet identified and evolving needs and to utilize current assets to deliver quality whole child and wrap around supports and services and become initial goals.

1. Consistently implement effective Tier 1, 2, and 3 social, emotional, behavioral, and academic instruction.
2. Establish an effective structured intervention process for Tier 2 and Tier 3 to address manifested behaviors and academic needs.
3. Foster a culture of shared accountability by all educational partners for student outcomes on state & local measures.

Initial implementation of actions to address these goals resulted in the district exiting Differentiated Assistance and each of the district's four school sites exiting Additional Targeted Support and Intervention in winter 2023/2024 validating first steps set into action to improve student outcomes while acknowledging there is much growth necessary in our academic and attendance areas.

The following is a review of efforts and outcomes on each of the areas of the California Dashboard:

**MATHEMATICS DASHBOARD-** (see Goal 5 Action 2 for specific action to address all Red's in this area)

District groups identified as lowest performance level RED areas in Math include:

Overall District- (-96 maintained 1.2)

District student groups- All Students (-96 maintained 1.2), English Learners (-106.8 maintained 2.3), Hispanic (-95.9 maintained 1.5), Low Income (-98 maintained 1.7), Students with Disabilities (-164 declined 19.4)

School Sites identified as the lowest performance level RED:

Haven Drive (-116.9 maintained 0.6)

School site student groups identified at the lowest performance level RED include:

Haven Drive- Hispanic (-115.3 maintained 2.5)

Bear Mountain- English Learners (-98.1 declined -9.8), Students with Disabilities ( -164.7 declined -46.8)

El Camino Math- Students with Disabilities (-150.3 declined -21.5)

Sierra Vista Math- Students with Disabilities (-141.5 declined -27.3)

A significant math alignment project is being conducted to focus on the deep and wide-spread needs in math achievement as all student groups with high numbers of students were identified in the lowest band at the district level. This includes professional development, a focus on rigor and standards-aligned instruction, and best practices for use of manipulatives and representation to ensure students can build and



justify their responses with conceptual modeling. Classroom walkthroughs are conducted monthly and evidence of standards implementation and practice by students is formatively assessed on a local rubric with next steps identified by visiting teams to identify strengths and continued areas of need. Formative assessments are being redesigned in alignment with a pacing guide developed collaboratively by school site representatives working alongside Kern County Superintendent of Schools Consultants and Teachers on Special Assignment.

**LANGUAGE ARTS DASHBOARD** - (see Goal 5 Action 2 for specific action to address all Red's in this area)

District groups identified as having the lowest performance level RED areas in English Language Arts include:

English Language Arts- English Learners (-76.1 maintained -0.5), Students with Disabilities (-136.1 declined 12.1)

School Sites identified as the lowest performance level RED:

Bear Mountain ( -83.7 declined -12.6) and Sierra Vista (-71.8 declined -3.8)

School site student groups identified at the lowest performance level RED:

Bear Mountain- English Learners (-98.1 declined -20.8), Hispanic (-84.7 declined -13), Low income (-86.2 declined -12.9), Students with Disabilities (-144.5 declined -54.2)

El Camino- Students with Disabilities (-136.7 declined -8.5)

Sierra Vista- English Learners (-78.7 declined -5.7; Hispanic -72 declined -4.1), Low income (-72.9 declined -3.3)

A significant focus on early intervention is being conducted to ensure foundational skills are taught at grade level and that targeted/tiered intervention takes place to develop grade level skills to support students to meet grade level standards within framework suggested time-frames. This is critical work as upper grade outcomes noted through I-Ready indicate a grade level slip beginning in first grade and continuing through the upper grades. Efforts have included implementation of 95% intervention, the development of academic screeners for placement in intervention groups, professional development, and a focus on rigor and standards-aligned instruction. A review of current materials alignment with the Science of Reading/Balanced Reading initiative is being conducted and training provided to a leadership team at each site focused on reading skill implementation and instruction.

**ENGLISH LEARNER DASHBOARD** - no groups with lowest performance band identified

The district was identified as ORANGE with 48.6% of students making progress in English Language Development. This was a decline of 5.3% which is a concern being addressed largely through district walkthroughs focused on noting strengths and needs with Designated English Language Development and a focus on foundational writing as this is an area identified as in great need of improvement. This focus includes professional development, revision of writing evaluation tools, implementation of intervention materials purchased for use in the 2023-2024 school year, and modifications of class structures to support newcomers at the middle school.

School Sites ORANGE: Bear Mountain, Sierra Vista, Haven Drive

School Site YELLOW: El Camino Real

**CHRONIC ABSENTEEISM DASHBOARD** - The district was identified as YELLOW (24.6% Chronic)

This was a decrease of 9% in the Chronic Absentee rate which we celebrate. Targeted attendance campaigns, reaching out to families, attendance conferencing, messaging, incentives, and dedicated staff expansion to specifically target this need were implemented and continue. Long-term independent study was discontinued and short term independent study was continued only for illness per district policy.

Participation in this program continues but is limited due to changes in COVID exclusion regulations. Family Resource center staff have case managed foster and homeless families due to identified risks which has led specifically to declines in foster chronic attendance. District student group identified as lowest level RED- Homeless (42.3% increased 0.5%) - see specific action to address in Goal 3 Action 3 School sites YELLOW: Bear Mountain, Sierra Vista, El Camino, Haven Drive Student groups particularly at risk: Students with disabilities across all four campuses and African American at the district level

SUSPENSION DASHBOARD- no groups with lowest performance band identified The district was identified as GREEN (0.8% maintained). This was a maintenance of low rates of suspension which we celebrate. Increased implementation of PBIS, initial district-wide implementation of RULER Social-emotional learning curriculum, roll-out and use of a tiered referral plan for behavior, and revision to tasks assigned to campus supervisors and social workers have directly impacted this area. School sites BLUE: Bear Mountain, El Camino, School sites GREEN: Sierra Vista, Haven Drive Student groups particularly at risk: African American and Homeless at the district level

LOCAL MEASURES:  
BASIC: The district continues to meet state expectations for Facilities, Access to Standards Aligned materials, and Teacher Credentialing and Assignment.  
ACADEMICS: End of Year i-Ready data indicates the slightest of gains for Reading and Math for those on or early on grade level and decreases in the percentage of students performing 2 years or more below grade level for socio-economically disadvantaged, English learners, and special education. There were no declines for those groups. An in-depth review of I-Ready math indicates a sharp drop from kinder grade levels to first grade that is never regained through sixth grade which requires further investigation.  
SAFETY/CLIMATE: California Healthy Kids Surveys paired with Kern Integrated Data Student Connectedness Surveys and input continue to indicate a significant lack of connectedness and engagement which all school sites are battling to overcome with increased attention to implementation of SEL-RULER curriculum, augmented implementation of PBIS, and utilization of restorative practices.  
BROAD COURSES OF STUDY: The district continues to expand opportunities through electives to give students a broad course of study during the day and ELOP funds have provided expanded opportunities after school and during inter-sessions.  
PARENT PARTICIPATION: Workshop topics have been expanded and school sites have conducted various night events to welcome parents and engage families. Parents who participate speak highly of the programs yet we wish participation would be higher and plans in this upcoming LCAP are proposed to support increased engagement through monthly virtual sessions by grade.  
Understanding and addressing these statewide and local metrics is essential for the district to continuously improve educational outcomes and support the success of its students within the context of the larger California educational landscape.

Reflections: Technical Assistance

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

Not Applicable

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not Applicable

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

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

Not Applicable

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

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

Not Applicable

# Engaging Educational Partners

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

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
LCAP input- general groups	The following process was utilized for all groups: A packet with Dashboard results, draft proposed goals and aligned priorities pages, a template of previous LCAP action steps aligned to previous goals, input document and a PowerPoint were developed for systematic sharing of information with all educational partners. Either the Superintendent, Assistant Superintendent, or both along with district community engagement personnel were present at formally scheduled initial input sessions. Input documents included six goal areas for suggestions to continue, abandon, modify, or add new ideas. These were distributed and time provided for those in attendance to complete during the workshop or to take home and return to the site administration at a later date. Input sessions typically ranged from 45 minutes to 1.5 hours and began mid January through mid-March. Written and qualitatively shared focus group information was gathered for review and consideration. Following this cycle, priorities were developed and initial budgets proposed for review. A draft summary of LCAP goals, action steps, and proposed expenditures was created and made available mid-May including LCAP goals, action steps, and proposed expenditures. A draft of the LCAP plan will be accessible on the district website by the beginning of June for review and further input by all stakeholders.
School Board	Board Study session on February 20, 2024 focused on the role of the board in LCAP development and including the information above.

Educational Partner(s)	Process for Engagement
	Mid-year annual update presented February 10,2024 with actions to date, expenditures, and summary report. May 21,2024 a draft summary of LCAP goals, action steps, and proposed expenditures was provided for review during the Superintendent report. A public hearing is scheduled to be held on June 18, 2024 and scheduled board approval is for June 25, 2024.
Teachers	Meetings at each school site to share process described in general groups utilizing the process explained for general groups. Three surveys were conducted with teachers including online California Healthy Kids Staff survey, Learning by Doing Professional Learning Community Survey, and Butte County Instructional Survey.
Principals	Principals participated in site meetings with teachers to review the general process for groups and completed the three surveys that teachers completed. In addition, monthly administrative cabinet meetings focused on specific goals or action steps as site level data was reviewed to ensure strategic plan alignment and a through-line between SPSAs and the LCAP with a focus on actions and metrics. May 21,2024 a draft summary of LCAP goals, action steps, and proposed expenditures was provided for review and any further input during the regular monthly union/district site representative meeting.
Administrators	Program Administrators participated in monthly administrative cabinet meetings focused on specific goals or action steps. Program level data was reviewed to ensure strategic plan alignment and a through-line between program plans and the LCAP with a focus on actions and metrics. District administrators were presented with the Draft summary of LCAP goals, action steps, and proposed expenditures for review and any further input on May 21, 2024.
Other School Personnel	Small group input sessions were designed for job alike groups utilizing the general input format noted above or lead by direct supervisors to gather input. This group of staff also included the California Healthy Kids Staff survey.
Local Bargaining units	Bargaining unit members participated in general group input as part of their initial job duties. In addition, site representative meetings are held monthly to celebrate gains and identify needs for strategic

Educational Partner(s)	Process for Engagement
	<p>planning. Negotiating units focused on salary inputs and job descriptions while executive boards reviewed draft plans as goals, metrics, and actions were placed in draft format. May 21, 2024 a draft summary of LCAP goals, action steps, and proposed expenditures was provided for review and any further input during the regular monthly union/district site representative meeting. Union leadership meets to review complete draft plans prior to being placed on the board agendas for public hearing.</p>
Parents	<p>Coffee with the Principal and Community Input nights followed the General input format. Additional surveys included California Healthy Kids survey for Parents (done by paper copy) as well as Parent Square online district surveys.</p>
Students	<p>Focus groups of students were identified by site principals including representatives of unduplicated groups of students. General input format utilized with focus group discussions to facilitate information gathering. A student advisory committee is being formed at Haven Drive middle school for monthly input meetings.</p>
District Advisory Council / District English Learner Advisory Council	<p>The general input format was utilized by the district Assistant Superintendent or the Director of Curriculum and Instruction followed by draft reviews of action steps for input. District staff present the developed LCAP draft to the Parent Advisory Committee (DAC) and English Learner Parent Advisory Committee on May 21, 2024 including a summary of LCAP goals, action steps, and proposed expenditures was provided for review and any further input during the regular monthly union/district site representative meeting. No written response by the Superintendent was requested by either group.</p>
Community Educational Partners	<p>Public forums following the General input session format for district community input. Additionally, the district partners with 2 neighboring school districts and conducted an abbreviated general input session sharing individual site data but without current actions to get input on next steps given public agency collaboration. A public hearing is scheduled to be held on June 18, 2024 and scheduled board approval is for June 25, 2024.</p>
SELPA	<p>The district attended KCSOS LCAP trainings to satisfy the SELPA LCAP Consultation.</p>

Educational Partner(s)	Process for Engagement

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

The 2024-2027 LCAP has been entirely reconstructed with six goals, expanded from four, designed in service of four specific areas: 1)Conditions of Learning, 2)Engagement, 3)Parent Involvement, and 4)Student Outcomes. A planning tool provided by Educational Partners at Kern County Superintendent of Schools refocused our LCAP writing team members' thoughts on organization of information gathered as preliminary goals were considered. More explicitly, a refined approach for assignment of metrics to priorities within the four specific areas supports staff input related to answer the question "Who/What is doing What for Whom for the purpose of What Outcome?". Actions from the previous LCAP have been reviewed in response to the question posed with some being deleted, refined, modified, or continued given Educational Partner input and evidence of impact on defined metrics. Additional input led to the modification of initial goals and the addition of various actions to address them. We believe this "re-bundling" of actions prompted by the planning template has propelled our LCAP writing in a very positive direction and has supported alignment to proposed new goals.

CONDITIONS OF LEARNING

Goal 1 is a new goal focused on providing foundations which all other action steps are built upon. It is expansive and reflects input from District Administrators, Principals, Directors, New Teachers and Parents for significant focus on mentoring and professional development for support of new teachers. An opportunity to expand potential candidates to instruct in the district's Dual Immersion program in partnership with California State Bakersfield was promoted by Teachers on Special Assignment and District Administrators. Support of Dual Immersion and Bilingual Educators for biliteracy and to support communication was noted overwhelmingly by Educational Partners in all input groups especially Parents. (Action 1.1) Technology personnel are critical, as mentioned by teachers, to ensure 1 to 1 technology, or 2 to 1 technology, is supported. (Action 1.2) Continued support for Professional Learning and Professional Learning Teams supported by TOSAs and academic coaches and the need for further attention to disaggregation of data were mentioned by Teachers, District Administrators, and Principals prompting continuation of funded positions. (Action 1.3) Community Partners and Engagement actions have separated the Family Resource Center staff and related action for foster students into its own action to provide foundational service to supporting families in need (Actions 1.4/1.5). The Family Resource Center was favorably noted many times in Parent input and will be expanded in size with LCAP funds to supplement a School Based Mental Health Grant as proposed by District Administrators. (Action 1.4) Parent input supports action steps for foster care (Action1.5). Student, Parent, and Community input directly supported continuing art, music, band, gardening/cooking, and science electives and experiences as foundations for access to broad courses of study and not to be seen as extra (Action 1.6). Students particularly mentioned expanding electives to offer more choices so that students could select something they like- suggestions included acting/drama/fashion design welding, modeling/design, more world language classes and more variety in band instruments (Action 1.6). Parent input continues to support HVAC position (Action1.7). In order to continue to support a 1 to 1 technology access model with adequate infrastructure the continuation of an equitable technology action is included. (Action 1.8) Although not requiring funding by LCAP, students at Haven Drive mentioned concerns about the cored 4 period block and site administration has been charged with facilitating classes to break up the four period block as well as investigating the possibility of extending various breaks beyond the current four minutes. Staff at elementary levels mention the same concern with impacts of fine arts classes and library and the choppy schedule which we will work to remedy for 2024-2025.



## ENGAGEMENT- WELCOMING ENVIRONMENT

Goal 2 is one of three goals previously included in an overarching goal for wrap-around services written as the world emerged from the depths of COVID. The specificity of this goal originates from input of Educational Partners from all input groups as concerns for social-emotional, behavioral, and mental health concerns are very high. Students, Principals, Administrators, Certificated/Classified Staff, Parents including School Site Councils, and Community expressed both student engagement and student safety as important and their influence results in refinement and development of action steps within this goal to address these concerns. Positives mentioned by students include staff that act with patience, kindness, honesty and encourage students to make friends. They also speak positively of students behaving in a similar manner. Especially noted are student and parent feedback promoting being welcomed/received at school in a positive manner; especially at front gates and in front offices. Concerns with addressing stress, bullying, social-media misuse, inappropriate language, cyber-bullying, judging people by their color/name, behavior choices/disrespect for teachers, and lack of care for school facilities not aligned with a structured school setting were reported and CHKS survey data reflects these concerns also. Reinforcers for positive behavior and meeting school expectations were mentioned just as often.

As reported by students and parents sharing their students' experiences, there appears to be a huge discrepancy between most staff that are considered to welcome them, be supportive, and be kind. Tone and disciplinary measures of personnel supervising students in the cafeteria and raised or challenging voices of teachers/disruptive students in the classroom which were a concern prompting a foundational action with significant support for strategies to prompt responsible positive student behaviors rather than using punitive means; including how to stop a fight. (Action 2.1) Highly mentioned by Principals, Teachers, and Classified Staff and continued in this new plan were Campus Supervisors. Noon/gate duty staff were mentioned by many students as wonderful helpers and listeners on the playground to support safety. Administrator, Parent, Student input led to the continuation of PBIS online platform which was expanded last year include reporting of minor offenses to all schools as part of tiered interventions/systemic referral processes. Modifications to SEL lesson delivery and refinement of Calming Corners are in support of all items listed in this paragraph to this point. Administrators have requested the addition of Suite 360 to support PBIS. (Action 2.1) Students and Parents were highly favorable of continuing with eight district employed Social Workers who will service individual clinical needs and group-based support. In addition, Social Workers support staff trainings on Suicide Prevention, Loving Solutions, and Preventing/Overcoming Bullying. (Action 2.2) Requests to ensure all staff are using PBIS rewards in an equitable manner and implementing incentives less focused on small, tangible, extrinsic motivators to more relational activities including having more assemblies, field trips, festivals, and awards were suggested by students. Students had interesting ideas to add to incentives including ceremonies with parents attending to celebrate accomplishments. Tangible incentives suggested by students included logo shirts. (Action 2.3) Students and staff members suggested continuing sports at all levels. Elementary sports will be funded through ELOP and middle school sports through LCAP (Action 2.4). The impact of custodians and lawn care were mentioned by students in terms of creating a welcoming environment prompting continued employment of four additional custodians with clean restrooms being a priority and as well as fencing, cameras, and actions to decrease vaping such as Vape Sensors which was supported by input given from parents, Principals, and teachers (Action 2.5). Another action step being continued but modified will be the Alternative to Suspension class as Administrators, Social Workers, Classified Staff, and Students repeatedly mentioned a need for a restorative, but firmer and more structured setting. Feedback for ALA from parents was supportive to prevent students from being suspended to a home situation which may be unsupervised while staff input prompts the need for reflection of daily implementation of routines and expectations. Input from various staff indicate a misunderstanding of the Dashboard suspension data presented which is directly supported by student attendance in ALA vs. lack of enrollment in the actual class which promotes the need for more clear communication and data sharing (Action 2.6).

## ENGAGEMENT - ATTENDANCE

Goal 3 is one of three goals previously included in an overarching goal for wrap-around services. Our local and state data indicate absences were very high for many student groups district-wide and this goal has been separated out to call attention to addressing this need which continues despite an overall 9% decline in Chronic Absenteeism as noted by the Dashboard. Conferencing, as reported by Principals and classified staff targeted students at risk of Chronic Absenteeism and had a significantly positive affect per their feedback. Conferencing focused on manageable groups, based on input from Educational Partners will be an expanded focus in the new LCAP.. (Action 3.1) Administrators, Teachers, Parents, and Classified staff continue to be concerned about the high rate of absences and appreciate the support of Student Success Facilitators and Attendance Clerks. As we are in the middle of a multi-year contract, A2A use will be continued per contract, however input from Classified staff working with the program continue to indicate concerns regarding service and District Administrators have concerns regarding accuracy of data when first presented and other programs will be considered in the future. (Action 3.1). Parent input indicated they perceived nurses as more of a safety component, however, they will be included in Goal 3 as a support for attendance given the continued high percentage of family concern regarding contagious illness at school for which staff provide high interest to continue (Action 3.2). Transportation needs were mentioned by students and support for our homeless students will continue in this action step as needed. (Action 3.3). Incentives, as noted in Goal 2, will be refined as suggested by Students so that awards currently focused on whole class attendance do not affect individuals who do attend school regularly- they do like the "Cookie Monster". Literature read by classified staff prompted thoughts on more frequent recognitions with tangible items being less of a focus. (Action 3.4) Although not included as a budgeted item, student and parent input regarding cold weather, not-dressing out at Haven Drive, and attendance for illness has resulted in board action to modify the district dress-code to allow sweats during winter months.

#### ENGAGEMENT: PARENT INVOLVEMENT

Goal 4: Increasing involvement is key to this goal and supported by input from Educational Partners including Community Partners, teachers, students, and parents. Learning events and workshops were promoted during input by Parents and Students with a focus on positive, engaging themed learning events to be offered at various times and with translators to accommodate work schedules with babysitting and including workshops on Zoom with a variety of learning targets to promote parent involvement and awareness of grade level standards. Suggested by parents are folders/packets of materials to support implementing learning from the workshops. Parents who participate in school based workshops rave about their learning which prompts continuation however attendance is not high and outreach efforts will be expanded to advertise and deliver courses in English and Spanish including structured programs such as CAFE (California Association for Bilingual Educators - Parent Strand), Parenting Partners, Latino Family Literacy, and Family Meals, Parent Ambassador Program, Fresno State University Parent Classes, and District family engagement opportunities both in person and virtually to bring families together with district staff promoting social-emotional ties and academic achievement (Actions 4.1, 4.2). Students mentioned that providing food and drinks for parent activities may support encouraging parents to attend and that personal phone calls are good ideas to share information. Events such as Lunch on the Lawn will be planned on a more regular basis given input from students. Parent Square will continue to be utilized for the 2024-2025 school year as over 95% are registered and are able to access the platform at the minimum through text messages. However, students mentioned that some parents may not understand how to access the app for fullest use of the platform and that workshops to support utilization would be beneficial which will be planned (4.1). Community School Collaborative input led to the addition of Action 4.2 which is intended to specifically provide regular, short, academic focused workshops to enable parents with tools to support their children with grade level standards.

#### STUDENT OUTCOMES

Goal 5 stems was previously included in a goal for wrap around services and has been transitioned to focus on academic outcomes as Dashboard Indicators significantly were noted as in need of improvement by all stakeholder groups. A need for this goal continues to be

positively influenced by Parents and Community. Input from Teachers, Principals, Administrators, Certificated/Classified Staff, Parents, Students, Local Bargaining Units, and SELPA Administrators support a goal focused on student outcomes due to our students' needs in Language Arts and Math for all student groups based on data from state and local measures. Principals, Administrators, Parents, and Teachers all influence the refinement of metrics, Formative Assessment, and Intervention in Actions 5.1 as well as the review/purchase of a revised Benchmark curriculum for ELA implementation for the 2024-2025 school year (not LCAP funded). Diagnostic platforms will be continued including iReady, STAR, 95%, and consideration of Prodigy and other math fact practice platforms based on student input. Kern Data Systems (KiDS) will continue to be funded as well. (Action 5.1) Interventions will be implemented by funding three certificated elementary intervention teachers and classified instructional support staff through Action 5.2 with additional funds adding 3 additional intervention teachers per site and a site determined number of aides with federal funds. Funding will be expanded for TK beyond the date range for enrollment eligibility to fill the current 6 classrooms and possibly expand to a 7th classroom (Action 5.2). Many students mentioned they appreciated the strategies their teachers used to explain things and suggested professional development to help all teachers provide appropriate levels of support as students mentioned their questions are not always understood or answered (Action 5.2). Supplemental materials and supplies were requested by Principals, District Administrators, teachers, and classified staff to provide instructional materials and supports beyond the district adopted textbooks and to include items to enhance technology use for instructional purposes. (5.3) Continuation of library staff and book purchases, especially in various languages, was influenced by students, teachers, and parents (Action 5.4). Field trip continuation but with modification to embed writing was influenced by students who state these should happen earlier in the year. Additional field trips for college/career visits was added to provide additional exposure to outside opportunities based on teacher and student input. (Action 5.5). Input from parents in favor of Summer school for extra learning impacted continuation of Summer Extension in coordination with ELOP funding as well as possible winter and spring sessions. Students mentioned after school help as being positive. (Action 5.6). Academic Incentives continues to be funded as influenced directly from parents and students and was one of the highest mentioned and recommended items from parents and students when meeting with educational partners to encourage and reward students for meeting academic achievement goals (Action 5.7). Partners including Principals, Administrators, Certificated/Classified, Parent, and Community Members influence a modification to the previous goal for professional development as initial training for Professional Learning Teams has taken place and will require support to ensure a focus on the Cycle of Inquiry. Professional development planning will be significantly modified from long-term models to short and focused cycles focused on needs evidenced through student data and classroom walkthroughs with 4 P feedback which will continue to include ELD and Math and be expanded to include ELA (Action 5.8). Discussions among District Administration and Site Principals regarding time and focus in classrooms has led to the dropping of outside coaching contracts with the exception of KCSOS Math consultants and participation in P3CC convenings and support to support our math instruction as students continue to mention concerns about "teaching math in a simple way".

#### STUDENT OUTCOMES - FOCUS GOAL- English Learners

Goal 6 is focused exclusively on English Learners based on declining Dashboard metrics for ELPI outcomes and low reclassification rates which concern District Administrators, Principals, Teachers, and Students. This concern has prompted actions from a previous focus goal to be reframed to respond in a more timely manner to needs at each site by grade level and, more significantly, to language proficiency level. In addition, District Administration acknowledgement of the addition of Long Term English Learners as a student group have prompted a request to Kern Integrated Data Systems (KiDS) to provide early warning for these students by adding them as a student group for ongoing monitoring to provide timely intervention as necessary on all Dashboard measures. Input from parents indicates a need to be very specific regarding what students require to meet reclassification guidelines. Professional development to guide teacher's use of data and deep investigations of gap analysis from formal and informal assessments led by site administrators and TOSA's will be implemented as a new action to have a greater impact on English Learner outcomes in ELA, ELD, and Math. This was substantiated by student input which

mentioned English Learners need practice to read, write, and speak with buddies to help them with presentations. Concerns with English Learners being clustered in newcomer classrooms with support leads to a current perception of lack of exposure to a variety of students and staff speaking English. The impact of this structure on their core class schedules will be reviewed prior to assigning them a course sequence. (Action 6.1) Efforts to prevent students from becoming Long Term English Learners as well as to support those who are identified as such will be components of each area noted as a Dashboard Indicator. A focus on functions of language is prompted by discussions with Teachers on Special Assignments and Academic Coaches and will be integrated into training extended from oral production to written production. Professional development will be guided by classroom walkthroughs using a district developed ELD instructional practices rubric. (Action 6.2). Title III aides, teachers, and administrators have been supportive of purchase of supplemental materials to utilize for extra language development practice for students struggling to make adequate ELD progress and for newcomers. (Actions 6.3). Teachers and administrators continue to mention their appreciation for substitutes to cover classrooms during ELPAC testing so that teachers may assess their own students. Parents and students state they feel students do better when comfortable with someone they know. (Action 6.4)

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Promote well-being and foster an environment conducive to elevating student learning and staff retention through a multi-faceted approach including provision of basic services and implementation of grade-level standards supported by professional development, mentorship opportunities, and Professional Learning Team collaboration assessed by district surveys/reviews and walkthrough rubrics.	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 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This action step is multi-fold as basic conditions of learning includes staffing, infrastructure, communications, and instructional support.

The district's high rate of teachers who are not fully credentialed poses a significant challenge to maintaining instructional quality and consistency. New hires to the Arvin Union School District are largely at the beginning of their credentialing cycle as fully credentialed teachers are not sufficiently available to meet district needs. Staff have been assigned and dedicated to mentoring permitted staff which, over a period of years, has promoted a large percentage to move toward full certification as noted by the number of staff we are able to rehire for the 2024-2025 school year even as the district continues to expand interventions requiring additional staff. This has been identified as an area to continue by multiple stakeholder groups. By providing expanded professional development and mentorship opportunities; the district supports potential, new, and current teachers and instructional staff in developing their skills and understanding of California instructional frameworks and the art/science of teaching, thus improving the quality of instruction and creating relationships and a sense of belonging which supports staff retention. Fostering a supportive and collaborative environment through Professional Learning Teams (PLTs) is intended to alleviate the stress and isolation often experienced by new teachers, leading to higher staff retention rates facilitating ongoing implementation of district programs developed to support students and student outcomes.

In addition, ensuring basic services through facilities upkeep/safe comfortable learning environments and assurance of available adopted materials and knowledge of/access to services ensures all students, staff, and families are equipped with equitable standards-aligned tools to support instruction in well-maintained facilities which continue to meet Facilities Review at an Exemplary level. While meeting this mark, taking pride in and care for work and learning spaces to ensure regular upkeep and lack of interruption to routine school activities is a need mentioned by staff, administration, and students. This was specifically evidenced in Parent responses to CHKS with ranges among schools from 32 to 54% agreeing that facilities were well maintained. While there are many new facilities spread among the district, some buildings



are aging and general upkeep in areas, specifically yard upkeep, have been noted as needing improvement. Furthermore, while provision of foundational instructional items is a first step and noted through textbook reviews as meeting standards, support on flexible use to meet student needs is critical as noted through new teacher focus group discussions and grade level representative input during math alignment, Professional Learning Team training, and LCRSET plan development stages.

As basic services are guaranteed to be in place, the district then focuses on program development and implementation/review and overall implementation of standards. Walkthroughs of classrooms and reviews of district programs are conducted to ensure services are being provided to students with the expectation of growth in student outcomes. Walkthrough rubrics outcomes for Designated ELD and Math/Integrated ELD conducted through Fall-Winter have indicated the majority of classroom interactions at the Implementing or Developing stages (Stages 2 and 3 of 4) largely due to students not being fully engaged or accountable in the work with teacher as facilitator. Along with this is a significant amount of time focused in the performance zone (independent work without feedback) vs. the learning zone (short bits of practice following specific instruction). This has begun to transition to strong level 3 scores and the focus of support has transitioned to implementation of grade level standards within these lessons. The Compliance and Improvement Monitoring (CIM) process for Special Education has focused on provision of services, alignment of materials with IEP goals, program implementation, assessments, and IEP development. While being identified as Needs Assistance, the district continues to meet Proportionality requirements. District support staff including Teachers on Special Assignment, Academic Coaches, and District Support Personnel have supported gains in this area and are needed to ensure systematic, consistent, and equitable instruction.

2021-2024 Professional development sessions, in conjunction with ongoing support from district TOSA's and coaches, has supported teacher confidence as reported through LCAP input especially as they support the ability for instructional peers to learn from each other. Improved utilization of Frameworks for Language Arts and Math, support of new intervention programs, and ensuring structures for analysis of grade level standards instruction is addressing needs of identified student groups has affected outcomes on the California State Standards Implementation Metric. Outcomes in Language Arts and Math positively indicated the district met the 3 year goal of 75% at the developing or higher level in 7 of 10 areas. While meeting our 3 year goal in these areas is a reason for celebration, this indicates that 25% of teachers have not yet gained a Full Awareness of standards, planning, instruction, and assessment for Language Arts and Math indicating a need for further professional development and support. As the district focused on Language Arts and Math, outcomes for science and social studies declined and remain an area requiring focus. District staff will work to support integration of Science and Social Studies content into Language Arts and Math while providing Professional Development on Framework expectations and aligned strategies. Walkthrough results, utilizing a district rubric, indicated elementary sites fell just one point short of the 80% goal having increased 64% over the 3 year period reported in this annual update. The middle school, in one year with new leadership and staff focus, gained 24%.

As instruction occurs in the classroom, we must also be preparing students for the demands of an evolving global economy. Fostering creativity and critical thinking, promoting biliteracy, and equipping students with diverse skills and knowledge are reasons we have focused on access to a broad range of courses and technology. These include a focus on staff to support implementation of programs and specific student groups, infrastructure, and technology devices to support students' learning in a supportive technological environment.

The district has developed a multitude of resources however not all families are aware of these resources or services accessible to them. In addition, school staff are not always informed of the strengths or immediate needs of families. Availability of staff and reliable/consistent structures to ensure 2-way communication have been deemed as critical to building knowledge about needs and meeting them. This is especially important to note as parent responses on California Healthy Kids Surveys range between 50 and 67% at the four school sites

indicating a necessity to continue to focus on communication structures and strategies to reach more families. The use of district surveys and walkthrough rubrics for assessment ensures that progress toward goals is regularly monitored, evaluated, and shared among an expanded group of stakeholders. This will allow a diverse group to provide input and inform data-driven decisions making adjustments to actions as needed. Grouping together items which are measured with local measures allows short term formative reviews of status as these priority areas are foundational to all of our work.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of teachers holding credentials/permits 1.1A: clear - fully credentialed 1.1B: out of field 1.1C: intern 1.1D: ineffective 1.1E incomplete  Priority 1A- Basic Source: Assignment Monitoring Report CDE	2022-2023 1.1A: 79.3% 1.1B: 0.2% 1.1C: 6.6% 1.1D: 9.1% 1.1E. 4.8%			2025-26 1.1A: 90% 1.1B: 0 1.1C: 5% 1.1D: 5% 1.1E: 0	
1.2	% of students with access to their own copies of standards-aligned instructional materials  Priority 1B- Basic Source: Williams Textbook Review - Textbook Inventory	2023-24 100%			2026-27 100%	
1.3	School Facilities Rating-level of repair	2023-24 1.3A: Exemplary			2026-27 1.3A: Exemplary	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>(poor, fair, good, exemplary)  1.3A: SV  1.3B: BME  1.3C: ECR  1.3D: HD</p> <p>Priority 1C- Basic  Source: Facilities  Inspection Tool (FIT)</p>	1.3B: Exemplary 1.3C: Exemplary 1.3D: Exemplary			1.3B: Exemplary 1.3C: Exemplary 1.3D: Exemplary	
1.4	<p>% of classroom observations demonstrating implementation of state academic standards in Math as measured on a district walkthrough tool with 4 Implementation levels (Emerging, Progressing, Developing, Full ) measured in March  1.4A: Elementary average  1.4B: Middle school average</p> <p>Priority 2A-  Implementation of Standards  Source: Math Local Walkthrough rubric</p>	2023-24 1.4A: 79% Developing or higher 1.4B: 65% Developing or higher			2026-27 1.4A: 90% Developing or higher 1.4B: 85% Developing or higher	
1.5	<p>% of classroom observations demonstrating</p>	2023-24 1.5A: 0% 1.5B: 0%			2026-27	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>implementation of state academic standards in Language Arts as measured on a district walkthrough tool with 4 Implementation levels (Emerging, Progressing, Developing, Full ) measured in March</p> <p>1.5A: Elementary average 1.5B: Middle school average</p> <p>Priority 2A- Implementation of Standards Source: WICOR/ELA Local Walkthrough rubric</p>				<p>1.5A: 70% Developing or higher 1.5B: 65% Developing or higher</p>	
1.6	<p>% of classroom observations demonstrating implementation of state academic standards in ELD as measured on a district walkthrough tool with 4 Implementation levels (Emerging, Progressing, Developing, Full ) measured in March</p> <p>1.6A: Elementary average 1.6B: Middle school</p>	<p>2023-24 1.6A: 81.5% Developing or higher 1.6B: 30% Developing or higher</p>			<p>2026-27 1.6A: 90% Developing or higher 1.6B: 75% Developing or higher</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 2B- Implementation of Standards Source: Designated ELD Local Walkthrough rubric					
1.7	<p>% of unduplicated students who received their first choice of an elective at the middle school 1.7A: Low Income 1.7B: English Learners 1.7C: Foster</p> <p>Priority 7A- Course Access The extent to which students have access to and are enrolled in a broad course of study. Source: AERIES</p>	<p>2023-24 1.7A: 0% new metric 1.7B: 0% new metric 1.7C: 0% new metric</p>			<p>2026-27 1.7A: 90% 1.7B: 90% 1.7C: 100%</p>	
1.8	<p>Programs and services for Low income, English Learner, and foster youth Source: I-Ready/STAR/District intervention lists</p> <p>% of students identified as far-below standard who receive supplemental Tier 2 services 1.8A: Low Income</p>	<p>2023-24 1.8A: 0% new metric 1.8B: 0% new metric 1.8C: 0% new metric</p>			<p>2026-27 1.8A: 100% 1.8B: 100% 1.8C: 100%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1.8B: English Learners 1.8C: Foster  Priority 7B - Course Access					
1.9	% of Students with Disabilities served inside the regular classroom for at least 80% of the school day.  Priority 7C Programs and Services developed and provided to students with exceptional needs Source: Notification of Annual Determination from CDE	2023-24 54.07%			2026-27 62%	
1.10	% of instructional staff reporting understanding and implementation of English Learner Program on a 5 point scale (Missing elements, Developing, Core, Core Plus, Exemplary) for each of the following areas: 1.10A: Defined Program 1.10B: Data 1.10C: Family Engagement/Communication	2023-24 1.10A: 71% Core or above 1.10B: 81% Core or above 1.10C: 79% Core or above 1.10D: 77% Core or above 1.10E: 84% Core or above 1.10F: 80% Core or above			2026-27 1.10A: 80% Core Plus 1.10B: 80% Core Plus 1.10C: 80% Core Plus 1.10D: 80% Core Plus 1.10E: 80% Core Plus 1.10F: 80% Core Plus	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1.10D: Equity and Access 1.10E: Professional Learning 1.10F: State Standards  Priority 2 - B Implementation of State Standards English Learner Program Metric Source: California State Standards Implementation Metric- English Learners					
1.11	% of instructional staff reporting understanding and implementation of ELA on a 5 point scale (Initial, Developing, Full Awareness, Student Awareness, Full Implementation) for each of the following areas: 1.11A: Standards and Framework 1.11B: Planning 1.11C: Instruction 1.11D: Formative Assessment 1.11E: Summative Assessments  Priority 2 - A Implementation of State Standards ELA	2023-24 1.11A: 81% Full Awareness or higher 1.11B: 81% Full Awareness or higher 1.11C: 76% Full Awareness or higher 1.11D: 72% Full Awareness or higher 1.11E: 77% Full Awareness or higher			2026-27 1.11A: 71% Student Awareness 1.11B: 81% Student Awareness 1.11C: 76% Student Awareness 1.11D 72% Student Awareness 1.11E: 77% Student Awareness	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California State Standards Implementation Metric- ELA conducted in April					
1.12	<p>% of instructional staff reporting understanding and implementation of Math on a 5 point scale (Initial, Developing, Full Awareness, Student Awareness, Full Implementation) for each of the following areas:  1.12A: Standards and Framework  1.12B: Planning  1.12C: Instruction  1.12D: Addressing Math Practices  1.12E: Summative and Formative Assessments</p> <p>Priority 2 - A  Implementation of State Standards  English Math  Source: California State Standards  Implementation Metric - Math :</p>	2023-24 1.12A: 77% Full Awareness or higher 1.12B: 77% Full Awareness or higher 1.12C: 85% Full Awareness or higher 1.12D: 74% Full Awareness or higher 1.12E: 67% Full Awareness or higher			2026-27 1.12A: 90% Student Awareness 1.12B: 90% Student Awareness 1.12C: 90% Student Awareness 1.13D: 90% Student Awareness 1.12E: 90% Student Awareness	
1.13	% of instructional staff reporting understanding and implementation of Science on a 5 point scale (Initial, Developing,	2023-24 1.13A: 39% Full Awareness of higher 1.13B: 37% Full Awareness or higher			2026-27 1.13A: 75% Full Awareness or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Full Awareness, Student Awareness, Full Implementation) for each of the following areas:  1.13A: Standards and Framework  1.13B: Planning  1.13C: Instruction  1.13D: Summative and Formative Assessments</p> <p>Priority 2 - A  Implementation of State Standards  Science  Source: California State Standards  Implementation Metric-  Science conducted in April</p>	1.13C: 38% Full Awareness or higher 1.13D: 33% Full Awareness or higher			1.13B: 75% Full Awareness or higher 1.13C: 75% Full Awareness or higher 1.13D: 75% Full Awareness or higher	
1.14	<p>% of instructional staff reporting understanding and implementation of Social Studies/History on a 5 point scale (Initial, Developing, Full Awareness, Student Awareness, Full Implementation) for each of the following areas:  1.14A: Standards and Framework  1.14B: Planning  1.14C: Instruction</p>	2023-24 1.14A: 39% Full Awareness or higher 1.14B: 37% Full Awareness or higher 1.14C: 38% Full Awareness or higher 1.14D: 33% Full Awareness or higher			2026-27 1.14A: 75% Full Awareness or higher 1.14B: 75% Full Awareness or higher 1.14C: 75% Full Awareness or higher 1.14D: 75% Full Awareness or higher	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>1.14D: Summative and Formative Assessments</p> <p>Priority 2 - A Implementation of State Standards Social Studies/History Source: California State Standards Implementation Metric- Social Studies/History conducted in April</p>					
1.15	<p>Distance from Standard for student groups in math:</p> <p>1.15A: All students 1.15B: English Learners 1.15C: Homeless 1.15D: Socio-economic disadvantaged 1.15E: Students with disabilities 1.15F: Hispanic 1.15G: White</p> <p>Priority 4A: Student Achievement Source: California Dashboard Math</p>	<p>2022-23</p> <p>1.15A: (-96) Red 1.15B: (-106.8) Red 1.15C: (-100.1) Orange 1.15D: (-98) Red 1.15E: (-164.1) Red 1.15F: (-95.9) Red 1.15G: (-80.5) Yellow</p>			<p>2025-26</p> <p>1.15A: (-51) *Yellow Increase Significantly +51/Status Low</p> <p>1.15B: (-61.8) *Yellow Increase Significantly +45/Status Low</p> <p>1.15C: (-51) *Yellow Increase Significantly +50/Status Low</p> <p>1.15D: (-51) *Yellow Increase Significantly +47/Status Low</p> <p>1.15E: (-90) *Yellow Increase Significantly</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					+74.1/Status Low  1.15F: (-50.9) *Yellow Increase Significantly +45/Status Low  1.15G: (-35.5) Yellow Increase Significantly +45/Status Low	
1.16	Distance from Standard for student groups in language arts: 1.16A: All students 1.16B: English Learners 1.16C: Homeless 1.16D: Socio-economic disadvantaged 1.16E: Students with disabilities 1.16F: Hispanic 1.16G: White  Priority 4A: Student Achievement Source: California Dashboard ELA	2022-23 1.16A: (-62) Orange 1.16B: (-76.1) Red 1.16C: (-87.3)Orange 1.16D: (-64.4)Orange 1.16E: (-136.1) Orange 1.16F: (-61.9) Orange 1.16G: (-61.9) Orange			2025-26 1.16A: (-42) decrease 20 1.16B (-46.1) decrease 30 1.16C: (-47.3) decrease 40 1.16D: (-64.4) decrease 20 1.16E: (-76.1)decrease 60 1.16F: (-41.9) decrease 20 1.16G: (-41.9) decrease 20	
1.17	% of students identified with chronic absenteeism  1.17A: Homeless 1.17B: African American 1.17C: White	2022-23 RED 1.17A: 42.3% increase 0.5%  ORANGE			2025-26 1.17A: 9% *Green -Decline Significantly - 33.3%/Status Medium	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1.17D: All Students 1.17E: English Learners 1.17F: Foster Youth 1.17G: Hispanic 1.17H: Socioeconomically Disadvantaged 1.17I: Students with Disabilities  Priority 5B: Student Engagement- Chronic Absenteeism Source: California Dashboard -Chronic	1.17B: 64.1% declined 10.3% 1.17C: 35.3% declined 9.4%  YELLOW 1.17D: 24.6% declined 9% 1.17E: 21.1% declined 8.7% 1.17F: 16.7% declined 10.6% 1.17G: 23.8% declined 8% 1.17H: 25% declined 8.9% 1.17I: 31.6% declined 9.1%			1.17B: 9% *Green -Decline Significantly - 55.1%/Status Medium  1.17C: 9% *Green - Decline Significantly - 26.3% /Status Medium  1.17D: 9% *Green -Decline Significantly - 15.6%/Status Medium  1.17E: 9% *Green - Decline Significantly - 11.1%/Status Medium  1.17F: 9% *Green -Decline - 7.7%/Status Medium  1.17G: 9% *Green - Decline Significantly - 14.8%/Status Medium  1.17H: 9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					*Green - Decline Significantly - 16%/Status Medium  1.171: Students with Disabilities 9% *Green -Decline Significantly - 22.6%/Status Medium	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.  
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Personnel support staff and training	<p>Continuity of instruction is supported by well-prepared staff who have mastery of, or have received training targeted on strategies to support district unduplicated student needs. Attracting staff who are empathetic and are committed to serving our community demographics and then retaining them is critical. Providing district support staff to accomplish this task is the purpose of this action step with the goal of attracting and retaining staff in a highly competitive market and with many options in the larger municipal area of Bakersfield. The LCAP funded District Human Resources Director, working directly with district and program administrators focuses on ensuring appropriately credentialed staff and supporting an inclusive environment working with Teachers on Special Assignment (TOSAS) LCAP funded action (1.2) to ensure development of a well-trained staff as our status as a rural district makes it extremely difficult to fill positions at all levels. Continuing current efforts is expected to maintain our rate of zero mis-assignments.</p> <p>Induction and Intern Mentors provide direct guidance for provisional teachers to support moving through the credentialing process with costs including LCAP funded stipends and trainings. Their work is supported by a contract with Kern County Superintendent of Schools support services providing Induction and Mentor guidance and workshops.</p> <p>Dual Immersion stipends to promote retention of staff with Bilingual Certification.</p> <p>Teacher Residency program: "Cultivando Maestros" preparation pathway for certification to instruction in Dual Immersion in coordination with Cal State Bakersfield. Costs to include mentor stipends and contract.</p> <p>Supplies to support staff and to promote appreciation, recognition and retention in their positions.</p>	\$522,900.00	Yes
1.2	District Program Personnel assigned to ensuring foundations for	The Director of Curriculum and Instruction, Director of Student Services (funded Special Education), Supervisor II of Early Childhood Education, Vice Principals at all sites, and Dean at Haven Drive will be charged with ensuring quality functional learning environments, leading Common Core	\$2,166,156.00	Yes

Action #	Title	Description	Total Funds	Contributing
	implementation of standards and 21st century skills development	<p>implementation, professional development, and coaching for instructional staff, since our data shows the majority of our student groups are performing in the very low or low performance levels on state assessment for English Language Arts and Math.</p> <p>Additionally, one Certificated Technology staff member and five Classified Technology staff members will ensure functionality/access to district technology and data systems leading to 21st Century skills and utilization of 1 to 1 technology in all classrooms to ensure support for disaggregating data that will further enhance student academic achievement.</p>		
<b>1.3</b>	Staff to support implementation of standards	<p>Four district Teachers on Special Assignment and four Academic Coaches (one at each site) will facilitate professional development and accessibility of data for groups, coaching for grade levels, and 1 on 1 targeted support for certificated and classified staff to support all students but specifically the English Learners, foster, socioeconomically disadvantaged, and special education students as their academic achievement falls below that of all students on Distance From Standard in Language Arts and Math and CAASPP Meeting or Exceeding Standard based on 2022-2023 Assessment Data.</p> <p>An equity TOSA will support district and site staff use of data within Professional Learning Teams, MTSS structures, and parent engagement to support student attainment of standards mastery with a focus on ensuring data for all student groups is available and utilized to address needs.</p> <p>Substitutes or overtime to facilitate training related to framework implementation - subs for up to 6 days of leadership and two Saturdays.</p>	\$1,386,232.00	Yes
<b>1.4</b>	Family Resource Center to meet basic needs	The Family Resource Center is essential for meeting diverse needs, promoting equity and inclusion, preventing crises, fostering community connections, collaborating with partners, empowering families as advocates, and evaluating and improving services to LCAP focus families.	\$2,379,494.00	Yes

Action #	Title	Description	Total Funds	Contributing
		These efforts contribute to the well-being, stability, and resilience of families and communities, making FRCs indispensable assets in the social fabric of society. This action step includes the Family Resource Center Director, two Family Advocates, and a Support Services Clerk. In conjunction with an SBHIP grant, additional funds are being set aside to complete construction of an additional building at the FRC complex to provide the ability to expand services through a Community School Model including health, mental health, and parent education services. Funds are included to support homeless student needs.		
<b>1.5</b>	Foster Services	2 Family Advocates and the Director of Student Support Services are identified as key personnel the Foster student group will be assigned to case-management (Family Resource Center staff identified in Action 1.4) Students will be supported through transportation supplemental to regular bussing including associated cost as necessary. Further, this group will be supported through supplemental school supplies and school readiness items to assist with entry into and success in school. Additional needs including access to tutoring, social-emotional support, trauma informed care will be identified by FRC or site personnel and addressed under those district systems.	\$10,000.00	Yes
<b>1.6</b>	Access to a broad course of study	In addition to core classes, continue expanded course offerings to students district wide including 2 rotating district elementary art teachers, 2 rotating district elementary music teachers, and continuing with 1 site based physical education teacher at each elementary site to facilitate student engagement and address the metric for chronic absenteeism, CHKS connectedness/engagement, and Physical Fitness Assessment outcomes. To further address student engagement, implementation of Interactive Science/Project Lead the Way, art, and band/music classes are continued at the middle school as electives with the support of general fund teachers including 1 band teacher, 2 art teachers (1 general fund/1 art and music grant), and current science teachers assigned to elective courses. Continue AVID as a districtwide initiative to support student readiness for college and career including salaries and materials to provide expanded curricular activities. Ensure all student have access to a diverse set of elective courses and the opportunity to participate in hands-on and	\$1,448,420.00	Yes



Action #	Title	Description	Total Funds	Contributing
		engaging activities supported by the purchase of course related materials and related professional development for staff directly instructing classes. Continuation of a 4th Haven Drive PE teacher to keep class sizes small and 1 additional world language Spanish elective teacher.		
<b>1.7</b>	Safe and comfortable physical environment	Due to our district's rural location and extreme weather conditions, continuation of the district's HVAC technician position ensures immediate repairs that facilitate a healthy, safe environment with filtered air without student displacement or interruption of learning for students as CA Dashboard reflects a need for focus on student achievement maximizing learning time is essential.	\$153,701.00	Yes
<b>1.8</b>	Technology infrastructure and devices	Provide technology infrastructure and devices to support equity in education for unduplicated students as well as support for equitable facilities/updates to sites	\$879,136.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Implement multi-faceted strategies aimed at holistic student success and safety focused on social-emotional-behavioral learning initiatives and extra-curricular activities fostering a positive and engaging learning environment, curriculum to ensure equitable academic success, and a supportive physical and emotional environment fostering inclusion and well-being of all students assessed by state and local measures.	Broad Goal

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.

Recent data from the California Dashboard indicates a low or very low level of suspensions across all schools within our district when looking at the group "All Students". Action steps set in place in previous LCAP's supporting these surface level low rates include increasing the amount and hours of Campus Supervisors on campus, providing noon duty staff equitably by site need rather than in equal numbers, ensuring there are two social workers on each campus to support instruction with staff in Social-Emotional Learning and mental health, and to provide groups and individual therapy to address student needs. These staff additions or expansions are directly supported by a set time in the master schedule of each school to focus on SEL curriculum. RULER, was rolled out earlier and fully implemented in 2023. In addition, PBIS implementation, in conjunction with a district-wide referral system and an Alternate to Suspension class, have been developing over the past LCAP term.

While these actions have supported a low suspension rate overall, there is significant disparity among student groups when it comes to suspension, particularly African American and Homeless, who were identified as Orange on the Dashboard. All other groups are Blue or Green. Additional data supporting district and school site challenges includes continued referrals to the Alternate to Suspension class at high levels at the middle school. Additionally, California Healthy Kids data from the 2023-2024 school year noted in Baseline Metrics, within this goal that indicate staff, students, and parents have concerns regarding student connectedness, meaningful engagement, and safety. This is further supported by approximately 25-30% of student negative responses on the Kern Integrated Data System's School Connectiveness survey which is taken in the Fall and Spring by 3rd through 8th graders. They indicated they do not feel it is easy to talk to teachers, that they don't always feel staff care about them or their absences, and that they don't feel they belong in school. Input from staff focus sessions highlight concerns regarding the content and direct supports students receive when enrolled in the Alternate to Suspension directly resulting in the format of the class and staffing duties are being addressed. Additionally, concerns about implementation of major and minor referral consistency of reporting and consistency of consequences that are equitable and restorative vs. punitive have been noted in stakeholder input. The topic of ACES (Adverse Childhood Experiences) has been introduced and Intervention staff support focus on individual needs. However, this staff while "knowing" each student individually, must also focus on the larger scale to support positive interactions versus not excuse inappropriate behaviors, which has not yet been accomplished. While Parent responses from the CHKS indicate a range of 81 to

95% strong agreement with staff implementing strategies for mental health a significant disparity is noted when responding to a question regarding perceptions of school disorder with extremely inconsistent patterns of response from strongly agree to strongly disagree.

We recognize that there continues to be a need to address behavior challenges after they are noted and manifested in various forms, including disruptive behavior in the classroom, conflicts among students, social-emotional struggles, and mental health needs. Input also strongly indicates a need to expand proactive measures that support the focus and expectations of a positive school climate, social emotional learning, and mental health support for all students. This includes acknowledgement of students by supporting and rewards appropriate behavior and focusing on training for interaction strategies to decrease the need for behavior referrals. Strengthening Universal structures (Tier I structures) and prioritizing Supplemental supports (Tier II) and Intensified supports (Tier III interventions) that address the disproportionate suspension rates and fostering a sense of connectedness and belonging among all students, the district aims to create a more inclusive and supportive school climate where every student can thrive academically, socially and emotionally. Monitoring progress through ongoing data analysis and stakeholder feedback, which has begun but is not consistently implemented across the district, will be essential to address the effectiveness of these interventions and make necessary adjustments to ensure continuous improvement. This includes utilization of data at the student, class, grade level, school site and district levels to identify trends, patterns, and areas of concern, allowing for timely interventions.

In summary, while suspension rates may appear low on the surface, our district remains committed to addressing behavior challenges and promoting positive school climate and mental health support for all students with the expectation the positive environment is mirrored in school connectedness and California Health Kids Surveys. Through the implementation of proactive interventions, frameworks, and services, we aim to create a safe, supportive, and inclusive learning environment where every student can thrive academically, socially, and emotionally. Providing ongoing training and professional development opportunities for educators and staff in culturally responsive teaching practices, implicit bias awareness, and trauma-informed approaches will be necessary to provide an equitable learning environment with systems of supports for all students.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students reported as Suspended on the California Dashboard and placement on the dashboard based on status and change  2.1A District Overall 2.1B English Learners 2.1C Hispanic	2022-23 GREEN 2.1A 0.8% maintain 0 2.1B 0.7% declined 0.3% 2.1C 0.8% maintain 0 2.1D 0.8% maintain 0 2.1E 0.3% Increase 0.3%			2025-26 2.1A 0.6% *Green -Maintain - 0.2%/status of Low  2.1B 0.6% *Green - Maintain - 0.1% /status of Low	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2.1D Low Income 2.1E Students with Disabilities 2.1F White 2.1G Foster Youth 2.1H African American 2.1I Homeless 1.9% increased 1.9%  Priority 6A: School Climate- Source: California Dashboard Suspension Indicator	2.1F 1% declined 1.1%  BLUE - 2.1G 0% declined 4%  ORANGE - 2.1H 4.8% maintained 0.1% 2.1I 1.9% increased 1.9%			2.1C 0.6% *Green - Maintain - 0.2%/status of Low  2.1D 0.6% *Green -Maintain - 0.2% /status of Low  2.1E 0.3% *Blue - Maintain 0 / status of Very Low  2..1F 0.6% *Blue - Decline - 0.4%/status of Very Low  2.1G 0% *Blue -Maintain 0 /status of Very Low  2.1H 0.6% *Blue -Decline significantly - 4.2%/status of Low  2.1I 0.6% *Green -Decline - 1.3% /status of Low Low	
2.2	% of Students Expelled  Priority 6B: School Climate-	2022-2023 0%			2025-26 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Data Quest Expulsion Rate					
2.3	<p>% of students responding strongly agree to the following questions on the California Healthy Kids survey.</p> <p>2.3A School Connectedness 5th</p> <p>2.3B School Connectedness 6th</p> <p>2.3C School Connectedness Middle School</p> <p>2.3D Perceived School Safety 5th</p> <p>2.3E Perceived School Safety 6th</p> <p>2.3F Perceived School Safety Middle School</p> <p>2.3G Meaningful Participation 5th</p> <p>2.3H Meaningful Participation 6th</p> <p>2.3I Meaningful Participation Middle School</p> <p>Priority 6C: Survey of Safety and Climate- Source: California Healthy Kids Students</p>	<p>February 1, 2024</p> <p>2.3A 72%</p> <p>2.3B 61%</p> <p>2.3C 39%</p> <p>2.3D 75%</p> <p>2.3E 64%</p> <p>2.3F 34%</p> <p>2.3G 48%</p> <p>2.3H 40%</p> <p>2.3I 15%</p>			<p>2026-27</p> <p>2.3A 85%</p> <p>2.3B 85%</p> <p>2.3C 85%</p> <p>2.3D 85%</p> <p>2.3E 85%</p> <p>2.3F 85%</p> <p>2.3G 75%</p> <p>2.3H 75%</p> <p>2.3I 75%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	<p>% of staff at the elementary or middle school responding strongly agree to the following questions on the California Healthy Kids survey</p> <p>2.4A Safe Place for staff elementary</p> <p>2.4B Safe Place for staff middle school</p> <p>2.4C Safe Place for students elementary</p> <p>2.4D Safe Place for students middle school</p> <p>2.4E Meaningful student participation elementary</p> <p>2.4 F Meaningful student participation middle school</p> <p>Priority 6C: Survey of Safety and Climate-Source: California Healthy Kids Staff</p>	<p>February 1, 2024</p> <p>2.4A 41%</p> <p>2.4B 19%</p> <p>2.4C 43%</p> <p>2.4D 16%</p> <p>2.4E 39%</p> <p>2.4F 22%</p>			<p>2026-27</p> <p>2.4A 75%</p> <p>2.4B 75%</p> <p>2.4C 75%</p> <p>2.4D 75%</p> <p>2.4E 75%</p> <p>2.4F 75%</p>	
2.5	% of parents at the elementary or middle school responding strongly agree to the following questions on the California Healthy Kids survey	<p>2023-2024 data</p> <p>2.5A 50% to 56%</p> <p>2.5B 28%</p> <p>2.5C 46 to 53%</p> <p>2.5D 38%</p>			<p>2026-27</p> <p>2.5A 75%</p> <p>2.5B 65%</p> <p>2.5C 75%</p> <p>2.5D 65%</p> <p>2.5E 60%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2.5A Safe place elementary range 2.5B Safe place middle school  2.5C Meaningful student engagement elementary range 2.5D Meaningful student engagement middle school  2.5E Facilities well maintained elementary range 2.5F Facilities well maintained middle school  Priority 6C: Survey of Safety and Climate-Source: California Healthy Kids Parents	2.5E 39 to 53% 2.5F 30%			2.5F 30%	
2.6	% of students responding agree or strongly agree to the following questions on the Kern Integrated Data Systems (KiDS) Connectedness Survey Spring:  2.6A I feel like it is easy to talk with teachers/ staff at this school.	2023-24 2.6A 70.51% 2.6B 74.16% 2.6C 75.9% 2.6D 69.02%			2026-27 2.6A 85% 2.6B 95% 2.6C 95% 2.6D 85%	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>2.6B I feel like my teachers and school staff care about me.</p> <p>2.6C If I am absent, I feel like there is a teacher or some other adult who will notice my absence.</p> <p>2.6D I feel like I belong when I am at school.</p> <p>Priority 6C: Survey of Safety and Climate-Source: Kern Integrated Data Systems (KiDS) Connectedness Survey Spring</p>					
2.7	<p>% of students identified with chronic absenteeism</p> <p>2.7A: Homeless</p> <p>2.7B: African American</p> <p>2.7C: White</p> <p>2.7D: All Students</p> <p>2.7E: English Learners</p> <p>2.7F: Foster Youth</p> <p>2.7G: Hispanic</p> <p>2.7H: Socioeconomically Disadvantaged</p> <p>2.7I: Students with Disabilities</p>	<p>2022-23 RED 2.7A: 42.3% increase 0.5%</p> <p>ORANGE 2.7B: 64.1% declined 10.3%</p> <p>2.7C: 35.3% declined 9.4%</p> <p>YELLOW 2.7D: 24.6% declined 9%</p> <p>2.7E: 21.1% declined 8.7%</p>			<p>2025-26 2.7A: 9% *Green -Decline Significantly - 33.3%/Status Medium</p> <p>2.7B: 9% *Green -Decline Significantly - 55.1%/Status Medium</p> <p>2.7C: 9% *Green - Decline Significantly -</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 5B: Student Engagement- Chronic Absenteeism Source: California Dashboard -Chronic	2.7F: 16.7% declined 10.6% 2.7G: 23.8% declined 8% 2.7H: 25% declined 8.9% 2.7I: 31.6% declined 9.1%			26.3% /Status Medium  2.7D: 9% *Green -Decline Significantly - 15.6%/Status Medium  2.7E: 9% *Green - Decline Significantly - 11.1%/Status Medium  2.7F: 9% *Green -Decline - 7.7%/Status Medium  2.7G: 9% *Green - Decline Significantly - 14.8%/Status Medium  2.7H: 9% *Green - Decline Significantly - 16%/Status Medium  2.7I: Students with Disabilities 9% *Green -Decline Significantly -	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					22.6%/Status Medium	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Tier 1 /PBIS Engagement and Safety	One Campus Supervisor at each elementary campus and four Campus Supervisors at the district middle school will contact families and utilize data from AERIES, Kern Integrated Data Systems, and PBIS Online (also funded out of this action step) to monitor daily/weekly/monthly behavior referrals and identify trends. Implement proactive Tier 1 incentives and restorative practices through early intervention protocols to identify students at risk and provide targeted support services to address underlying barriers. This may involve collaborating with social workers and other district staff to personalized interventions, such as mentoring,	\$767,039.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>counseling, and assistance. Provide proactive incentives and targeted interventions including conducting home visits and conferencing. Offer resources, workshops, and family engagement opportunities to empower parents and guardians in promoting positive behavior habits and addressing challenges that may impact their child's safety and wellbeing at school. Provide professional development for educators and staff to enhance their understanding of the factors influencing student behaviors and Adverse Childhood Experiences and equip them with strategies to support positive behavior routines.</p> <p>An initial 22 contracted Noon duty positions are identified among the four school sites to provide safety, security and supervision for students during lunch periods. Additional non-contracted (less than 2 hour) noon duty and gate assistant positions will be identified by site administration to cover areas of need and will play a critical role in ensuring the safety and well-being of students during non-instructional periods, such as lunch breaks and arrival/dismissal times. By enhancing support for these positions, we aim to create a secure and orderly environment where students can engage in positive social interactions, follow school rules, and transition safely between activities. Staffing allocation: will be assessed and assigned based on student population size, campus layout, and specific safety concerns. Resources and time will be set aside to train noon duty/gate assistants to provide appropriate and sufficient coverage during designated periods as students state staff should be trained to work more positively with students.</p> <p>PBIS (Positive Behavioral Interventions and Supports) is a proactive approach to establishing the behavioral supports and social culture needed for staff implementation and to support all students in a school to achieve social, emotional, and academic success. The PBIS online Digital Reinforcement System supports a system for acknowledging and reinforcing positive behavior, while providing a platform to track student behavior and monitor progress towards behavioral goals allowing regular communication with parents to share updates. Addition of Suite 360 training will be funded to enhance the implementation of the program.</p> <p>SEL curriculum is integrated into our educational programs to support the social, emotional, and behavioral development of students. Through SEL</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>instruction and activities, students learn essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. RULER curriculum to support instruction of Social-Emotional vocabulary, implementation of skills, and awareness of mental health wellness will continue to be implemented through a focused period in the master schedule of each site and ongoing use of strategies and vocabulary through the school day. Calming corners and their appropriate use for a mental health break, rather than an escape or avoidance strategy, will be promoted throughout the district through professional development and administrative support/expectations. Safe School Ambassadors at each site support a welcoming and safe environment and their activities are budgeted within this action goal.</p> <p>California Healthy Kids Survey provides an opportunity for yearly data gathering from all staff, all families, and 5th, 6th, and 7th grade students specifically as it relates to meaningful engagement, connectedness, and safety. In addition a TUPE module is added to provide student reported information regarding alcohol and drug use.</p> <p>Professional development for implementation of RULER, PBIS, tiered supports and interventions, attention to implicit bias, acknowledging Adverse Childhood Experiences, establishing consistency with referrals/restorative consequences, and setting expectations for appropriate interactions between adults/adults, adults/students, and students/students will be scheduled on a monthly basis and focused on needs of the site based needs identified through reviewed data.</p>		
<b>2.2</b>	<b>Mental Health Professionals</b>	Integrating social workers into school sites to enhance the availability and effectiveness of social-emotional support services for students. Two Social workers will be assigned to each school site and one Clinica Sierra Vista Counselor will play a crucial role in addressing the diverse social and emotional needs of students, thereby contributing to their overall well-being and academic success. By integrating social workers at school sites, we aim to provide timely and targeted support to students, families, and staff members. This includes providing trauma-informed care, crisis intervention, building of cultural competence, and collaboration with	\$1,377,071.00	Yes

Action #	Title	Description	Total Funds	Contributing
		educators and community partners. Develop protocols and procedures for referrals, case management, and information sharing to ensure seamless service delivery. Work collaboratively with school-based teams to develop and implement individualized support plans for students with social-emotional needs. Utilize assessment data, input from teachers and parents, and evidence-based interventions to tailor support services to meet the unique needs of each student		
<b>2.3</b>	Student Recognitions	Establish a system of student recognitions and incentives for positive behavior that fosters a positive school climate, supports social-emotional development, and promotes academic achievement. This may include time to build strong relationships with others, certificates, prizes, awards, field trips, and specifically the Haven Drive Graduation trip to take place on a Saturday in May after grades are submitted. Student recognitions and incentives for positive behavior play a crucial role in reinforcing desired behaviors, motivating students to excel, and creating a positive and supportive school culture. By implementing a comprehensive system of recognitions and incentives, we aim to cultivate a school environment where students feel valued, respected, and empowered to make positive choices.	\$100,000.00	Yes
<b>2.4</b>	Haven Drive sports/clubs	Through the provision of extra-curricular activities at the middle school, we aim to enhance student connectedness, promote positive behavior, and create a supportive and inclusive school environment where all students can thrive academically and socially. This action step provides extra-curricular activities including stipends for sports, clubs, and related materials/travel.  Consider addition of weightlifting equipment for the middle school and benches for sports attendees.	\$430,000.00	Yes
<b>2.5</b>	Facility safety supports	Expand, enhance, and/or upgrade facilities/materials for student safety and welcoming environment. This action step includes items such as additional cameras, fences, Vape sensors, and signage.	\$660,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Additional custodians, 1 per campus to support this action step. Currently Raptor is being funded, yet Verkada is being piloted for a possible shift in visitor management system.</p> <p>Contracted crossing guard continued extra duty at Haven and Stockton.</p>		
<b>2.6</b>	Alternative to Suspension class	<p>We recognize that traditional suspension practices may not always be the most effective or beneficial approach to addressing behavioral issues. Therefore, we have developed an Alternate to Suspension program that provides students with alternative interventions and supports designed to address the underlying causes of their behavior while keeping them engaged in the learning process. Refined implementation of an Alternative to Suspension class and system of check-in/check-outs for students who have been identified as having committed an act justifying suspension by Education Code will be facilitated by a separate class to include a certificated teacher, 3 instructional assistants, and Bluewater Curriculum and Consulting materials and training support. Class content will include structured Bluewater lessons, expectations for completing classwork sent by rostered teachers, a differentiated schedule of arrival and departure, monitored access to facilities outside the ALA classroom, a required parent meeting for entering and exiting the program, and check-in/check-out with rostered teachers to promote continued implementation of skill sets promoted by the class.</p>	\$253,000.00	Yes



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Implement a comprehensive attendance improvement program targeting chronic absenteeism, utilizing strategies such as personalized outreach, early intervention, and community engagement to foster a positive attendance culture within the school community to be assessed by state and local measures.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Given the persistent challenges highlighted by the California Dashboard Chronic Absenteeism Data, it is imperative for the Arvin Union School District to address disparities within data which indicate improvement but continued high levels of chronic absenteeism especially among particular student groups. To address these concerns, the Local Control and Accountability Plan (LCAP) proposes Goal #3 focused on attendance in alignment with the district's commitment to fostering a positive and inclusive school environment where all students feel connected, engaged, and supported.

Previous attendance intervention efforts have resulted in positive outcomes as displayed on the California Dashboard including:

1. An overall attendance rate increase year to date over the last 2 years with an approximate 1% increase above 2022-2023.
2. A decrease in chronic absenteeism between 2021-2022 and 2022-2023 of approximately 9% overall which has continued to decrease slightly in 2023-2024 as measured year to date.
3. Three out of four campuses have decreased their year to date chronic absenteeism rate for All Students and a majority of the student groups.
4. The percentage of All Students within the Satisfactory attendance range has increased in 2023-2024.

Current data points, which indicate a need to continue to address attendance, include 2023-2024 Dashboard data which is supplemented with data updated daily in the Kern Integrated Data System.

Dashboard data indicates: The Homeless student group chronic rate was extremely high at 42.3% chronically absent with a 0.5% increase while all the chronic rate of all other groups declined.

African American and White reported chronic absenteeism groups contain very small numbers of students and, while the chronic rate declined an impressive 10.3% and 9.4% respectively, the African American student group was indicated to be extremely high chronic at 64.1% and White at 35.3 %. English Learners, Foster Youth, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities chronic absentee rates range from 16.7% to 31.6% with strong declines in chronic absenteeism ranging from 8.7% and 10.6%.

Compounding the noted concerns are continued 2023-2024 school year patterns reported in the Kern Integrated Data System of attendance rates at or below 94% and chronic attendance rates continuing to soar into the high 20's and 30's depending on the student group. (See Baseline metrics)

Specific attendance patterns gathered through KIDS or A2A mid-year reporting indicate the following:

1. Students miss Monday and Friday well above the average absences ranging between 227 and 366 students per day beginning in October.
2. Negative attendance patterns significantly are demonstrated by data between October and mid-February.
3. The absence rate on days right before Thanksgiving and Winter Breaks have significantly high absence rates.
4. The absence rate on weeks before and after Winter Break are well above the average.
5. TK has a chronic absentee rate higher than all other grades.
6. The district chronic rate by grade begins high at TK, decreases from Kindergarten through 6th grade, and then increases dramatically for 7th and 8th grade.
7. Each elementary has decreased their chronic rate while the middle school rate has increased in 2023-2024. The middle school began taking period attendance this year which may be a factor in the reporting of this increased rate.
8. A2A reports an improvement rate of 57% on the 2023-2024 mid-year following a parent conference - however the improvement rates vary drastically from 43% to 92% among our four schools.

By prioritizing Tier 1 structures and tiered interventions that focus on reducing chronic absenteeism rates, the district aims to create a more supportive and conducive learning environment where every student is present and engaged in their education. Monitoring progress regularly as part of an ongoing data analysis protocol over a 3 year period, with the goal of achieving an overall improvement of between 15 and 50 percent in chronic absenteeism rates, will be essential to ensure the effectiveness of these interventions and drive sustainable improvements in student attendance across the district. This is especially important as absent students miss critical instruction leading to positive academic outcomes.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of students identified with chronic absenteeism	2022-23 RED 3.1A: 42.3% increase 0.5%			2025-26 3.1A: 9% *Green -Decline Significantly - 33.3%/Status Medium	
	3.1A: Homeless					
	3.1B: African American	ORANGE				
	3.1C: White	3.1B: 64.1% declined				
	3.1D: All Students	10.3%			3.1B: 9%	
	3.1E: English Learners	3.1C: 35.3% declined			*Green -Decline	
	3.1F: Foster Youth	9.4%			Significantly -	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3.1G: Hispanic 3.1H: Socioeconomically Disadvantaged 3.1I: Students with Disabilities  Priority 5B: Student Engagement- Chronic Absenteeism Source: California Dashboard -Chronic	YELLOW 3.1D: 24.6% declined 9% 3.1E: 21.1% declined 8.7% 3.1F: 16.7% declined 10.6% 3.1G: 23.8% declined 8% 3.1H: 25% declined 8.9% 3.1I: 31.6% declined 9.1%			55.1%/Status Medium  3.1C: 9% *Green - Decline Significantly - 26.3% /Status Medium  3.1D: 9% *Green -Decline Significantly - 15.6%/Status Medium  3.1E: 9% *Green - Decline Significantly - 11.1%/Status Medium  3.1F: 9% *Green -Decline - 7.7%/Status Medium  3.1G: 9% *Green - Decline Significantly - 14.8%/Status Medium  3.1H: 9% *Green - Decline Significantly - 16%/Status Medium	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					3.1I: Students with Disabilities 9% *Green -Decline Significantly - 22.6%/Status Medium	
3.2	<p>Average daily attendance Spotlight</p> <p>3.2A: Days Red well above the average absence rate (more than 227)</p> <p>3.2B: Days Yellow 196</p> <p>3.2C: Days Green well below average absence rate (less than 165)</p> <p>3.2D Red Fridays</p> <p>3.2E Red Mondays</p> <p>Priority 5B: Student Engagement - Chronic Absenteeism</p> <p>Source: Attention2Attendance End of Year Report</p>	<p>2023-24</p> <p>3.2A 41</p> <p>3.2B 72</p> <p>3.2C 67</p> <p>3.2D 14</p> <p>3.2E 12</p>			<p>2026-27</p> <p>3.2A 35</p> <p>3.2B 76</p> <p>3.2C 69</p> <p>3.2D 10</p> <p>3.2E 10</p>	
3.3	<p>% of students dropping out of the middle school</p> <p>Priority 5C: Student Engagement-Middle School Drop out rate</p> <p>Source: Dataquest</p>	<p>2023-2024</p> <p>0%</p>			<p>2026-2027</p> <p>0%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Average daily attendance percentage for: 3.4A All students 3.4B Socio-economically disadvantaged 3.4C Migrant 3.4D Homeless 3.4E Foster 3.4F Students with Disabilities 3.4G English Learner 3.4H White 3.4I Hispanic 3.4J African American 3.4K American Indian 3.4L Asian  Priority 5A: Student Engagement - School Attendance Source: KiDS/local data	2023-24 3.4A 93.70% 3.4B 94% 3.4C 94% 3.4D 93% 3.4E 97% 3.4F 92% 3.4G 94% 3.4H 91% 3.4I 94% 3.4J 93% 3.4K 69% 3.4L 93%			2026-27 3.4A 95% 3.4B 95% 3.4C 95% 3.4D 95% 3.4E 95% 3.4F 95% 3.4G 95% 3.4H 95% 3.4I 95% 3.4J 95% 3.4K 95% 3.4L 95%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Data Monitoring, Analysis, and Intervention	<p>Implement a robust attendance tracking system to regularly monitor and analyze attendance data at the individual student, classroom, and school levels. Utilize this data to identify trends, patterns, and areas of concern, allowing for timely interventions and adjustments to support strategies.</p> <p>One School Attendance Clerk and two Student Success Facilitators at each campus will contact families and utilize data from AERIES (general fund), Kern Integrated Data Systems (LCAP Action 501), and Attention2Attendance (funded out of this action) to monitor daily/weekly/monthly chronic attendance rates and identify trends. Implement early intervention protocols to identify students at risk of chronic absenteeism and provide targeted support services to address underlying barriers. This may involve collaborating with social workers and other district staff to personalized interventions, such as mentoring, counseling, and assistance. Provide proactive incentives and targeted interventions including conducting home visits and conferencing followed, as necessary, by Student Attendance Review Team intervention support meetings to target manageable and chronic students. Offer resources, workshops, and family engagement opportunities to empower parents and guardians in promoting positive attendance habits and addressing challenges that may impact their child's attendance. Provide professional development for educators and staff to enhance their understanding of the factors influencing student attendance and equip them with strategies to support positive attendance routines.</p> <p>The attendance information system, A2A, will be utilized to provide Truancy Letters, Tardy Letters, and Excessive Excused Absence Letters to ensure families are aware of their absence status. Data accuracy will</p>	\$891,508.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>continue to be reviewed and prior to the end of contract date other companies will be considered to provide more actionable data.</p> <p>AERIES, the district's Student Information System paid by the general fund, is utilized to run reports for various absence patterns typically prompted by the School Attendance Clerk. Absence verification letters are available within the system and may be utilized by SSF's to target individual students who are trending chronic.</p>		
<b>3.2</b>	Provide wrap-around services - focus physical health	<p>A School Nurse will be assigned to each school site to provide physical health services and basic needs assistance to address the holistic needs of students and their families and support regular attendance. In addition, a district health clerk will support health services, communication, and outreach.</p> <p>The nurse will conduct health assessments to identify any underlying health issues that may contribute to chronic absenteeism. This includes identifying students with chronic illnesses, disabilities, or other health concerns that may impact their ability to attend school regularly. The nurse will provide health education sessions for students, parents, and staff on topics such as hygiene, nutrition, and managing chronic health conditions. By promoting overall well-being, the nurse helps reduce absenteeism due to preventable health issues. When students do become ill during school hours, the nurse will provide immediate care and determine if the student needs to go home. By promptly addressing health concerns, the nurses help minimize extended absences due to illness. They will work closely with other support staff to meet the needs of students.</p> <p>The health clerk will support the nurse in providing basic health services, such as administering medications, first aid, and managing student health records. By ensuring students' health needs are addressed promptly, the health clerk helps minimize absences related to health issues.</p>	\$550,653.00	Yes



Action #	Title	Description	Total Funds	Contributing
3.3	Homeless Attendance Campaign	Materials/items to meet basic needs including transportation and support costs to support positive attendance rates for homeless students.	\$10,000.00	Yes
3.4	Attendance Recognition	<p>Develop and implement targeted outreach campaigns to raise awareness about the importance of regular attendance among students, parents, and guardians. This includes creating informational materials, organizing workshops, and utilizing various communication channels (e.g., newsletters, social media, parent-teacher conferences) to disseminate information and encourage participation.</p> <p>Establish incentive programs to recognize and reward students with exemplary attendance records. Incentives may include certificates of recognition, privileges (e.g., preferred seating, independent choice time), and participation in special events or activities. Targeted attendance campaigns will be focused on TK and Kindergarten as well as the Middle School 7th and 8th grade. In addition, Student Success Facilitators have been charged with creating attendance incentive programs for Mondays and Fridays to combat low attendance as well as messaging for excessive absences around school break periods.</p>	\$40,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Enhance parental and community involvement in addressing outcomes for all students by establishing regular communication channels, organizing workshops for shared learning, and collaborating with families to create tailored support plans for students facing challenges assessed through local measures.	Broad Goal

### State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)

### An explanation of why the LEA has developed this goal.

The Arvin Union School District has developed the goal of enhancing parental and community involvement as a critical component of the Local Control and Accountability Plan (LCAP) to address outcomes for all students. This goal is rooted in the recognition that student success is deeply influenced by the collaboration and support of families and the broader community.

California Healthy Kids Parent Survey responses indicate a range between 30% and 53% when responding to the question does the school support you to be an active partner. Three schools met or exceeded their previous results on this question. In response to the CHKS parent question regarding acquiring parent input the range was 32 to 57% with 3 schools showing improved results in this area. Additionally, between 51% and 70% among the four schools felt welcomed. Significantly, these three questions indicate over 50% of parents do not perceive themselves as key stakeholders which requires a deeper dive and focus to improve as staff surveys also indicate similar results. This work will be supported as part of our Community School Implementation Grant work.

Parent Square will continue to be utilized for the 2024-2025 school year as over 95% are registered and are able to access the platform at the minimum through text messages. However, students mentioned that some parents may not understand how to access the app for fullest use of the platform and that workshops to support utilization would be beneficial which will be planned.

Learning events and workshops were promoted during input by Parents and Students with a focus on positive, engaging themed learning events to be offered at various times and with translators to accommodate work schedules with babysitting and including workshops on Zoom with a variety of learning targets to promote parent involvement and awareness of grade level standards. Organizing workshops for shared learning further strengthens the connections between schools and families by providing opportunities for parents and staff to gain insights into various aspects of enrolled children's education, such as curriculum, assessment, and social-emotional development. These workshops will serve as platforms to exchange ideas, share experiences, and build a sense of community. It is critical to ensure an expanded outreach to engage more parents as sign-in sheets indicate continuing participants represent a small group of engaged parents.

Regular communication channels are essential for fostering strong partnerships between schools, families, and the community. By establishing consistent and accessible communication channels, such as newsletters, emails, and parent teacher conferences/home calls, the district aims to keep families informed about their children's progress, upcoming events, and available resources. This ensures that parents are engaged and empowered to support their children's educational journey effectively.

Collaborating with families to create tailored support plans for students facing challenges is crucial to addressing the diverse needs of all students. By involving parents in the assessment process and soliciting their input, teams can develop personalized support plans that take into account the unique strengths, interests, and challenges of each student. These support plans may include academic interventions or extensions, social-emotional supports, and access to additional resources both within and outside the school community.

Overall, enhancing parental and community involvement aligns with the district's commitment to creating a supportive and inclusive learning environment where every student has the opportunity to thrive. By fostering strong partnerships with families and the community, the district can better support student success, improve academic outcomes, and promote overall well-being as parent participation outside of Parent Conferences is extremely limited as noted by workshop attendance. Specific site events with focus areas and targeted advertising during the 2023-2024 school year prompted large turn-outs, however these are not consistent across the district in scope, quantity, or focus. Parents are requesting grade level specific workshops related to what their child is expected to be learning.

Suggested by parents are folders/packets of materials to support implementing learning from the workshops. Students mentioned that providing food and drinks for parent activities may support encouraging parents to attend and that personal phone calls are good ideas to share information. Events such as Lunch on the Lawn will be planned on a more regular basis given input from students.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students identified with chronic absenteeism	2022-23 RED 4.1A: 42.3% increased 0.5%			2025-26 4.1A: 9% *Green -Decline Significantly - 33.3%/Status Medium	
	4.1A: Homeless					
	4.1B: African American	ORANGE				
	4.1C: White	4.1B: 64.1% declined 10.3%				
	4.1D: All Students				4.1B: 9%	
	4.1E: English Learners	4.1C: 35.3% declined 9.4%			*Green -Decline Significantly - 55.1%/Status Medium	
	4.1F: Foster Youth					
	4.1G: Hispanic	YELLOW				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	4.1H: Socioeconomically Disadvantaged 4.1I: Students with Disabilities  Priority 5B: Student Engagement- Chronic Absenteeism Source: California Dashboard -Chronic	4.1D: 24.6% declined 9% 4.1E: 21.1% declined 8.7% 4.1F: 16.7% declined 10.6% 4.1G: 23.8% declined 8% 4.1H: 25% declined 8.9% 4.1I: 31.6% declined 9.1%			4.1C: 9% *Green - Decline Significantly - 26.3% /Status Medium  4.1D: 9% *Green -Decline Significantly - 15.6%/Status Medium  4.1E: 9% *Green - Decline Significantly - 11.1%/Status Medium  4.1F: 9% *Green -Decline - 7.7%/Status Medium  4.1G: 9% *Green - Decline Significantly - 14.8%/Status Medium  4.1H: 9% *Green - Decline Significantly - 16%/Status Medium  4.1I: Students with Disabilities 9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					*Green -Decline Significantly - 22.6%/Status Medium	
4.2	Distance from Standard for student groups in math: 4.2A: All students 4.2B: English Learners 4.2C: Homeless 4.2D: Socio-economic disadvantaged 4.2E: Students with disabilities 4.2F: Hispanic 4.2G: White  Priority 4A: Student Achievement Source: California Dashboard Math	2022-23 4.2A: (-96) Red 4.2B: (-106.8) Red 4.2C: (-100.1) Orange 4.2D: (-98) Red 4.2E: (-164.1) Red 4.2F: (-95.9) Red 4.2G: (-80.5) Yellow			2025-26 4.2A: (-51) *Yellow Increase Significantly +51/Status Low  4.2B: (-61.8) *Yellow Increase Significantly +45/Status Low  4.2C: (-51) *Yellow Increase Significantly +50/Status Low  4.2D: (-51) *Yellow Increase Significantly +47/Status Low  4.2E: (-90) *Yellow Increase Significantly +74.1/Status Low  4.2F: (-50.9) *Yellow Increase Significantly +45/Status Low  4.2G: (-35.5)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Yellow Increase Significantly +45/Status Low	
4.3	<p>Distance from Standard for student groups in language arts:</p> <p>4.3A: All students</p> <p>4.3B: English Learners</p> <p>4.3C: Homeless</p> <p>4.3D: Socio-economic disadvantaged</p> <p>4.3E: Students with disabilities</p> <p>4.3F: Hispanic</p> <p>4.3G: White</p> <p>Priority 4A: Student Achievement</p> <p>Source: California Dashboard ELA</p>	<p>2022-23</p> <p>4.3A: (-62) Orange</p> <p>4.3B: (-76.1) Red</p> <p>4.3C: (-87.3)Orange</p> <p>4.3D: (-64.4)Orange</p> <p>4.3E: (-136.1) Orange</p> <p>4.3F: (-61.9) Orange</p> <p>4.3G: (-61.9) Orange</p>			<p>2025-26</p> <p>4.3A: (-42) decrease 20</p> <p>4.3B (-46.1) decrease 30</p> <p>4.3C: (-47.3) decrease 40</p> <p>4.3D: (-64.4) decrease 20</p> <p>4.3E: (-76.1)decrease 60</p> <p>4.3F: (-41.9) decrease 20</p> <p>4.3G: (-41.9) decrease 20</p>	
4.4	<p>% of parents responding strongly agree to the following questions:</p> <p>*The school encourages me to be an active partner</p> <p>4.4A: elementary range</p> <p>4.4B: middle school</p> <p>*The school actively seeks the input of parents.</p> <p>4.4C: elementary range</p> <p>4.4D: middle school</p>	<p>2023-24</p> <p>4.4A: 39 to 53%</p> <p>4.4B: 30%</p> <p>4.4C: 40 to 57%</p> <p>4.4D: 32%</p>			<p>2026-27</p> <p>4.4A: 65%</p> <p>4.4B: 60%</p> <p>4.4C: 65%</p> <p>4.4D: 60%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 3A: Parent Involvement and Family Engagement- Source: California Healthy Kids Survey Parents					
4.5	<p>% of staff rating topics excelling or higher based on a 4 point rubric: (Emerging, Progressing, Excelling, and Building Capacity)</p> <p>4.5A Welcoming Community 4.5B Communicating Effectively 4.5C Supporting Student Success 4.5D Speaking up for Child/Advocacy 4.5E Sharing Power Leadership 4.5F Collaborating / Community</p> <p>Priority 3B: Family and Community Engagement Source: Butte County Survey</p>	<p>2023-24</p> <p>4.5A 46% 4.5B 59% 4.5C 45% 4.5D 48% 4.5E 48% 4.5F 36% 4.5G 42%</p>			<p>2026-27</p> <p>4.5A 60% 4.5B 70% 4.5C 60% 4.5D 60% 4.5E 60% 4.5F 55% 4.5G 55%</p>	
4.6	<p>% of students represented by parent attendance in at least one grade level academic workshop</p> <p>4.6A TK</p>	<p>2023-24</p> <p>4.6A 0% new metric 4.6B 0% new metric 4.6C 0% new metric 4.6D 0% new metric 4.6E 0% new metric</p>			<p>2026-27</p> <p>4.6A 75% 4.6B 75% 4.6C 75% 4.6D 75% 4.6E 75%</p>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	4.6B K 4.6C 1 4.6D 2 4.6E 3 4.6F 4 4.6G 5 4.6H 6 4.6I 7 4.6J 8  Priority 3B: Parent Involvement and Family Engagement- Source: District Surveys / sign in	4.6F 0% new metric 4.6G 0% new metric 4.6H 0% new metric 4.6I 0% new metric 4.6J 0% new metric			4.6F 75% 4.6G 75% 4.6H 75% 4.6I 50% 4.6J 50%	
4.7	% of children represented at parent conferences 4.7A: elementary 4.7B: middle school  Priority 3B: Parent Involvement and Family Engagement- Source: School site documentation	2023-24 4.7A 97% 4.7B 0% set baseline			2026-27 4.7A 98% 4.7B 75%	
4.8	% of parents of Special Education students completing Special Education Parent Advisory survey  Priority 3C: Parent and Family Engagement-	2023-24 9%			2026-27 33%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: District Parent survey					

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enhanced Parent Communication	A Parent Ambassador Coordinator will conduct lead district communications through the utilization of Parent Square, Facebook, printed newsletters, and posting to the district website. This funded position will support coordination of outreach services and workshops with staff funded out of other action steps including: 2 Student Success Facilitators per site, 1 Campus Supervisor per elementary and 3 at the middle school, 2 Social Workers at each site, and administration to build a stronger home to school connection for families. Workshops will be determined by Trimester and to include Parent University classes, Latino Family Literacy,	\$584,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Parenting Partners, Family Meals, etc. These efforts and others will be supported by a Community Liaison directly responsible for participating in district parent meetings for interpretation and to facilitate translation of district level communications.</p> <p>Categorical Clerks (1 per school site) will support parent communication at each site. (funded out of this action step)</p> <p>School sites will be expected to post regularly utilizing Parent Square including promotion of upcoming events, day to day activities on campus, and to share celebrations.</p> <p>Expand services through a Community Schools Grant Implementation Grant will begin. Goals include building capacity of community outreach through on site services, FRC expansion, and home/school outreach through funded visits.</p> <p>The district will continue to consider Apptegy as an alternate or addition to Parent Square and a meeting has been set for November 2024. Parent Square is funded out of this action step.</p>		
4.2	Enhanced parent engagement opportunities	<p>Following a planning session prior to the end of the 2023-2024 school year, school site administrators will schedule and then work closely with certificated and classified staff to assure of a minimum of 5 workshops to be completed monthly prior to April, for each grade level/ and combinations of departments to support ELA, Math, and ELD promoting standards-aligned engaging activities for parents to then carry on with their students. This will be facilitated by the district Equity TOSA (funded in Goal 1) as well as supported by Categorical Clerks (funded Action 4.1) who will be responsible for advertising, gathering materials, and reporting data from survey outcomes. A district structure will be provided as a guideline for a minimum of 20 minute workshops to be provided by Zoom or recording to be posted utilizing all district teachers. This is expected to be in addition to ongoing events which will be calendared by site administration as part of year-end check out.</p>	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Parent conference delivery will be reviewed for possible modifications to embrace both outcome sharing as well as strategies for parents to implement at home.		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	Develop and implement strategies (targeted initiatives) to ensure a minimum of one year academic growth per year for all students, as measured by state standardized assessments and classroom formative assessments.	Broad Goal

### State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

This goal is born out of the recognition that every student deserves to make meaningful academic progress each year; regardless of their background or circumstances. It is imperative for the district to focus on this goal, especially in light of its performance rating of Red or Orange on the California Dashboard. These ratings indicate areas where the district is not meeting performance standards, highlighting the urgent need for improvement. Furthermore, the presence of significant disparity among student groups underscores the importance of addressing academic growth comprehensively and to targeted students to ensure equity in education.

#### MATHEMATICS DASHBOARD-

District groups identified as lowest performance level RED areas in Math include:

Overall District- (-96 maintained 1.2)

District student groups- All Students (-96 maintained 1.2), English Learners (-106.8 maintained 2.3), Hispanic (-95.9 maintained 1.5), Low Income (-98 maintained 1.7), Students with Disabilities (-164 declined 19.4)

School Sites identified as the lowest performance level RED:

Haven Drive (-116.9 maintained 0.6)

School site student groups identified at the lowest performance level RED include:

Haven Drive- Hispanic (-115.3 maintained 2.5)

Bear Mountain- English Learners (-98.1 declined -9.8), Students with Disabilities ( -164.7 declined -46.8)

El Camino Math- Students with Disabilities (-150.3 declined -21.5)

Sierra Vista Math- Students with Disabilities (-141.5 declined -27.3)

#### LANGUAGE ARTS DASHBOARD

District groups identified as having the lowest performance level RED areas in English Language Arts include:

English Language Arts- English Learners (-76.1 maintained -0.5), Students with Disabilities (-136.1 declined 12.1)

School Sites identified as the lowest performance level RED:  
Bear Mountain ( -83.7 declined -12.6) and Sierra Vista (-71.8 declined -3.8)

School site student groups identified at the lowest performance level RED:  
Bear Mountain- English Learners (-98.1 declined -20.8), Hispanic (-84.7 declined -13), Low income (-86.2 declined -12.9), Students with Disabilities (-144.5 declined -54.2)  
El Camino- Students with Disabilities (-136.7 declined -8.5)  
Sierra Vista- English Learners (-78.7 declined -5.7; Hispanic -72 declined -4.1), Low income (-72.9 declined -3.3)

Multi-year patterns of declines through Dashboard reporting in 2023-2024 in student proficiency at grade level in both language arts and math, as evidenced by I-Ready diagnostic outcomes, clearly indicate a lack of instruction at grade-level beginning in the foundational grade levels. Tier 1 grade level instruction gaps are exponentially increased without targeted intervention within the regular classroom. Tier II intervention cannot fix a district-wide need- we must focus on Tier I instruction utilizing Tier II and Tier III interventions only through systemic screeners. This is a multi-year turn-around project that continues to evolve. End of Year I-Ready demonstrates that 40% of 3rd graders, an increase of 4%, are performing at grade level and a decrease of Tier 3 totals 7%. 95% intervention program and MTSS at the K-3 level has directly impacted this positive growth. A 2% decline in Tier 3 districtwide for all grades indicates incremental growth which must be sustained through systematic implementation and monitoring of the learning zone.

Formative data through I-Ready end of year data indicates 32%% of students scoring early or mid/above grade level in Reading and 32% of students scored two or more below grade level. 53% of students met their I-Ready growth goal and 21% met their stretch goal.  
English Learners: 1% growth in Language Arts to 32 % early to above grade level and a decrease of 1% two years or more below grade level  
Socio-economically disadvantaged: 1% growth in Language Arts to 32% early to above grade level and a decrease of 1% two years or more below grade level  
Students with Disabilities: 1% increase in Language to 31% early to above grade level and a decrease of 1% two years or more below grade level  
Formative data through I-Ready end of year data indicates 29% of students scoring early or mid/above grade level in Math and 25% of students scored two or more grade levels below grade level. 51% of students met their I-Ready growth goal and 20% met their stretch goal.  
English Learners: 2% growth in Math to 29% early to above grade level and a decrease of 3% two years or more below grade level.  
Socio-economically disadvantaged: 2% growth in Math to 29% early to above grade level and a decrease of 3% two years or more below grade level  
Students with Disabilities: 2% increase in Math to 29% early to above grade level and a decrease of 3% two years or more below grade level  
I-Station 2023-2024 Reading Growth in Spanish for students grades K-6 indicates 20% of students grew one or more levels, 62.1% maintained, and 18% declined 1 or more levels.

STAR data for the middle school indicates no significant gains or loss in the percentages of students in the at/above benchmark for language arts or math.

SPRING ELA PERCENT STUDENTS BENCHMARK  
7th grade

18% 54 AT/ABOVE BENCHMARK  
82% 245 BELOW BENCHMARK

8th grade  
27% 78 AT/ABOVE BENCHMARK  
73% 213 BELOW BENCHMARK

SPRING MATH PERCENT STUDENTS BENCHMARK  
7th grade  
36% 112 AT/ABOVE BENCHMARK  
64 197 BELOW BENCHMARK

8th grade  
38% 113 AT/ABOVE BENCHMARK  
62% 181 BELOW BENCHMARK

Physical Education outcomes are not moving in a positive direction and the PE focus for single subject teachers will be revised to focus significantly more on foundational fitness rather than games.

Developing and implementing targeted initiatives to ensure academic growth aligns with the district's commitment to providing a high-quality education that prepares all students for success; which for us is college or career readiness. By focusing on strategies that are evidence based and providing instruction that is aligned to grade level standards, the district can address gaps in achievement and promote equitable outcomes for all students. By prioritizing academic growth for all students, the district aims to create a more equitable and inclusive learning environment where every student has the support and resources they need to succeed.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Distance from Standard for student groups in language arts: 5.1A: All students 5.1B: English Learners 5.1C: Homeless 5.1D: Socio-economic disadvantaged	2022-23 5.1A: (-62) Orange 5.1B: (-76.1) Red 5.1C: (-87.3)Orange 5.1D: (-64.4)Orange 5.1E: (-136.1) Orange 5.1F: (-61.9) Orange 5.1G: (-61.9) Orange			2025-26 5.1A: (-42) decrease 20 5.1B (-46.1) decrease 30 5.1C: (-47.3) decrease 40	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5.1E: Students with disabilities 5.1F: Hispanic 5.1G: White  Priority 4A: Student Achievement Source: California Dashboard Language Arts				5.1D: (-64.4) decrease 20 5.1E: (-76.1) decrease 60 5.1F: (-41.9) decrease 20 5.1G: (-41.9) decrease 20	
5.2	Distance from Standard for student groups in math: 5.2A: All students 5.2B: English Learners 5.2C: Homeless 5.2D: Socio-economic disadvantaged 5.2E: Students with disabilities 5.2F: Hispanic 5.2G: White  Priority 4A: Student Achievement Source: California Dashboard Math	2022-23 5.2A: (-96) Red 5.2B: (-106.8) Red 5.2C: (-100.1) Orange 5.2D: (-98) Red 5.2E: (-164.1) Red 5.2F: (-95.9) Red 5.2G: (-80.5) Yellow			2025-26 5.2A: (-45) *Yellow Increase Significantly decrease 51/Status Low  5.2B: (-61.8) *Yellow Increase Significantly decrease 45/Status Low  5.2C: (-51) *Yellow Increase Significantly decrease 50/Status Low  5.2D: (-51) *Yellow Increase Significantly decrease 47/Status Low  5.2E: (-90)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					*Yellow Increase Significantly decrease 74.1/Status Low  5.2F: (-50.9) *Yellow Increase Significantly decrease 45/Status Low  5.2G: (-35.5) Yellow Increase Significantly decrease 45/Status Low	
5.3	Percent of Students reading on grade level by 3rd grade 5.3A Met or above grade level 5.3B early on grade level 5.3C total on grade level  Priority 8: Student Achievement Source: i-Ready	2023-24 5.3A 12% 5.3B 28% 5.3C 40%			2026-27 5.3A 40% 5.3B 20% 5.3C 60%	
5.4	% of students reported as meeting or exceeding standard in science 2022-2023  5.4A All Students 5.4B English Learners	2022-23 5.4A 10.13% 5.4B 3.01% 5.4C 15.38% 5.4D 9.66% 5.4E 0% 5.4F 9.09%			2025-26 5.4A 25.13% increase 15% 5.4B 23.01% increase 20% 5.4C 25.38% increase 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5.4C Homeless 5.4D Socio-economic disadvantaged 5.4E Students with Disabilities 5.4F African American 5.4G Hispanic 5.4H White not reported 5.4I Migrant Priority 4A: Student Achievement-CAASPP California Assessment of Science	5.4G 9.69% 5.4H not reported 5.4I 11.11%			5.4D 24.66% increase 15% 5.4E 15% increase 15% 5.4F 24.09% increase 15% 5.4G 24.69% increase 15% 5.4H 25% 5.4I 25.11% increase 14%	
5.5	% writing proficiency pass rate by grade 5.5A K 5.5B 1 5.5C 2 5.5D 3 5.5E 4 5.5F 5 5.5G 6 5.5H 7 5.5I 8  Priority 8: District writing benchmarks Source: SchoolCity	2023-24 5.5A 0% - new metric 5.5B 0% - new metric 5.5C 0% - new metric 5.5D 0% - new metric 5.5E 0% - new metric 5.5F 0% - new metric 5.5G 0% - new metric 5.5H 0% - new metric 5.5I 0% - new metric			2026-27 5.5A -2% 5.5B -2% 5.5C -2% 5.5D -2% 5.5E -2% 5.5F -2% 5.5G -2% 5.5H -2% 5.5I -2%	
5.6	% at CAA achievement Levels 1, 2, 3 Language Arts 5.6A All students 5.6B Socio-economically disadvantaged	2022-23 5.6A Level 1 64% Level 2 24% Level 3 12%  5.6B			2025-26 5.6A Level 1 50% Level 2 38% Level 3 12%  5.6B	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5.6C English Learners 5.6D Hispanic  Priority 4A: Student Achievement-California Alternate Assessment Source: CAASPP ELA	Level 1 59.09% Level 2 27.27% Level 3 13.64%  5.6C Level 1 86.67% Level 2 0% Level 3 13.33%  5.6D Level 1 65.22% Level 2 21.74% Level 3 13.04%			Level 1 50% Level 2 36% Level 3 14%  5.6C Level 1 75% Level 2 11% Level 3 14%  5.6D Level 1 55% Level 2 31% Level 3 14%	
5.7	% at CAA achievement Levels 1, 2, 3 Math 5.7A All students 5.7B Socio-economically disadvantaged 5.7C English Learners 5.7D Hispanic  Priority 4A: Student Achievement-California Alternate Assessment Source: CAASPP Math	2022-23 5.7A Level 1 72% Level 2 20% Level 3 8%  5.7B Level 1 72.73% Level 2 18.18% Level 3 9.09%  5.7C Level 1 86.67% Level 2 13.33% Level 3 0%  5.7D Level 1 69.57% Level 2 21.74% Level 3 8.7%			2025-26 5.7A Level 1 60% Level 2 32% Level 3 8%  5.7B Level 1 60% Level 2 30% Level 3 10%  5.7C Level 1 75% Level 2 20% Level 3 5%  5.7D Level 1 60% Level 2 31% Level 3 9%	
5.8	% of students at/above benchmark	2023-24 5.8A 18%			2026-27 5.8A 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Spring Assessment 5.8A 7th grade ELA 5.8B 8th grade ELA  5.8C 7th grade Math 5.8D 8th grade Math  Priority 8 STAR Language Arts and Math Source: Renaissance STAR	5.8B 27%  5.8C 36% 5.8D 38%			5.8B 50%  5.8C 55% 5.8D 55%	
5.9	% of students at performance standard 5.9A Aerobic 5th 5.9B Aerobic 7th 5.9C Abdominal Strength 5th 5.9D Abdominal Strength 7th 5.9E Trunk Extension Strength 5th 5.9F Trunk Extension Strength 7th 5.9G Upper Body Strength 5th 5.9H Upper Body Strength 7th 5.9I Flexibility 5th 5.9J Flexibility 7th  % of students meeting 6 of 6 criteria 5.9K elementary 5.9L middle school	2023-24 5.9A Not reported - requires weight 5.9B Not reported - requires weight 5.9C 35% 5.9D 84% 5.9E 95% 5.9F 93% 5.9G 42% 5.9H 75% 5.9I 63% 5.9J 47%  5.9K 34.8 5.9L 35.4			2026-27 5.9A Not reported - requires weight 5.9B Not reported - requires weight 5.9C 84% 5.9D 92% 5.9E 99.4% 5.9F 98.5% 5.9G 75% 5.9H 85% 5.9I 75% 5.9J 75%  5.9K 34.8 5.9L 35.4	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 8- Other Student Outcomes Source: Physical Fitness Testing					
5.10	NA  Priority 4 - B A-G Requirements	Not applicable to elementary districts			Not applicable to elementary districts	
5.11	NA  Priority 4 - C Career Technical Education Pathways	Not applicable to elementary districts			Not applicable to elementary districts	
5.12	NA  Priority 4-H Pupils prepared for college	Not applicable to elementary districts			Not applicable to elementary districts	
5.13	NA  Priority 4 - G Advanced Placement Passage Rate	Not applicable to elementary districts			Not applicable to elementary districts	
5.14	NA Priority 4 - D Completion of A-G requirements and Career Technical Education Pathways	Not applicable to elementary districts			Not applicable to elementary districts	

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.  
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Data/Assessment Tools and Learning Systems	<p>Utilize assessments and data reporting tools for summative and formative measures including STAR, I-Ready, 95%, DRDP's, Kern Integrated Data System, Ellevation, and School City for the purpose of informing Cycles of Inquiry in order to:</p> <p>Understand Student Needs: Data allows educators to understand the strengths and weaknesses of each student, enabling them to tailor instruction to meet individual learning needs. By analyzing assessment data, teachers can identify areas where students may be struggling and provide targeted interventions to support their growth.</p> <p>Monitor Progress: Data helps educators monitor student progress over time. By tracking students' performance on assessments, teachers can gauge whether instructional strategies are effective and make adjustments</p>	\$197,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>as needed to ensure all students are making progress toward learning goals.</p> <p>Identify Trends and Patterns: Data analysis can reveal trends and patterns in student learning, such as common misconceptions or areas of particular difficulty. This information can guide instructional planning and help teachers anticipate and address potential challenges before they become significant barriers to learning.</p> <p>Inform Instructional Decisions: Data-driven instruction involves using assessment data to inform instructional decisions, such as determining the pace and focus of lessons, selecting appropriate instructional materials and resources, and adapting teaching strategies to meet the diverse needs of students.</p> <p>This action addresses the lowest performance level for Math:  Overall District- All Students, English Learners,, Hispanic, Low Income, Students with Disabilities ;  School Sites: Haven Drive  School site student groups  Haven Drive- Hispanic  Bear Mountain- English Learners, Students with Disabilities  El Camino Math- Students with Disabilities  Sierra Vista Math- Students with Disabilities</p> <p>This action addresses the lowest performance level for Language Arts :  District overall, District English Learners and Students with Disabilities;  School sites Bear Mountain and Sierra Vista; B  ear Mountain English Learners, Hispanic, Low Income and Students with Disabilities;  El Camino Students with Disabilities;  Sierra Vista English learners, Hispanic, and Low Income</p>		
<b>5.2</b>	Intervention / Extension Staff	Intervention teachers, including 1 LCAP funded intervention teacher per site as well as 2 intervention teachers per site funded by site federal funds, will be assigned to identified groups of students based on data from	\$3,445,045.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>sources including, but not limited to, systems in Action 5.1. They will meet regularly to review student data and adjust intervention strategies accordingly, identifying areas of improvement and areas needing further support by assessing progress using formative assessment tools. Most notably, a culture of shared responsibility for student success working toward common goals will be assured. In addition, taking time to note the social-emotional needs of students receiving interventions and collaborating on strategies to address any behavioral challenges that may impede academic progress will be supported by site administration with the goal of providing encouragement and reinforcement to boost confidence and motivation.</p> <p>A minimum of 2 paraprofessionals per elementary will be funded from LCAP funds. Site administration has discretion for federally funded aides and additional LCAP positions which combined currently total 38 paraprofessionals.</p> <p>Funds from Resource 7435 (Learning Recovery Block Grant) will fund one intervention teacher at each elementary for the span of the 2024-2027 LCAP plan. A total of \$5,215,196.26 is available for expenditure to the close of this funding source on June 30, 2028 and is budgeted over the next 4 years to support intervention teachers.</p> <p>Intervention teachers and classroom teachers will work together to utilize assessment data. With input from teachers, to identify specific needs, Intervention teachers will tailor learning plans, outline targeted goals, and utilize a variety of instructional strategies and resources to meet the diverse needs of each student through differentiated instruction.</p> <p>Instructional aides will provide additional support and reinforcement during small group or one-on-one instructional sessions.</p> <p>Ongoing professional development opportunities for intervention teachers and instructional aides to enhance their knowledge of effective intervention techniques and instructional practice will be provided.</p> <p>This action addresses the lowest performance level for Math:</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Overall District- All Students, English Learners,, Hispanic, Low Income, Students with Disabilities ;  School Sites: Haven Drive  School site student groups  Haven Drive- Hispanic  Bear Mountain- English Learners, Students with Disabilities  El Camino Math- Students with Disabilities  Sierra Vista Math- Students with Disabilities</p> <p>This action addresses the lowest performance level for Language Arts :  District overall, District English Learners and Students with Disabilities;  School sites Bear Mountain and Sierra Vista; B  ear Mountain English Learners, Hispanic, Low Income and Students with Disabilities;  El Camino Students with Disabilities;  Sierra Vista English learners, Hispanic, and Low Income</p>		
5.3	Supplemental Instructional Materials, Staff, and technology apps/classroom supports	<p>Purchase supplemental instructional materials following a transparent and inclusive process for researching and selection considering factors such as alignment with standards, evidence-based practices, cultural relevance, accessibility, and affordability.</p> <p>Materials may be for use long term or consumable including manipulatives, organizational tools, books, online apps, or to be utilized for intervention or extension staff as determined by site need to supplement current intervention staff.</p> <p>Addition of PITSCO - Specially Funded Clerks to support implementation of materials and prepare labs for use/ordering of materials.</p> <p>This action addresses the lowest performance level for Math:  Overall District- All Students, English Learners,, Hispanic, Low Income, Students with Disabilities ;  School Sites: Haven Drive  School site student groups  Haven Drive- Hispanic</p>	\$656,356.35	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Bear Mountain- English Learners, Students with Disabilities  El Camino Math- Students with Disabilities  Sierra Vista Math- Students with Disabilities</p> <p>This action addresses the lowest performance level for Language Arts :  District overall, District English Learners and Students with Disabilities;  School sites Bear Mountain and Sierra Vista; Bear Mountain English Learners, Hispanic, Low Income and Students with Disabilities;  El Camino Students with Disabilities;  Sierra Vista English learners, Hispanic, and Low Income</p>		
<b>5.4</b>	Library	Provide a full library experience supported by staff and materials including one LCAP funded library clerk per school site and one summer helper per site (as necessary) to prepare new materials to support unduplicated students.	\$514,584.00	Yes
<b>5.5</b>	Instructional Field trips	<p>Expand educational extension activities including assemblies, field trips, access to services such as virtual workshops, camps including Camp Keep for up to 30 6th graders at each site, and college visits/virtual tours to provide enrichment opportunities students may not otherwise encounter. Include costs to for entry fees, transportation, and staffing for locations pre-approved to align with grade level standards. Provide the opportunity to investigate a variety of career oriented experiences, community engagement, and experiences to expand awareness of the community and beyond.</p> <p>Costs include possible need to hire charter busses.</p> <p>Each experience is expected to be aligned with specific content standards and include project based standards aligned writing activities before and after aligned to a specific genre.</p>	\$465,000.00	Yes
<b>5.6</b>	Expanded Learning Sessions	Provide teachers and classified staff to support costs not covered with Expanded Learning Opportunity funds for Summer School and extended	\$500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning sessions to support expanded learning experiences leading to positive Dashboard outcomes. Possible positions include teachers, paraprofessionals, campus supervisors, student success facilitators, resource teachers, and academic coaches pending funding from ELOP and 21st Century.		
<b>5.7</b>	Academic incentives	Establish and implement incentive programs to recognize and reward students for exemplary academic records and growth. Incentives may include certificates of recognition, privileges (e.g., preferred seating, independent choice time), and participation in special events or activities.	\$60,000.00	Yes
<b>5.8</b>	Professional Development commitments	<p>Professional development costs as related to academic instruction/support or implementation of technology to support student outcomes.</p> <p>This action addresses the lowest performance level for Math: Overall District- All Students, English Learners,, Hispanic, Low Income, Students with Disabilities ; School Sites: Haven Drive School site student groups Haven Drive- Hispanic Bear Mountain- English Learners, Students with Disabilities El Camino Math- Students with Disabilities Sierra Vista Math- Students with Disabilities</p> <p>This action addresses the lowest performance level for Language Arts : District overall, District English Learners and Students with Disabilities; School sites Bear Mountain and Sierra Vista; B ear Mountain English Learners, Hispanic, Low Income and Students with Disabilities; El Camino Students with Disabilities; Sierra Vista English learners, Hispanic, and Low Income</p>	\$516,356.38	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
6	Provide short-cycle professional development in response to data analysis of monthly focus areas supporting delivery of targeted instruction utilizing research-based language instruction strategies and culturally responsive curriculum delivered in a supportive environment leading to improved Language Learner Progress on the California Dashboard and an increased district reclassification rate by May 2025.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

While 2021-2022 data indicated gains in language proficiency, as measured by ELPAC, year-end 2022-2023 data showed a drop of 5.3% resulting in a status of Orange. While instruction and experiences were sufficient for 43% of students to make gains and approximately 6% maintaining a level 4, there are significant needs as 30% maintained at levels 1, 2 or 3 but did not make progress, and 20% fell back as reported by Kern Integrated Data Systems.

The largest group not making progress (stickers) were at Level 1, followed by Level 3 High and Level 2 Low indicating these students did not have solid basic communication skills and are struggling with foundational reading and writing to make progress. On the other hand, a significant number of students in the Level 3 Low and High made progress but not sufficient to meet reclassification criteria. This pattern indicates a need to build in differentiated grouping with specific academic focus areas to ensure students are making it over the danger zone of 2 High and 3 Low. Significant needs are noted in Reading which has not increased over the last three years with 41% in the "Beginning to Develop" band. While these are significant needs, a district-wide focus on Writing has decreased the percentage of students in the lowest level of writing "Beginning to Develop" by 9%.to 22% over the past three years. Although Designated English Language Development is intended to focus on Language Development, this must be extended to writing in daily lessons. In addition, Integrated ELD observations indicate the "work" of reading needs to be turned over to the students in scaffolded chunks with frequent checking for understanding. Recent classroom observations indicate increased student collaboration, yet a need for a renewed focus on instruction using functions of language at higher levels of modeled/expected proficiency. To accomplish this connection a through line between Designated ELD and Integrated ELD through informed, strategic planning by classroom teachers to align lessons providing multiple opportunities to practice language functions is critical to meet desired outcomes. This connection has been seen as the exception rather than the rule during campus visits.

English Learners were placed at the Red level in English Language Arts and Math on the California Dashboard due to maintaining at low levels. English Learners lagged 9.2 points behind All Students in Math and 14.4 points behind All Students in Language Arts. Comprising 59% of students, our English Language Learner population continues to decline slightly each year. While the EL population continues to decrease, the results of Initial ELPAC testing indicate the number of students Initial Testing outcomes are at the Novice Level has increased

from 74% in 2018-2019 to 87% in 2022. While the causes of this are unknown, the impacts are significant for developing language and foundational skills early in a child's arrival to instruction in English.

Educational partner input from discussion groups, surveys, and English Learner committees indicates a desire for support with Designated ELD including sentence structure and integration of content including reading and writing activities to prompt language use to ensure engaging activities at a rigorous level. A review of the needs of students at various deployment levels illuminated the need for awareness of expectations of skill differences between levels of proficiency. This is true at the lowest as well as the highest levels preparing for reclassification.

Notably as the state moves to include Long Term English Learners as a group on the Dashboard, this focus goal becomes even more important. This focused goal is intended to intensify current efforts in this area to improve student outcomes for English Learners. District long-term English Learner numbers are much higher than desired and each action step is designed to decrease numbers in this group. DataQuest 2023-2024 Ever EL's reports 835 students as EL (0-3 Years), 399 students as EL ( 4-5 years), 580 students as EL (6+ years), and 227 as Reclassified.

80% in Standards Implementation has been self reported by teachers through the Butte County English Learner Program Metric and walkthrough tools indicate a significant difference among elementary sites and as compared to implementation at the middle school. While growth was significant for both elementary and middle school, aligning professional development to immediately support observed needs through modeling, coaching, materials support, and/or directives for implementation are necessary as noted in Metrics 6.3 and 6.4.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	% of pupils making progress toward English Proficiency and accompanying Dashboard Placement  Priority 4E: Student Achievement- Source: California Dashboard	48.6% Orange			60% Yellow	
6.2	% of pupils reclassified to English Fluent 2023-2024	11.1%			20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4F: Student Achievement- Source: DataQuest					
6.3	<p>% of classroom observations demonstrating implementation of state academic standards in ELD as measured on a district walkthrough tool with 4 Implementation levels (Emerging, Progressing, Developing, Full ) measured in March 6.3A elementary 6.3B middle school</p> <p>Priority 2 - B Programs and Services for English Learners Source: Locally developed classroom observation tool for Designated ELD</p>	<p>6.3A 81.5% 6.3B 30%</p>			<p>6.3A 100% 6.3B 100%</p>	
6.4	% of classroom observations demonstrating implementation of Integrated ELD supports for state academic standards in Math as measured on a district walkthrough tool with 4	<p>6.4A 78% 6.4B 40%</p>			<p>6.4A 85% 6.4B 75%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Implementation levels (Emerging, Progressing, Developing, Full ) measured in March  6.4A elementary  6.4B middle school</p> <p>Priority 2 - B  Programs and Services for English Learners  Source: District Walkthrough Tool for Integrated ELD  Preparing Students for New Learning #5  Deepening and Reinforcing Learning #7</p>					
6.5	<p>% of responses reporting understanding and implementation of the District English Learners Program at core or above based on a 5 point scale (Missing elements, Developing, Core, Core Plus, Exemplary) in the following areas.</p> <p>6.5A Defined program  6.5B Data  6.5C Family Engagement /communication  6.5D Equity and Access  6.5E Professional Learning</p>	<p>6.5A 96% Core or above  6.5B 81% Core or above  6.5C 79% Core or above  6.5D 77% Core or above  6.5E 84% Core or above  6.5F 80% Core or above</p>			<p>6.5A 100% Core Plus or above  6.5B 90% Core Plus or above  6.5C 90% Core Plus or above  6.5D 90% Core Plus or above  6.5E 90% Core Plus or above  6.5F 90% Core Plus or above</p>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	6.5F State Standards Implementation  Priority 2 - A Implementation of State Standards Source: English Learner Program Metric California State Standards Implementation Rubric - English Learners					

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.  
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Data and gap analysis	<p>In addition to supporting standards-aligned instruction and strategy implementation, there is a need to identify who is at each level and what is expected on the ELPAC assessment to move to the next level to prevent stickers and sliders. Beginning of year and job-embedded ongoing professional development to be conducted four times during the school year will focus on identifying transition skills to support delivery in deployed groups by language proficiency within grade bands rather than grade level. Initial class construction will be modified at the beginning of the year utilizing KIDS ELPAC data with specific attention to identification of students who are identified as or are on track to become Long Term English Learners.</p> <p>10,000 subs to cover 2 days, split grades by level, x 4 cycles</p>	\$15,000.00	Yes
6.2	Designated and Integrated ELD rubric feedback and aligned professional development	<p>Develop and deliver training sessions for administrators and instructional leadership teams (cost incurred by hiring subs to free up for training) on conducting effective classroom observations focused on ELD proficiency levels. Provide guidance on using the ELD standards and observation data to inform instructional planning, intervention strategies, and professional development opportunities. Equip administrators with strategies for providing constructive feedback and supporting teacher growth in addressing the diverse needs of English Learners.</p> <p>Utilize a district developed rubric to assess instructional strategies, differentiation practices, and language support provided to students at different ELD proficiency levels during monthly walkthrough cycles where administrators and instructional leaders observe ELD instruction across classrooms to gather foundational information to provide feedback and for development of professional development to support instruction aligned with the California English Language Development Standards,</p> <p>Collate observation data to identify trends, strengths, and areas for improvement in ELD instruction based on proficiency levels. Provide targeted feedback and support to teachers based on observation findings, focusing on utilization of forms, functions, and instructional strategies tailored to meet the needs of students at various ELD proficiency levels.</p>	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Regularly review observation data and feedback provided to teachers to assess the effectiveness of the targeted response system. Collect input from teachers, administrators, and other stakeholders on the impact of the targeted observations and training on ELD instruction and student outcomes.</p> <p>admin and instructional leadership team training 3 x per year 8 people x 225 x 3 days x 4 schools</p>		
<b>6.3</b>	ELD materials to support newcomers and Long Term English Learners	Purchase supplemental English Language Development materials to support targeted instruction to Newcomers and Long Term English Learners.	\$20,000.00	Yes
<b>6.4</b>	Professional Development through Targeted Assessment	Provide substitutes for teachers to facilitate 1 on 1 contact with students to conduct assessments and inform Designated and Integrated English Language Development instruction for English Language Learners. Grade level teachers will create a bulleted list of student needs and/or patterns of skills students needed to demonstrate language proficiency. Lists will be reviewed and aligned with needs of students at various proficiency levels to support planning for the upcoming year. Teams of 4 substitutes at each school site for the assessment duration.	\$80,000.00	Yes

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$13,524,307	\$1,815,750

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
45.557%	9.027%	\$2,727,751.73	54.584%

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 #	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
1.1	<p><b>Action:</b> Personnel support staff and training</p> <p><b>Need:</b> English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard.</p> <p>The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange.</p>	<p>15.9% of current teachers are not fully credentialed. Cost and time dedicated to staff recruitment, induction and preparation each year if staff are not retained impacts allocation of resources and can create a cycle of new beginnings rather than a cycle of improvement each year.</p> <p>While funding over the past years has dramatically increased the opportunity to hire staff to service student needs, experienced staff (especially with</p>	<p>Metric 1.15: Distance from Standard for Student Groups in Math Metric 1.16: Distance from Standard for Student Groups in Language Arts Metric 1.1: Percentage of teachers holding credentials/permits</p>

Goal and Action #	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
	<p>In addition, the group "All Students" were classified as Red in Math and Orange in English Language Arts.</p> <p>District data in Language Arts, Math, and English Language Development as well as Social-Emotional/Behavioral needs indicates a need for initial and ongoing training for new staff with a focus on retaining staff to ensure skill sets are developed and able to be implemented to support students.</p> <p>Input from District Administrators, Principals, Directors, New Teachers and Parents for significant focus on mentoring and professional development for support of new teachers to support unduplicated students.</p> <p>An opportunity to expand potential candidates to instruct in the district's Dual Immersion program in partnership with California State Bakersfield was promoted by Teachers on Special Assignment and District Administrators. Support of Dual Immersion and Bilingual Educators for biliteracy and to support communication was noted overwhelmingly by Educational Partners in all input groups especially Parents in order to support English learner outcomes.</p> <p><b>Scope:</b> LEA-wide</p>	<p>single subjects or specialized certificates) are not always available through the hiring process and our search and training process is extensive. District data in Language Arts, Math, and English Language Development as well as Social-Emotional/Behavioral needs indicates a need for initial and ongoing training for new staff with a focus on retaining staff to ensure skill sets are developed and able to be implemented to support students.</p> <p>Continuity of instruction is supported by continuity of staff who have mastery of, or have received training, principally targeted to meet district unduplicated student needs. Attracting staff who empathize and are committed to serving our community demographics and then retaining them is critical. Staff dedicated to recruiting, training, ensuring progress toward credentialing or certification, and retention after training directly target supports for prioritized English Learners, Foster Youth, and Low income students yet service all students.</p> <p>This action will be provided on an LEA-wide basis to maximize the support provided to staff who service all students throughout the district. English learners, Hispanic, and Low Income</p>	

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1.2	<p><b>Action:</b> District Program Personnel assigned to ensuring foundations for implementation of standards and 21st century skills development</p> <p><b>Need:</b> English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard.</p> <p>The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange.</p> <p>Chronic attendance rates for English Learners is measured at 16.7% with all other unduplicated groups and numerically significant student groups with a higher chronic rate.</p> <p>In addition: Dashboard data indicates the following student groups are achieving at the lowest performance level on the California Dashboard in Math Overall District- All Students, English Learners, Hispanic, Low Income, Students with Disabilities ; School Sites: Haven Drive School site student groups Haven Drive- Hispanic Bear Mountain- English Learners, Students with Disabilities El Camino Math- Students with Disabilities Sierra Vista Math- Students with Disabilities</p>	<p>Significant programmatic support is required to ensure high quality program delivery. Staff members funded in this action step are tasked with directly implementing programs/services, focusing on data and ensuring access for individual students and student groups. In regard to the LCAP, they are particularly focused on students who are identified as English Learners, Foster Youth, Low Income, and Students with Disabilities who struggle at greater rates to access support, utilize technology, and maneuver in the school system to achieve standards at high rates.</p> <p>Maintenance of current rates of 100% and Exemplary for access to standards materials, facilities in good repair, and master schedules providing access to a broad course of study are directly attributed to these staff members and their attention to detail. However, input from parents, staff and students in regard to facilities upkeep in various areas requires more detailed attention.</p> <p>Growth in instructional/program delivery has been evident as measured by classroom walkthrough tools for ELD and Math. The majority of observational evidence indicates Initiating or Developing (Levels 2 and 3) on a 4 point rubric and while technology is available as a material, it's use is not yet consistent through the district to support unduplicated students. Technology personnel are critical, as mentioned by teachers, to ensure 1 to 1 technology, or 2 to 1 technology, is supported.</p> <p>This action is being provided on an LEA-wide basis to maximize the impact of specialized staff</p>	<p>Metric 1.15: Distance from Standard for Student Groups Math Metric 1.16: Distance from Standard for Student Groups in Language Arts Metric 1.4: % of classroom observations demonstrating implementation of state academic standards in Math as measured on a district walkthrough tool with 4 Implementation levels Metric 1.5: % of classroom observations demonstrating implementation of state academic standards in Language Arts as measured on a district walkthrough tool with 4 Implementation levels Metric 1.6: % of instructional staff reporting understanding and implementation of state standards in ELD Metric 1.17: % of students identified with chronic absenteeism</p>

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	<p>Dashboard data indicates the following student groups are achieving at the lowest performance level for Language Arts for the District overall, District English Learners and Students with Disabilities; School sites Bear Mountain and Sierra Vista; Bear Mountain English Learners, Hispanic, Low Income and Students with Disabilities; El Camino Students with Disabilities; Sierra Vista English learners, Hispanic, and Low Income</p> <p>Input from parents, staff and students in regards to facilities upkeep in various areas requires more detailed attention.</p> <p><b>Scope:</b> LEA-wide</p>	<p>on program implementation for all students to address the academic needs as noted in disaggregated data noted in the identified needs section of this action step.</p>	
1.3	<p><b>Action:</b> Staff to support implementation of standards</p> <p><b>Need:</b> Academic outcomes following instruction are not equitable among unduplicated student groups - specifically English Learners, Homeless, Foster, and Low Income. Overall district performance for math is Red, LA is Orange, and ELD is Orange.</p> <p>Continued support for Professional Learning and Professional Learning Teams supported by TOSAs and academic coaches and the need for further attention to disaggregation of data to support unduplicated students were</p>	<p>Teachers on Special Assignment (TOSAs) and academic coaches play crucial roles in improving the implementation of state standards principally directed to unduplicated groups and Students with Disabilities for several reasons:</p> <p>Expertise in Curriculum and Instruction: TOSAs and academic coaches have specialized training and experience in curriculum development and instructional strategies. They provide guidance to instructional staff on how to effectively align their instruction with state standards.</p> <p>Professional Development: TOSAs and academic coaches lead professional development sessions for instructional staff to deepen their understanding</p>	<p>Metric 1.15: Distance from Standard for Student Groups Math Metric 1.16: Distance from Standard for Student Groups in Language Arts Metric 1.11: % of instructional staff reporting understanding and implementation of ELA on a 5 point scale Metrics 1.12: % of instructional staff reporting understanding and implementation of Math on a 5 point scale</p>

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	<p>mentioned by Teachers, District Administrators, and Principals prompting continuation of funded positions.</p> <p><b>Scope:</b> LEA-wide</p>	<p>of state standards and how to integrate them into their teaching practice. They provide ongoing support and feedback to ensure that teachers are implementing the standards effectively.</p> <p>Modeling Best Practices: TOSAs and academic coaches model best practices in teaching and assessment that align with state standards. By observing these experts in action, teachers can gain valuable insights into how to effectively implement the standards in their own classrooms.</p> <p>Data Analysis and Monitoring: TOSAs and academic coaches assist instructional staff and administration in analyzing student data to identify areas of strength and weakness in relation to the state standards. They help develop action plans to address areas needing improvement and monitor progress over time.</p> <p>Collaboration and Professional Learning Communities: TOSAs and academic coaches facilitate collaboration among instructional staff and administration by providing opportunities for them to work together to plan and implement standards-aligned instruction. This collaborative approach allows staff to share ideas, resources, and strategies for effectively teaching the standards.</p> <p>Support for Differentiated Instruction: TOSAs and academic coaches help teachers differentiate instruction to meet the diverse needs of students. They can provide strategies and resources for adapting instruction to ensure that all students</p>	



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		<p>have access to the curriculum and can demonstrate proficiency with the state standards.</p> <p>Growth has been evident as measured by classroom walkthrough tools for ELD and Math with the majority of observational evidence indicated as Initiating or Developing (Levels 2 and 3) on a 4 point rubric with staff funded out of this action step which, as determined to be effective, has been selected to continue.</p> <p>These services will be provided LEA-wide to maximize the impact of instructional support for teachers of all students.</p>	
<b>1.4</b>	<p><b>Action:</b> Family Resource Center to meet basic needs</p> <p><b>Need:</b> Academic outcomes following instruction are not equitable among unduplicated student groups - specifically English Learners, Homeless, Foster, and Low Income. Overall district performance for math is Red, LA is Orange, and ELD is Orange.</p> <p>Unduplicated student groups all fall into the Yellow area of the California Dashboard</p> <p>Service logs indicate significant traffic through the FRC and services provided to foster, homeless, and low income specifically. Needs assessments and asset maps created during plan writing for a School Based Mental Health Initiative Grant, a Community Schools Planning Grant, and yearly LCAP input from</p>	<p>Justifying the daily work of a Family Resource Center (FRC) requires understanding its multifaceted role in supporting families and communities. Given the high number of low income and non- or limited English Speaking families in the community to which these services are principally directed, the FRC staff and space available for services are instrumental for various reasons.</p> <p>1.**Meeting Diverse Needs**: The FRC serves as a hub for addressing a wide range of needs within families and the community They provide assistance with basic necessities such as food, clothing, and shelter, as well as offering educational resources, healthcare referrals, mental health services, and parenting support. The daily work of an FRC involves ensuring that families have access to these essential services, thereby promoting their well-being and stability.</p>	<p>Metrics 1.15 Distance from Standard for Student Groups Math</p> <p>Metric 1.16: Distance from Standard for Student Groups in LA</p> <p>Metric 1.17: % of students identified with chronic absenteeism</p>

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	<p>the South Valley Neighborhood Partnership Educational Partners have identified noted items as items of need for unduplicated student groups.</p> <p>The Family Resource Center was favorably noted many times in Parent input and will be expanded in size with LCAP funds to supplement a School Based Mental Health Grant as proposed by District Administrators.</p> <p><b>Scope:</b> LEA-wide</p>	<p>2. <b>**Promoting Equity and Inclusion**</b>: FRC staff play a vital role in promoting equity and inclusion by providing tailored support to marginalized and underserved populations, including low-income families, English learners, immigrants, refugees, families experiencing homelessness or housing instability, and foster youth. By addressing systemic barriers and offering culturally competent services, the FRC staff strives to create more equitable opportunities for all families to thrive.</p> <p>3. <b>**Preventing Crises and Strengthening Resilience**</b>: By offering preventive services and early interventions, FRCs help families avoid crises and build resilience. Daily activities may include providing financial literacy workshops, offering parenting classes, facilitating support groups, and connecting families with community resources. These efforts empower families to overcome challenges, build upon their strengths, and navigate difficult circumstances more effectively.</p> <p>4. <b>**Fostering Community Connections**</b>: FRCs serve as community hubs where families can connect with one another, build social networks, and access mutual support. Daily work may involve organizing community events, hosting workshops and support groups, facilitating peer-to-peer mentorship programs, and promoting volunteer opportunities. These activities strengthen social cohesion, reduce isolation, and promote a sense of belonging within the community.</p>	

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		<p>5.**Collaborating with Partners**: FRCs collaborate with a wide range of community partners, including schools, healthcare providers, social service agencies, faith-based organizations, businesses, and government agencies. Of particular note is Arvin FRC's involvement with the South Valley Neighborhood Partnership. Daily work often involves coordinating services, sharing resources, participating in interagency meetings, and advocating for policy changes that benefit families. These partnerships amplify the impact of FRCs and enhance their ability to address complex social problems comprehensively.</p> <p>6.**Empowering Families as Advocates**: FRCs empower families to become advocates for themselves and their communities. Daily activities may involve providing advocacy training, facilitating community organizing efforts, and supporting families in accessing their rights and entitlements. By equipping families with knowledge, skills, and resources, FRCs help them navigate systems of care, address systemic injustices, and advocate for policies that promote social justice and equity.</p> <p>7.**Evaluating and Improving Services**: FRCs engage in ongoing evaluation and quality improvement efforts to ensure that their services are responsive to the evolving needs of families and communities. Daily work may include collecting feedback from families, tracking outcomes, analyzing data, and incorporating feedback into programmatic decisions. By continuously learning and adapting, FRCs</p>	

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		<p>enhance their effectiveness and maximize their impact on the families they serve.</p> <p>These services will be provided on an LEA-wide basis as we believe all students can benefit from Family Resource staff and services while we expect our unduplicated students will benefit the most since it was developed with their needs in mind and provides a direct link to access school and district services including access to a broad course of study.</p>	
<b>1.6</b>	<p><b>Action:</b> Access to a broad course of study</p> <p><b>Need:</b> Academic outcomes following instruction are not equitable among unduplicated student groups - specifically English Learners, Homeless, Foster, and Low Income. Overall district performance for math is Red, LA is Orange, and ELD is Orange.</p> <p>In addition, Unduplicated student groups have been identified as Yellow for Chronic Absenteeism.</p> <p>Student, Parent, and Community input directly supported continuing art, music, band, gardening/cooking, and science electives and experiences as foundations for access to broad courses of study and not to be seen as extra. Students particularly mentioned expanding electives to offer more choices so that students could select something they like- suggestions included acting/drama/fashion</p>	<p>Providing low-income students with access to electives, dual immersion programs, elementary band, and art classes not only promotes educational equity but also fosters holistic development, enhances cognitive abilities, increases engagement, prepares students for the future, builds community, and empowers them to overcome socioeconomic barriers. While more wealthy neighborhoods or families may have access to the content and enjoyment provided by expanded course offerings, our students largely do not unless these are offered at school.</p> <p>Benefits include: Equal Opportunities: Access to a broad range of courses ensures that all students, regardless of their socioeconomic background, have equal opportunities to explore their interests and talents. Denying these opportunities based on income level perpetuates inequality in education.</p> <p>Holistic Development: Electives, language immersion, and arts education contribute to a well-rounded education that promotes holistic</p>	<p>Metric 1.7: % of unduplicated students who received their first choice of an elective at the middle school</p> <p>Metric 1.17: % of students identified with chronic absenteeism</p> <p>Metrics 1.15 Distance from Standard for Student Groups Math</p> <p>Metric 1.16: Distance from Standard for Student Groups in LA</p>

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	<p>design welding, modeling/design, more world language classes and more variety in band instruments.</p> <p><b>Scope:</b> LEA-wide</p>	<p>development. These courses foster creativity, critical thinking, problem-solving skills, cultural appreciation, and social-emotional growth, which are essential for success in both academic and real-world contexts.</p> <p>Cognitive Benefits: Studies have shown that exposure to music, art, and language learning enhances cognitive abilities such as memory, attention, and language skills. These benefits are particularly important for low-income students who may face additional challenges in their academic journey.</p> <p>Increased Engagement: Offering a variety of courses increases student engagement and motivation in learning. When students have the opportunity to explore subjects they are passionate about, they are more likely to be actively involved in their education and achieve academic success.</p> <p>Preparation for the Future: In today's globalized and diverse world, proficiency in multiple languages, appreciation for the arts, and creative thinking are increasingly valuable skills. Providing access to these courses prepares students for future academic and career opportunities, regardless of their socioeconomic background.</p> <p>Community Building: Electives, language immersion, and arts programs often foster a sense of community and belonging among students. These courses provide opportunities for collaboration, expression, and cultural exchange,</p>	

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		<p>promoting inclusivity and diversity within the school environment.</p> <p>Breaking the Cycle of Poverty: Access to a broad course of study can empower low-income students to break the cycle of poverty by providing them with the skills, knowledge, and confidence they need to pursue higher education and career pathways that align with their interests and aspirations.</p> <p>These services will be provided LEA-wide to maximize their impact in increasing opportunities for all students although they were developed with the needs of unduplicated students in mind.</p>	
<b>1.7</b>	<p><b>Action:</b> Safe and comfortable physical environment</p> <p><b>Need:</b> Academic outcomes following instruction are not equitable among unduplicated student groups - specifically English Learners, Homeless, Foster, and Low Income. Overall district performance for math is Red, LA is Orange, and ELD is Orange.</p> <p>In addition, Unduplicated student groups have been identified as Yellow for Chronic Absenteeism.</p> <p>Parent input continues to support HVAC position.</p> <p><b>Scope:</b></p>	<p>Facilities in good repair are essential for student learning and to prevent disruptions to classes, our campuses do not have extra classrooms to easily accommodate more than 1 or 2 student groups, so immediate functionality is critical. Based on experience before having our own technician, outside support from a reputable service in Bakersfield takes hours or days for service causing substantial disruption to services and create unacceptable teaching/learning conditions.</p> <p>Large numbers of students with asthma who require excellent indoor air quality as outside quality in the southern valley many times is poor for sensitive groups.</p> <p>Parent input continues to support HVAC technician on staff supports student achievement in several ways:</p>	<p>Metrics 1.15 Distance from Standard for Student Groups Math</p> <p>Metric 1.16: Distance from Standard for Student Groups in LA</p> <p>Metric 1.17: % of students identified with chronic absenteeism</p>

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	LEA-wide	<p>Maintaining Comfortable Learning Environment: A comfortable temperature and proper ventilation are crucial for optimal learning conditions. An HVAC technician ensures that heating and cooling systems are functioning efficiently, maintaining a comfortable temperature throughout the school building. This conducive environment can enhance student focus and productivity.</p> <p>Preventing Health Issues: Poor indoor air quality can lead to health issues such as allergies and respiratory problems, which can hinder student attendance and performance. An HVAC professional can regularly inspect and maintain ventilation systems to ensure clean and healthy air circulation, reducing the risk of health-related absences and supporting overall well-being.</p> <p>Minimizing Disruptions: HVAC malfunctions or breakdowns can disrupt classes, causing distractions and interruptions to learning activities. Having an HVAC technician on staff enables quick response to maintenance issues and timely repairs, minimizing disruptions to the learning environment and ensuring smooth operation of heating and cooling systems.</p> <p>Emergency Preparedness: In the event of HVAC emergencies such as system failures or extreme weather conditions, having an HVAC technician on staff ensures that there is a designated expert available to address the situation promptly. This proactive approach to emergency preparedness helps maintain continuity in educational activities and ensures the safety and well-being of students and staff.</p>	



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		This action will be provided on an LEA-wide basis to maximize the impact of ensuring a welcoming and comfortable environment for all students.	
1.8	<p><b>Action:</b> Technology infrastructure and devices</p> <p><b>Need:</b> English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard.</p> <p>The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange.</p> <p>Stakeholder input continues to indicate support for ensuring low income students have access to all technology afforded to other students from more affluent homes.</p> <p><b>Scope:</b> LEA-wide</p>	<p>In order to continue to support a 1 to 1 technology access model with adequate infrastructure the continuation of an equitable technology action is included.</p> <p>Technology support for low-income students is critical for several reasons:</p> <p>Access to Educational Resources: In today's digital age, many educational resources and learning materials are available online. Without access to technology, low-income students may be at a disadvantage, unable to access the same wealth of educational content as their peers. Technology support ensures that these students have the tools they need to access digital textbooks, educational websites, online tutorials, and other resources that can enhance their learning experience.</p> <p>Equity in Education: Access to technology promotes equity in education by leveling the playing field for all students, regardless of their socioeconomic background. Providing low-income students with access to computers, tablets, and internet connectivity ensures that they have the same opportunities to engage in digital learning activities, complete assignments, conduct research, and develop essential digital literacy skills as their more affluent peers.</p>	<p>Metrics 1.15 Distance from Standard for Student Groups Math</p> <p>Metric 1.16: Distance from Standard for Student Groups in LA</p> <p>Metric 1.4 % of classroom observations demonstrating implementation of state academic standards in Math as measured on a district walkthrough tool with 4 Implementation levels</p> <p>Metric 1.5: % of classroom observations demonstrating implementation of state academic standards in Language Arts as measured on a district walkthrough tool with 4 Implementation levels</p>



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		<p>Remote Learning: Technology support helps bridge the digital divide and ensures that all students can continue learning remotely, regardless of their financial circumstances.</p> <p>Preparation for the Future Workforce: In today's increasingly digital and technology-driven world, proficiency with technology is essential for success in the workforce. By providing low-income students with access to technology and digital learning opportunities, schools help prepare them for future careers that require technological skills. Technology support not only enhances students' academic achievement but also equips them with the digital literacy skills and technological competence needed to thrive in the 21st-century economy.</p> <p>Personalized Learning: Technology can facilitate personalized learning experiences tailored to students' individual needs, interests, and learning styles. With access to educational software, online tutorials, and adaptive learning platforms, low-income students can receive targeted instruction and support that meets their unique learning needs. Technology-enabled personalized learning can improve engagement, motivation, and academic outcomes for students from all backgrounds.</p> <p>Collaboration and Communication: Technology facilitates collaboration and communication among students, teachers, and families, regardless of geographical distance or socioeconomic status. Low-income students can use technology to collaborate on group projects, communicate with</p>	

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		<p>teachers outside of class, and engage with educational content in interactive ways. Technology support ensures that all students have access to the tools they need to participate fully in collaborative learning experiences and stay connected with the school community.</p> <p>Digital Citizenship: Technology support also includes teaching students about digital citizenship and responsible use of technology. Low-income students need guidance and support in navigating the digital world safely, ethically, and responsibly. By integrating digital citizenship education into the curriculum and providing resources for online safety and privacy, schools help empower low-income students to make informed decisions and engage positively in online communities.</p> <p>This action will be provided on an LEA-wide basis to maximize the impact of ensuring 21st Century tools for all students while we expect our unduplicated students will benefit the most as the action was developed with their needs in mind.</p>	
2.1	<p><b>Action:</b> Tier 1 /PBIS Engagement and Safety</p> <p><b>Need:</b> Chronic Attendance Dashboard Indicator - Yellow for unduplicated student groups</p> <p>2022-2023 California Healthy Kids Student results Elementary 5th grade 2022-2023 School connectedness 70% Perceived school safety 74%</p>	<p>Principally directed to unduplicated student groups to ensure safety and engagement, campus supervisors and integration of a PBIS system play a crucial role in ensuring the safety, security, and smooth operation of the entire educational institution. Campus Supervisors support staff focus to meet goals set by data gathered from PBIS online, AERIES, and Californian Healthy Kids. Here are several reasons why campus supervisors and the supporting data collection systems are a selected action step.</p>	<p>Metric 2.1: % of students suspended Metric 2.7 % of students chronically absent Metric 2.3: % of students responding strongly agree to CHKS questions</p>

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	<p>Meaningful participation 49%</p> <p>Elementary 6th grade 2022-2023 School connectedness 61% Perceived school safety 65% Meaningful participation 37%</p> <p>Middle school 2022-2023 School connectedness 41% Perceived school safety 37% Meaningful participation 18%.</p> <p>As reported by students and parents sharing their students' experiences, there appears to be a huge discrepancy between most staff that are considered to welcome them, be supportive, and be kind, which were a concern prompting a foundational action with significant support for strategies to prompt responsible positive student behaviors rather than using punitive means; including how to stop a fight. Administrators have requested the addition of Suite 360 to support PBIS.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Safety and Security: Campus supervisors help maintain a safe and secure environment for students, staff, and visitors. They monitor entrances and exits, patrol school grounds, and address safety concerns or emergencies promptly.</p> <p>Student Supervision: They supervise students during breaks, lunchtime, and transitions between classes, ensuring that students behave appropriately and follow school rules. This supervision helps prevent conflicts, bullying, and other disruptive behaviors.</p> <p>Emergency Response: In the event of emergencies such as medical incidents, fights, or lockdown situations, campus supervisors are trained to respond quickly and appropriately, providing assistance until professional help arrives.</p> <p>Conflict Resolution: They play a role in mediating conflicts among students or addressing minor disciplinary issues. By intervening early and effectively, campus supervisors help maintain a positive and respectful school climate.</p> <p>Crisis Prevention: Through their presence and proactive engagement with students, campus supervisors help prevent potential conflicts or incidents from escalating into more significant problems, fostering a peaceful learning environment.</p> <p>Assistance to Staff: Campus supervisors support teachers and administrative staff by assisting with crowd control, supervising areas where teachers</p>	

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		<p>may not be present, and providing an extra set of eyes and ears to help monitor student behavior.</p> <p>Building Relationships: Campus supervisors often interact with students on a daily basis, building positive relationships and serving as approachable adults whom students can trust and confide in.</p> <p>Community Engagement: They may serve as liaisons between the school and the surrounding community, fostering positive relationships with neighbors and addressing any concerns or issues that may arise.</p> <p>This action will be provided districtwide since there is a need to support the SEL and behavior needs of all students.</p>	
<b>2.2</b>	<p><b>Action:</b> Mental Health Professionals</p> <p><b>Need:</b> Chronic Attendance Dashboard Indicator - Yellow for unduplicated student groups</p> <p>Staff, student, and parent input continues to indicate a need for mental health support. Social workers were mentioned at every school site student input session as a person to be relied on and that supported student feelings and well-being.</p> <p>Kern Integrated Data System responses to the School Connectedness Survey taken by 3rd through 8th graders indicates a consistent 25 to 30% of students not feeling strongly</p>	<p>Students and Parents were highly favorable of continuing with eight district employed Social Workers who will service individual clinical needs and group-based support. In addition, Social Workers support staff trainings on Suicide Prevention, Loving Solutions, and Preventing/Overcoming Bullying.</p> <p>While principally directed to Foster Youth and Low Income students who may not have access to services otherwise, by implementing this action step, we aim to enhance the social-emotional well-being of students and create a supportive and inclusive school environment where all students can thrive academically, socially, and emotionally.</p>	<p>Metric 2.1: % of students suspended</p> <p>Metric 2.7 % of students chronically absent</p> <p>Metric 2.6: % of students responding strongly agree to KIDS survey</p>

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	<p>connected to school with declines from Fall 2023-2024 to Spring 2023-2024. School Social Workers will facilitate a tiered system of responding to student social-emotional needs.</p> <p>% Agree/Strongly Agree</p> <p>I feel like it is easy to talk with teachers/ staff at this school.</p> <p>Fall 73% / Spring 70.51%</p> <p>I feel like my teachers and school staff care about me.</p> <p>Fall 77% / Spring 74.16%</p> <p>If I am absent, I feel like there is a teacher or some other adult who will notice my absence.</p> <p>Fall 78%/ Spring 75.90%</p> <p>I feel like I belong when I am at school.</p> <p>Fall 74/ Spring 69.02%</p> <p><b>Scope:</b> LEA-wide</p>		
2.3	<p><b>Action:</b> Student Recognitions</p> <p><b>Need:</b> Chronic Attendance Dashboard Indicator - Yellow for unduplicated student groups</p> <p>Responses to the question, "I feel like my teachers and school staff care about me." resulted in the following agree/strongly agree responses from 3rd to 8th graders. Fall 77% / Spring 74.16%</p> <p>A modification of incentives to focus on relationship building has been identified given the input of student and parent focus groups</p>	<p>Students, parents, and teachers representing English Learners, Foster students and Low Income students indicate that positive recognitions support their focus toward positive and appropriate behaviors especially when focused on supporting relationship building. By implementing this action step LEA-wide, we aim to create a school environment where all students feel valued, supported, and motivated to succeed academically and socially. Recognitions and incentives for positive behavior not only reinforce desired behaviors but also contribute to a positive school culture that fosters student growth and success.</p>	<p>Metric 2.1: % of students suspended</p> <p>Metric 2.7 % of students chronically absent</p> <p>Metric 2.6: Metric 2.6: % of students responding strongly agree to KIDS survey</p>

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	<p>who state they value the recognition of school staff in front of their peers and parents along with incentives to work toward.</p> <p>Requests to ensure all staff are using PBIS rewards in an equitable manner and implementing incentives less focused on small, tangible, extrinsic motivators to more relational activities including having more assemblies, field trips, festivals, and awards were suggested by students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Requests to ensure all staff are using PBIS rewards in an equitable manner and implementing incentives less focused on small, tangible, extrinsic motivators to more relational activities including having more assemblies, field trips, festivals, and awards were suggested by students.</p>	
<b>2.4</b>	<p><b>Action:</b> Haven Drive sports/clubs</p> <p><b>Need:</b> Chronic Attendance Dashboard Indicator - Yellow for unduplicated student groups</p> <p>Input sessions continue to mention the need for expanded opportunities for engagement particularly at the district's middle school. Haven Drive Middle School student reported outcomes on the Kern Integrated Data System Connectedness Survey has shown increasing rates in response to the question "do you participate" and the goal is to continue to increase this as connectedness percentages on California Healthy Kids Survey continues to lag behind all elementary school sites.</p>	<p>Having sports and clubs at the middle school level offers numerous benefits for students, contributing to their holistic development and overall well-being. Principally directed to students who may not have the financial means beyond the walls of the school, those without a stable home, and those whose English Development would benefit from additional practice; the following reasons support why middle schools should offer sports and clubs to these students as well as on a school-wide basis for equity purposes.</p> <p>Physical Health: Participating in sports encourages regular physical activity, which is essential for maintaining overall health and fitness. It helps students develop strength, endurance, coordination, and flexibility, contributing to their physical well-being.</p>	<p>Metric 2.7 % of students chronically absent</p> <p>Metric 2.1: % of students suspended</p> <p>Metric 2.3: % of students responding strongly agree to CHKS questions</p>

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	<p>Students and staff members suggested continuing sports at all levels.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Social Skills: Sports and clubs provide opportunities for students to interact with peers who share similar interests. Through teamwork, cooperation, and competition, students learn important social skills such as communication, leadership, problem-solving, and conflict resolution.</p> <p>Sense of Belonging: Sports teams and clubs create a sense of belonging and camaraderie among students. They offer a supportive community where students can connect with like-minded individuals, build friendships, and develop a positive school identity.</p> <p>Self-Esteem and Confidence: Success in sports and clubs can boost students' self-esteem and confidence. Achieving personal goals, mastering new skills, and receiving recognition for their accomplishments can help students develop a sense of pride and self-assurance.</p> <p>Time Management: Balancing academic responsibilities with extracurricular activities teaches students valuable time management and organizational skills. By juggling practice schedules, games, meetings, and homework, students learn how to prioritize tasks and manage their time effectively.</p> <p>Academic Performance: Research has shown that students who participate in sports and clubs tend to perform better academically. Engaging in extracurricular activities can improve students' motivation, engagement, and attendance, leading to higher achievement in school.</p>	

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		<p>Healthy Habits: Participation in sports and clubs promotes the adoption of healthy lifestyle habits. Students learn the importance of regular exercise, proper nutrition, adequate sleep, and stress management, which can have long-term benefits for their physical and mental health.</p> <p>Exploration of Interests: Middle school is a time of exploration and self-discovery. Sports and clubs offer students the opportunity to explore a wide range of interests and talents, from athletics and arts to academic pursuits and community service.</p> <p>Character Development: In addition to physical and social skills, participation in sports and clubs helps students develop important character traits such as resilience, perseverance, sportsmanship, and empathy. These qualities are valuable for success in school, work, and life.</p> <p>Overall, sports and clubs play a vital role in the middle school experience, providing students with opportunities for personal growth, social development, and academic success. By offering a diverse array of extracurricular activities, schools can enrich students' lives and create a vibrant and inclusive school community</p>	
2.5	<p><b>Action:</b> Facility safety supports</p> <p><b>Need:</b> Chronic Attendance Dashboard Indicator - Yellow for unduplicated student groups.</p>	Layered security measures provide safety for students to prevent harm to staff and students initiating this action step. Furthermore, older buildings require security additions to be equitable to newer buildings are constructed with safety features included. In addition, inclusion of welcoming environmental features and personnel	<p>Metric 2.1: % of students suspended</p> <p>Metric 2.7 % of students chronically absent</p>



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	<p>The impact of custodians and lawn care were mentioned by students in terms of creating a welcoming environment prompting continued employment of four additional custodians with clean restrooms being a priority and as well as fencing, cameras, and actions to decrease vaping such as Vape Sensors which was supported by input given from parents, Principals, and teachers.</p> <p><b>Scope:</b> LEA-wide</p>	<p>to ensure well-maintained facilities as parent's responses range from 30% to 53% on the CHKS question that facilities are well-maintained. The crossing guard added in the 2023-2024 school year has supported flow of traffic as noted by site administration and is recommended by parents to continue.</p> <p>While the community surrounding the district's various schools is impoverished, and principally directed to the 94% who are low income; students in our schools should not have second class facilities. These allocated funds specifically address the low-income areas our schools are located in for safety and to provide a welcoming environment for all students.</p>	
2.6	<p><b>Action:</b> Alternative to Suspension class</p> <p><b>Need:</b> A Yellow on the Chronic Absentee Dashboard and Oranges and Reds in Language Arts and Math for all unduplicated populations indicates a need for students to be at school and learning.</p> <p>Another action step being continued but modified will be the Alternative to Suspension class as Administrators, Social Workers, Classified Staff, and Students repeatedly mentioned a need for a restorative, but firmer and more structured setting. Feedback for ALA from parents was supportive to prevent students from being suspended to a home situation which may be unsupervised while</p>	<p>While consequences are necessary, sending a student home to be possibly unsupervised and in an environment which may allow the undesired behavior to continue prompts the continuation of the Alternative Learning Academy.</p> <p>Another action step being continued but modified will be the Alternative to Suspension class as Administrators, Social Workers, Classified Staff, and Students repeatedly mentioned a need for a restorative, but firmer and more structured setting. Feedback for ALA from parents was supportive to prevent students from being suspended to a home situation which may be unsupervised while staff input prompts the need for reflection of daily implementation of routines and expectations.</p>	<p>Metric 2.1: % of students suspended</p> <p>Metric 2.7 % of students chronically absent</p>

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	<p>staff input prompts the need for reflection of daily implementation of routines and expectations.</p> <p><b>Scope:</b> LEA-wide</p>	This action is being provided on an LEA-wide basis to maximize the impact on improving the climate at all schools for all students.	
3.1	<p><b>Action:</b> Data Monitoring, Analysis, and Intervention</p> <p><b>Need:</b> California Dashboard indicates high chronic attendance rates for the following student groups. English Learners 21.1% Foster Youth 16.7% Socioeconomically Disadvantaged 25%</p> <p>End of year Kern Integrated Data reports indicate significant declines for overall chronic rates (down to a current 20%) yet specific groups exceed the overall average including African American, Filipino, White, Students with Disabilities, and Homeless. Transitional Kindergarten and Kindergarten far exceed the rate of other grades and significantly affect the overall average.</p> <p>Administrators, Teachers, Parents, and Classified staff continue to be concerned about the high rate of absences and appreciate the support of Student Success Facilitators and Attendance Clerks. A2A use will be continued per contract, however input from Classified staff working with the program</p>	Regular data analysis utilizing AERIES, Attention2Attendance, and Kern Integrated Data Systems will enable the district to track progress and make data-driven decisions to promote positive attendance and to intervene to continuously improve attendance rates supported by dedicated staff members including Student Success Facilitators and School Attendance Clerks. This action is principally directed to unduplicated groups as their attendance rates are in the very high and high bands requiring significant decreases to return to a level of approximately 9% prior to COVID closures but will provide these actions LEA-wide since it will benefit all students.	<p>3.1 % of students with chronic absences - Dashboard</p> <p>3.2 average daily attendance Spotlight days</p> <p>3.3 drop out rate %</p> <p>3.4 average daily attendance %</p>

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	<p>continue to indicate concerns regarding service and District Administrators have concerns regarding accuracy of data when first presented and other programs will be considered in the future.</p> <p><b>Scope:</b> LEA-wide</p>		
3.2	<p><b>Action:</b> Provide wrap-around services - focus physical health</p> <p><b>Need:</b> Chronic rates for the specific groups noted, although declining, are high on the California Dashboard Foster Youth 16.7% declined 10.6% Socioeconomically Disadvantaged 25% declined 8.9% All unduplicated groups were Yellow on the California Dashboard</p> <p>Parent input indicated nurses are a key component of safety which affects attendance.</p> <p><b>Scope:</b> LEA-wide</p>	<p>District nurses provide healthcare services directly to patients within their school providing care to those having difficulty accessing care. Preventative care including check-ups and screening will identify health issues early on and can help prevent absenteeism due to illness. Chronic disease management for noted high concerns such as diabetes and asthma can reduce the likelihood of complications leading to absenteeism. Health education for families about healthy lifestyles, disease prevention, and self care empowers families to manage their health leading to better attendance by reducing the occurrence of preventable illnesses.</p> <p>Social Workers provide mental health services to Arvin students as there is no local mental health facility in our city. Their work is foundational to clinical work at the school site and supporting referrals to outside agencies as deemed appropriate.</p> <p>These services are principally targeted to Low Income families as a support for those without transportation and services are no-cost to families. Foster students require extra social-emotional</p>	<p>3.1 % of students with chronic absences - Dashboard 3.2 average daily attendance Spotlight days 3.3 drop out rate % 3.4 average daily attendance %</p>

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		<p>support to persevere through hard-ships. Information and medical releases are shared between personnel in this action step and the personnel in Action 1 to support positive student attendance.</p> <p>Together, the nurse, social worker, and health clerk form a multidisciplinary team that addresses the complex factors influencing student attendance and provides comprehensive support to promote regular attendance and academic success. These services will be provided districtwide as we believe all students can benefit to not miss school, but we expect our unduplicated students will benefit the most.</p>	
<b>3.4</b>	<p><b>Action:</b> Attendance Recognition</p> <p><b>Need:</b> Chronic Attendance rates for unduplicated students are high as noted below Metric 3.3: California Dashboard: Yellow for unduplicated student groups English Learners 21.1% Foster Youth 16.7% Socioeconomically Disadvantaged 25%</p> <p>Incentives, as noted in Goal 2, will be refined as suggested by Students so that awards currently focused on whole class attendance do not affect individuals who do attend school regularly- they do like the "Cookie Monster". Literature read by classified staff prompted thoughts on more frequent recognitions with tangible items being less of a focus.</p>	<p>Incentives are provided to address attendance needs principally directed for English Learners, Foster Youth, and Low Income student groups whose Chronic Attendance rates are Very High or High for several reasons:</p> <p>Motivation: Incentives serve as motivators to encourage students to attend school regularly. By offering rewards or recognition for good attendance, students are more likely to make an effort to attend classes consistently.</p> <p>Positive Reinforcement: Incentives provide positive reinforcement for desired behavior, reinforcing the importance of attending school regularly. When students receive rewards or recognition for their attendance efforts, it reinforces the behavior and encourages them to continue attending school.</p>	<p>3.1 % of students with chronic absences - Dashboard 3.2 average daily attendance Spotlight days 3.3 drop out rate % 3.4 average daily attendance %</p>

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	<p><b>Scope:</b> LEA-wide</p>	<p>Behavioral Change: For students who struggle with attendance issues, incentives can help initiate and sustain behavioral change. By providing tangible rewards or incentives for improved attendance, students may be more inclined to make an effort to overcome barriers to attendance and establish better attendance habits.</p> <p>Sense of Achievement: Incentives offer students a sense of achievement and accomplishment for meeting attendance goals. Whether it's receiving certificates, prizes, or other rewards, students feel a sense of pride and accomplishment when they are recognized for their attendance efforts.</p> <p>Community Building: Incentives can help foster a sense of community within the school environment. When students work towards attendance goals together and are rewarded collectively for their efforts, it promotes a positive school culture and strengthens bonds among students, teachers, and staff.</p> <p>Attendance Culture: Providing incentives for attendance helps reinforce the importance of regular attendance and contributes to building a culture where attendance is valued and prioritized. Over time, this can lead to a shift in attitudes towards attendance and a reduction in chronic absenteeism within the school community.</p> <p>Overall, incentives serve as effective tools for promoting positive attendance behaviors, motivating students to attend school regularly, and ultimately contributing to improved academic outcomes and student success for all students</p>	

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		with the expectation that our unduplicated students will benefit the most since the action was developed with their needs in mind.	
4.1	<p><b>Action:</b> Enhanced Parent Communication</p> <p><b>Need:</b> English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard.</p> <p>The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange.</p> <p>In addition, the group "All Students" were classified as Red in Math and Orange in English Language Arts.</p> <p>Significantly, chronic attendance rates for English Learners is measured at 16.7% with all other unduplicated groups and numerically significant student groups with a higher chronic rate.</p> <p>Responses to CHKS parent questions indicate over 50% of parents do not perceive themselves as key stakeholders which requires a deeper dive and focus to improve parent engagement.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Having strong parent communication tools and staff, including platforms like ParentSquare, is essential for several reasons:</p> <p>Enhanced Student Support and Engagement: Timely Updates: Regular updates on student progress, school events, and important announcements keep parents informed and engaged in their child's education. Parental Involvement: Effective communication encourage parents to participate in school activities and support their children's learning at home, which can lead to better student outcomes.</p> <p>Efficient Communication: Streamlined Messaging: Platforms like ParentSquare consolidate various communication channels (emails, texts, app notifications) into one, making it easier for schools to send out information and for parents to receive it without missing important messages. Bilingual Support: Parent Square and staff offers translation services, ensuring non-English speaking parents can understand and respond to communications.</p> <p>Improved Safety and Emergency Response: Real-Time Alerts: In case of emergencies or urgent situations, schools can quickly reach parents with real-time alerts, ensuring they are informed and can respond appropriately.</p>	<p>Metric 4.1 % of students with Chronic Absenteeism - Dashboard</p> <p>Metric 4.2 Distance from Standard - Dashboard Math</p> <p>Metric 4.3 Distance from Standard - Dashboard ELA</p> <p>Metric 4.4 % of parents responding strongly agree -CHKS</p>

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		<p>Tracking Responses: Tools like ParentSquare allow schools to track whether parents have received and read messages, ensuring critical information is disseminated effectively.</p> <p>Increased Transparency and Trust:  Regular Updates: Regular communication about school policies, events, and student progress helps build trust between parents and the school administration.  Feedback Mechanism: These tools and staff provide ways for parents to give feedback, ask questions, and express concerns, fostering a collaborative environment.</p> <p>Convenience and Accessibility:  Mobile Accessibility: With mobile apps, parents can receive notifications and updates on the go, ensuring they stay informed regardless of their schedule or location.  User-Friendly Interface: Platforms like ParentSquare are designed to be user-friendly, making it easier for parents of all tech-savviness levels to stay connected.</p> <p>Documentation and Record-Keeping:  Message Archives: Communication platforms often keep records of all messages sent and received, providing a valuable archive for reference and accountability.  Shared Resources: Schools can share documents, forms, and other resources through these platforms, ensuring parents have easy access to necessary materials for all students.</p>	



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		This action is being provided on an LEA-wide basis to maximize the impact in family engagement and to ensure regular and clear communication for all families with the expectation that families of unduplicated students will receive significant benefit.	
4.2	<p><b>Action:</b> Enhanced parent engagement opportunities</p> <p><b>Need:</b> English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard.</p> <p>The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange.</p> <p>In addition, the group "All Students" were classified as Red in Math and Orange in English Language Arts.</p> <p>Significantly, chronic attendance rates for English Learners is measured at 16.7% with all other unduplicated groups and numerically significant student groups with a higher chronic rate.</p> <p>Suggested by parents are folders/packets of materials to support implementing learning from the workshops. Students mentioned that providing food and drinks for parent activities may support encouraging parents to attend and that persona; phone calls are good ideas to share information. Events such as Lunch on</p>	<p>Improving our current parent participation and engagement processes is critical to address:</p> <p>Enhanced Student Achievement: Research consistently shows that when parents are actively involved in their children's education, students tend to perform better academically. Parental involvement can lead to increased motivation, improved attendance, better behavior, and higher grades.</p> <p>Positive School Environment: When parents are involved in school activities, it creates a sense of community and belonging. This positive environment can foster better relationships between students, teachers, and parents, leading to a more supportive and encouraging atmosphere for learning.</p> <p>Increased Communication: Setting parent involvement goals encourages regular communication between parents and teachers. This communication allows for the sharing of information about student progress, upcoming events, and educational resources. When parents are well-informed, they can provide better support for their children's learning at home.</p>	<p>Metric 4.1 % of students with Chronic Absenteeism - Dashboard</p> <p>Metric 4.2 Distance from Standard - Dashboard Math</p> <p>Metric 4.3 Distance from Standard - Dashboard ELA</p> <p>Metric 4.4 % of parents responding strongly agree -CHKS</p>



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	<p>the Lawn will be planned on a more regular basis given input from students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Parental Empowerment: Involving parents in goal-setting and action planning empowers them to take an active role in their child's education. When parents feel valued and included in the educational process, they are more likely to advocate for their child's needs and participate in school activities.</p> <p>Improved Attendance and Participation: Setting specific goals for parent involvement can increase parent attendance at school events, meetings, and conferences. This increased participation can strengthen the connection between home and school, leading to greater engagement from both parents and students.</p> <p>Cultural Responsiveness: Recognizing and respecting the diverse backgrounds and experiences of families is essential for effective parent involvement. Setting inclusive goals and action steps ensures that all parents feel welcome and valued in the school community, regardless of their cultural or linguistic background.</p> <p>Higher Family Satisfaction: When parents feel involved and engaged in their child's education, they are more likely to report higher levels of satisfaction with their child's school. This satisfaction can lead to increased support for school initiatives, better retention rates, and positive word-of-mouth referrals within the community.</p> <p>This action is being provided on an LEA-wide basis to maximize the impact in family engagement for all students.</p>	

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5.1	<p><b>Action:</b> Data/Assessment Tools and Learning Systems</p> <p><b>Need:</b> English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard.</p> <p>The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange.</p> <p>In addition, the group "All Students" were classified as Red in Math and Orange in English Language Arts.</p> <p>Input from Teachers, Principals, Administrators, Certificated/Classified Staff, Parents, Students, Local Bargaining Units, and SELPA Administrators support a goal focused on student outcomes due to our students' needs in Language Arts and Math for all student groups based on data from state and local measures. Principals, Administrators, Parents, and Teachers all influence the refinement of metrics, Formative Assessment, and Intervention.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Data is crucial for guiding instruction and the development of cycles of inquiry in education because it provides valuable insights into student learning and helps educators make informed decisions about the program implementation and teaching practices. Focusing on screeners, diagnostics, and pre-post to drive instruction is critical to implementation of pacing and ensuring Reds and Oranges decrease.</p> <p>Data systems have been selected to be principally directed to gathering and utilizing information to support unduplicated student groups in the LCAP. Utilizing this data on and LEA wide basis supports unduplicated students and their peers by helping district staff with:</p> <p>Comprehensive Data Collection: Data and assessment systems provide educators with tools for collecting a wide range of data, including formative assessment results, standardized test scores, attendance records, and demographic information. Having access to comprehensive data allows educators to gain a holistic understanding of student learning and performance.</p> <p>Data Analysis Tools: These systems often include built-in data analysis tools that enable educators to analyze assessment data quickly and efficiently. These tools may generate reports, visualizations, and summaries that highlight key trends and insights, making it easier for educators to interpret the data and identify areas for improvement.</p> <p>Evidence-Based Decision-Making: By purchasing and utilizing data and assessment systems,</p>	<p>5.1 Distance from standard language arts</p> <p>5.2 Distance from standards math</p> <p>5.3 % of students reading at grade level by 3rd grade</p> <p>5.5 % of writing proficiency pass rate by grade level</p> <p>5.8 % of students at / above benchmark</p>

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		<p>educators can make evidence-based decisions about instruction. These systems provide empirical evidence of student learning, which helps educators identify effective instructional practices and prioritize areas for intervention or enrichment.</p> <p>Continuous Improvement: Data and assessment systems support cycles of inquiry by providing educators with ongoing feedback about student progress and instructional effectiveness. Educators can use this feedback to reflect on their teaching practices, set goals for improvement, and refine their instructional strategies over time.</p> <p>A significant math alignment project is being conducted to focus on the deep and wide-spread needs in math achievement as all student groups with high numbers of students were identified in the lowest band at the district level. This includes professional development, a focus on rigor and standards-aligned instruction, and best practices for use of manipulatives and representation to ensure students can build and justify their responses with conceptual modeling. Classroom walkthroughs are conducted monthly and evidence of standards implementation and practice by students is formatively assessed on a local rubric with next steps identified by visiting teams to identify strengths and continued areas of need. Formative assessments are being redesigned in alignment with a pacing guide developed collaboratively by school site representatives working alongside Kern County Superintendent of Schools Consultants and Teachers on Special Assignment.</p>	

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		<p>This action addresses the lowest performance level for Math:  Overall District- All Students, English Learners,, Hispanic, Low Income, Students with Disabilities ;  School Sites: Haven Drive  School site student groups  Haven Drive- Hispanic  Bear Mountain- English Learners, Students with Disabilities  El Camino Math- Students with Disabilities  Sierra Vista Math- Students with Disabilities</p> <p>Diagnostic platforms will be continued including iReady, STAR, 95%, and consideration of Prodigy and other math fact practice platforms based on student input.</p> <p>This action addresses the lowest performance level for Language Arts for the District overall, District English Learners and Students with Disabilities; School sites Bear Mountain and Sierra Vista; Bear Mountain English Learners, Hispanic, Low Income and Students with Disabilities; El Camino Students with Disabilities; Sierra Vista English learners, Hispanic, and Low Income</p>	
5.2	<p><b>Action:</b> Intervention / Extension Staff</p> <p><b>Need:</b> California Dashboard outcomes for District, School Sites, and unduplicated student groups in LA, Math specifically as noted below for school sites and student groups listed.</p>	Best practices and supports principally directed to unduplicated student groups ensures attending to their individual and student group needs. These best practices support LEA-wide Multi-Tiered Systems of Support for all students with expectation our unduplicated students will benefit the most as the action was developed with their needs in mind.	<p>5.1 Distance from standard language arts</p> <p>5.2 Distance from standards math</p> <p>5.3 % of students reading at grade level by 3rd grade</p> <p>5.5 % of writing proficiency pass rate by grade level</p>

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	<p>MATHEMATICS DASHBOARD- (see Goal 5 Action 2 for specific action to address all Red's in this area)</p> <p>District groups identified as lowest performance level RED areas in Math include: Overall District- (-96 maintained 1.2) District student groups- All Students (-96 maintained 1.2), English Learners (-106.8 maintained 2.3), Hispanic (-95.9 maintained 1.5), Low Income (-98 maintained 1.7), Students with Disabilities (-164 declined 19.4)</p> <p>School Sites identified as the lowest performance level RED: Haven Drive (-116.9 maintained 0.6)</p> <p>School site student groups identified at the lowest performance level RED include: Haven Drive- Hispanic (-115.3 maintained 2.5) Bear Mountain- English Learners (-98.1 declined -9.8), Students with Disabilities ( -164.7 declined -46.8) El Camino Math- Students with Disabilities (-150.3 declined -21.5) Sierra Vista Math- Students with Disabilities (-141.5 declined -27.3)</p> <p>LANGUAGE ARTS DASHBOARD - (see Goal 5 Action 2 for specific action to address all Red's in this area)</p> <p>District groups identified as having the lowest performance level RED areas in English Language Arts include: English Language Arts- English Learners (-76.1 maintained -0.5), Students with Disabilities (-136.1 declined 12.1)</p>	<p>Data-Driven Decision Making: Assigning intervention staff to student groups based on data analysis ensures that interventions are targeted towards students who need them the most. Regular review of student data allows for adjustments in intervention strategies to address areas of improvement and provide further support where needed.</p> <p>Collaborative Approach: Establishing a culture of shared responsibility for student success encourages collaboration among intervention staff, classroom teachers, and administration. This collaborative effort ensures that all stakeholders are working towards common goals and pooling resources to support student learning effectively.</p> <p>Addressing Social-Emotional Needs: Recognizing and addressing the social-emotional needs of students receiving interventions is essential for creating a supportive learning environment. By collaborating on strategies to address behavioral challenges, intervention staff can help remove barriers to academic progress and promote student well-being.</p> <p>Tailored Learning Plans: Collaboration between intervention teachers and classroom teachers allows for the development of individualized learning plans that address the specific needs of each student. By utilizing assessment data and input from teachers, interventions can be customized to target areas of difficulty and support student growth.</p>	<p>5.8 % of students at / above benchmark</p>

Goal and Action #	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
	<p>School Sites identified as the lowest performance level RED:  Bear Mountain ( -83.7 declined -12.6) and  Sierra Vista (-71.8 declined -3.8)</p> <p>School site student groups identified at the lowest performance level RED:  Bear Mountain- English Learners (-98.1 declined -20.8), Hispanic (-84.7 declined -13),  Low income (-86.2 declined -12.9), Students with Disabilities (-144.5 declined -54.2)  El Camino- Students with Disabilities (-136.7 declined -8.5)  Sierra Vista- English Learners (-78.7 declined -5.7; Hispanic -72 declined -4.1), Low income (-72.9 declined -3.3)</p> <p>Interventions will be implemented by funding three certificated elementary intervention teachers and classified instructional support staff, with additional funds adding 3 additional intervention teachers per site and a site determined number of aides with federal funds. Funding will be expanded for TK beyond the date range for enrollment eligibility to fill the current 6 classrooms and possibly expand to a 7th classroom as a reflection on the input from Teachers, Principals, Administrators, Certificated/Classified Staff, Parents, Students.</p> <p>Many students mentioned they appreciated the strategies their teachers used to explain things and suggested professional development to help all teachers provide appropriate levels of support as students</p>	<p>Differentiated Instruction: Utilizing a variety of instructional strategies and resources ensures that interventions are accessible and engaging for all students. Instructional aides play a crucial role in providing additional support and reinforcement to students during instructional sessions, helping to reinforce learning and build confidence.</p> <p>Professional Development: Providing ongoing professional development opportunities for intervention teachers and instructional aides ensures that they have the knowledge and skills necessary to implement effective intervention techniques and instructional practices. This continuous learning helps to improve the quality of interventions and ultimately enhances student outcomes.</p>	

Goal and Action #	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
	<p>mentioned their questions are not always understood or answered</p> <p><b>Scope:</b> LEA-wide</p>		
<b>5.3</b>	<p><b>Action:</b> Supplemental Instructional Materials, Staff, and technology apps/classroom supports</p> <p><b>Need:</b> English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard.</p> <p>The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange.</p> <p>In addition, the group "All Students" were classified as Red in Math and Orange in English Language Arts.</p> <p>Supplemental materials and supplies were requested by Principals, District Administrators, teachers, and classified staff to provide instructional materials and supports beyond the district adopted textbooks and to include items to enhance technology use for instructional purposes.</p>	<p>Supplemental materials and staff play a crucial role in supporting academic skills by providing additional resources, personalized support, differentiated instruction, enrichment opportunities, targeted intervention, accessibility, inclusivity, and professional development for educators. These resources and supports contribute to a more comprehensive and responsive educational experience that fosters the academic success and holistic development of all students.</p>	<p>5.1 Distance from standard language arts</p> <p>5.2 Distance from standards math</p> <p>5.3 % of students reading at grade level by 3rd grade</p> <p>5.4 % of students reported as meeting or exceeding standards in science</p> <p>5.5 % of writing proficiency pass rate by grade level</p> <p>5.8 % of students at / above benchmark</p>



Goal and Action #	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
	<b>Scope:</b> LEA-wide		
<b>5.4</b>	<p><b>Action:</b> Library</p> <p><b>Need:</b> English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard.</p> <p>The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange.</p> <p>In addition, the group "All Students" were classified as Red in Math and Orange in English Language Arts.</p> <p>Continuation of library staff and book purchases, especially in various languages, was influenced by students, teachers, and parents.</p> <p><b>Scope:</b> LEA-wide</p>	<p>School libraries play a critical role in fostering student comprehension skills and building foundational reading abilities for several reasons:</p> <p><b>Access to Diverse Resources:</b> School libraries provide access to a wide range of books, magazines, newspapers, and digital resources, catering to various interests and reading levels. This diversity allows students to explore different genres, topics, and perspectives, which is essential for developing comprehension skills and expanding their understanding of the world.</p> <p><b>Promotion of Independent Reading:</b> School libraries encourage independent reading by allowing students to choose books based on their interests and preferences. Independent reading helps students develop reading fluency, vocabulary, and comprehension skills as they engage with texts at their own pace and level.</p> <p><b>Support for Curriculum and Learning Objectives:</b> Librarians collaborate with teachers to select materials that support the school curriculum and learning objectives. By aligning library resources with classroom instruction, students have access to supplementary materials that reinforce concepts taught in class, deepen their understanding of subjects, and enhance their comprehension skills.</p> <p><b>Opportunities for Research and Inquiry:</b> School libraries provide a conducive environment for research and inquiry-based learning. Librarians</p>	<p>5.1 Distance from standard language arts</p> <p>5.3 % of students reading at grade level by 3rd grade</p> <p>5.5 % of writing proficiency pass rate by grade level</p>



Goal and Action #	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
		<p>teach students how to navigate information sources effectively, evaluate the credibility and relevance of sources, and synthesize information to develop critical thinking and comprehension skills.</p> <p>Promotion of Literacy and Love for Reading: School libraries play a crucial role in promoting literacy and fostering a love for reading. Through storytelling sessions, book clubs, author visits, and other literacy initiatives, libraries create opportunities for students to engage with literature in meaningful ways, motivating them to become lifelong readers.</p> <p>Development of Information Literacy Skills: In today's digital age, it's essential for students to develop information literacy skills to navigate and evaluate online information critically. School libraries teach students how to search for information effectively, discern credible sources from unreliable ones, and ethically use information, contributing to their overall comprehension abilities.</p> <p>Creation of a Reading Culture: School libraries contribute to the creation of a reading culture within the school community. By fostering a supportive and welcoming environment for reading, libraries instill the value of literacy and comprehension skills, encouraging students to view reading as a pleasurable and enriching activity.</p> <p>These resources and supports contribute to a more comprehensive and responsive educational</p>	

Goal and Action #	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
		experience that fosters the academic success and holistic development of all students.	
<b>5.5</b>	<p><b>Action:</b> Instructional Field trips</p> <p><b>Need:</b> English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard.</p> <p>The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange.</p> <p>In addition, the group "All Students" were classified as Red in Math and Orange in English Language Arts.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provide experiences principally directed for socially economically disadvantaged students, foster, and homeless as to expand student experiences they may not otherwise encounter. This action is being offered on an LEA-wide basis yet we expect our unduplicated students will benefit the most since the action was developed with their needs in mind.</p> <p>Writing with a purpose</p> <p>Field trip continuation but with modification to embed writing was influenced by students who state these should happen earlier in the year. Additional field trips for college/career visits was added to provide additional exposure to outside opportunities based on teacher and student input.</p>	<p>5.1 Distance from standard language arts</p> <p>5.2 Distance from standards math</p> <p>5.4 % of students reported as meeting or exceeding standard in science</p> <p>5.5 % of writing proficiency pass rate by grade level</p>
<b>5.6</b>	<p><b>Action:</b> Expanded Learning Sessions</p> <p><b>Need:</b> English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard.</p> <p>The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange.</p>	<p>Prioritizing ELOP funding for afterschool and summer programs at the elementary level before extending these benefits to middle school students ultimately supports equity and academic performance by creating a stronger foundation for students as they enter middle school. Ensuring elementary students receive necessary support and enrichment helps close early educational gaps, leading to a more equitable starting point when they reach middle school. As a result, middle school programs can be more effective, building on a solid base of academic and social skills</p>	<p>5.1 Distance from standard language arts</p> <p>5.2 Distance from standards math</p> <p>5.3 % of students reading at grade level by 3rd grade</p> <p>5.4 % of students reported as meeting or exceeding standard in science</p> <p>5.5 % of writing proficiency pass rate by grade level</p>

Goal and Action #	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
	<p>In addition, the group "All Students" were classified as Red in Math and Orange in English Language Arts.</p> <p>This action addresses the lowest performance level for Math:  Overall District- All Students, English Learners,, Hispanic, Low Income, Students with Disabilities ;  School Sites: Haven Drive  School site student groups  Haven Drive- Hispanic  Bear Mountain- English Learners, Students with Disabilities  El Camino Math- Students with Disabilities  Sierra Vista Math- Students with Disabilities</p> <p>This action addresses the lowest performance level for Language Arts :  District overall, District English Learners and Students with Disabilities;  School sites Bear Mountain and Sierra Vista;  Bear Mountain English Learners, Hispanic, Low Income and Students with Disabilities;  El Camino Students with Disabilities;  Sierra Vista English learners, Hispanic, and Low Income</p> <p>Middle school students do not receive the same benefits of ELOP funding for afterschool and summer programs until all elementary students have had the opportunity to be served. While this is our goal, funding has been set aside to run full programs for Summer, Winter, and Spring sessions to be determined.</p>	<p>developed during elementary years. Funding set aside for full programs during Summer, Winter, and Spring sessions guarantees that middle school students also benefit from continuous enrichment opportunities, promoting consistent academic progress and mitigating potential learning loss throughout the year. This strategic approach ensures that all students, especially those in middle school, are better prepared and supported in their educational journey. This action is being offered on an LEA-wide basis yet we expect our unduplicated students will benefit the most since the action was developed with their needs in mind.</p>	<p>5.8 % of students at / above benchmark</p>

Goal and Action #	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
	<p>Input from parents in favor of Summer school for extra learning impacted continuation of Summer Extension in coordination with ELOP funding as well as possible winter and spring sessions. Students mentioned after school help as being positive and needs are evident in language arts and math at all school sites and student groups as noted below as measured by the California Dashboard.</p> <p><b>Scope:</b> LEA-wide</p>		
5.7	<p><b>Action:</b> Academic incentives</p> <p><b>Need:</b> California Dashboard outcomes for District, School Sites, and unduplicated student groups in LA, Math specifically as noted below for school sites and student groups listed.</p> <p>MATHEMATICS DASHBOARD- (see Goal 5 Action 2 for specific action to address all Red's in this area) District groups identified as lowest performance level RED areas in Math include: Overall District- (-96 maintained 1.2) District student groups- All Students (-96 maintained 1.2), English Learners (-106.8 maintained 2.3), Hispanic (-95.9 maintained 1.5), Low Income (-98 maintained 1.7), Students with Disabilities (-164 declined 19.4)</p>	<p>LCAP input sessions and surveys including students, parents, and teachers representing English Learners, Foster students and Low Income students indicate that positive recognitions motivate academic efforts. By implementing this action step LEA-wide, we aim to create a school environment where all students feel valued, supported, and motivated to succeed academically. Recognitions and incentives for academic improvement and academic success reinforce desired learning behaviors and reward students for meeting goals set. This action is being offered on an LEA-wide basis yet we expect our unduplicated students will benefit the most since the action was developed with their needs in mind.</p>	<p>5.1 Distance from standard language arts 5.2 Distance from standards math 5.3 % of students reading at grade level by 3rd grade 5.4 % of students reported as meeting or exceeding standard in science 5.5 % of writing proficiency pass rate by grade level 5.8 % of students at / above benchmark 5.9 % of students meeting 6 of 6 criteria</p>

Goal and Action #	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
	<p>School Sites identified as the lowest performance level RED: Haven Drive (-116.9 maintained 0.6)</p> <p>School site student groups identified at the lowest performance level RED include: Haven Drive- Hispanic (-115.3 maintained 2.5) Bear Mountain- English Learners (-98.1 declined -9.8), Students with Disabilities ( -164.7 declined -46.8) El Camino Math- Students with Disabilities (-150.3 declined -21.5) Sierra Vista Math- Students with Disabilities (-141.5 declined -27.3)</p> <p>LANGUAGE ARTS DASHBOARD - (see Goal 5 Action 2 for specific action to address all Red's in this area) District groups identified as having the lowest performance level RED areas in English Language Arts include: English Language Arts- English Learners (-76.1 maintained -0.5), Students with Disabilities (-136.1 declined 12.1)</p> <p>School Sites identified as the lowest performance level RED: Bear Mountain ( -83.7 declined -12.6) and Sierra Vista (-71.8 declined -3.8)</p> <p>School site student groups identified at the lowest performance level RED: Bear Mountain- English Learners (-98.1 declined -20.8), Hispanic (-84.7 declined -13), Low income (-86.2 declined -12.9), Students with Disabilities (-144.5 declined -54.2)</p>		

Goal and Action #	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
	<p>El Camino- Students with Disabilities (-136.7 declined -8.5) Sierra Vista- English Learners (-78.7 declined -5.7; Hispanic -72 declined -4.1), Low income (-72.9 declined -3.3)</p> <p>Academic Incentives continues to be funded as influenced directly from parents and students and was one of the highest mentioned and recommended items from parents and students when meeting with educational partners to encourage and reward students for meeting academic achievement goals.</p> <p><b>Scope:</b> LEA-wide</p>		
5.8	<p><b>Action:</b> Professional Development commitments</p> <p><b>Need:</b> English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard.</p> <p>The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange.</p> <p>In addition, the group "All Students" were classified as Red in Math and Orange in English Language Arts.</p>	<p>Professional development is crucial in the Arvin Union School District to support student academic outcomes, particularly in light of insufficient growth in Language Arts, Math, and English Learning Progress, which remain at Very Low and Low levels. High-quality professional development equips teachers with support to access the most recent Frameworks, the latest instructional strategies, data-driven approaches, and best practices tailored to meet the diverse needs of their students. By enhancing teachers' skills and knowledge, professional development enables educators to effectively address learning gaps, implement differentiated instruction, and foster a more engaging and supportive learning environment. Additionally, ongoing professional growth helps teachers stay current with</p>	<p>5.1 Distance from standard language arts 5.2 Distance from standards math 5.3 % of students reading at grade level by 3rd grade 5.4 % of students reported as meeting or exceeding standard in science 5.5 % of writing proficiency pass rate by grade level 5.8 % of students at / above benchmark 5.9 % of students meeting 6 of 6 criteria</p>

Goal and Action #	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
	<p>Student academic outcomes in the Arvin Union School District have not shown sufficient growth to exit from the Very Low and Low levels in Language Arts, Math, and English Learning Progress.</p> <p>Partners including Principals, Administrators, Certificated/Classified, Parent, and Community Members influence a modification to the previous goal for professional development as initial training for Professional Learning Teams has taken place and will require support to ensure a focus on the Cycle of Inquiry.</p> <p><b>Scope:</b> LEA-wide</p>	<p>educational research and technologies, enabling them to better support English learners and students struggling in core subjects. Ultimately, investing in professional development empowers teachers to improve their instructional quality, leading to enhanced student performance and progress in these critical areas. This action is being offered on an LEA-wide basis to support all student yet we expect our unduplicated students will benefit the most since the action was developed with their needs in mind.</p>	

### **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
<b>1.5</b>	<p><b>Action:</b> Foster Services</p> <p><b>Need:</b> Foster youth outcome on the California Dashboard for Math and ELA are not reported due to the small student group at the age to take CAASSP which varies significantly over</p>	<p>Trauma-Informed Approach: Many foster students have experienced trauma and instability in their lives due to abuse, neglect, or placement in multiple homes. By providing support, schools can adopt a trauma-informed approach to education, recognizing and addressing the unique needs of these students.</p>	<p>Metric 1.17: % of students identified with chronic absenteeism</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>time. However, it is noted that attendance for this group has been a struggle as they are moved into or out of homes during the year. Chronic Attendance: Yellow</p> <p>Parent input supports action steps for foster care.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Academic Achievement: Foster students often face significant educational challenges due to frequent changes in schools, disruptions in learning, and lack of stability. Providing support such as tutoring, academic intervention programs, and counseling services can help foster students stay on track academically and achieve their full potential.</p> <p>Social and Emotional Well-Being: Foster students may struggle with social and emotional issues related to their experiences of loss, separation, and trauma. Supportive services, such as counseling, mentorship programs, and peer support groups, can help foster students develop coping skills, build resilience, and form positive relationships with peers and adults.</p> <p>Stability and Continuity: Foster students may experience disruptions in their education due to changes in placement, caregiver transitions, or other life circumstances. Providing support, including access to resources such as school supplies, transportation assistance, and enrollment assistance, can help foster students maintain stability and continuity in their education.</p> <p>Advocacy and Empowerment: Foster students may face unique challenges within the educational system, including issues related to enrollment, placement, special education services, and academic support. Providing support through advocacy services, individualized education plans (IEPs), and access to educational rights information can empower foster students to</p>	



Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>navigate the educational system and advocate for their needs.</p> <p>Promoting Equity and Inclusion: Providing support to foster students is essential for promoting equity and inclusion within the educational system. By addressing the specific needs of foster students and ensuring that they have access to the same educational opportunities as their peers, schools can work towards creating a more inclusive and supportive learning environment for all students.</p> <p>Overall, providing support to foster students is not only important for addressing their immediate needs but also for promoting their long-term success academically, socially, and emotionally. By recognizing the unique challenges faced by foster students and providing targeted support and resources, schools can help foster students overcome obstacles and thrive in school and beyond.</p> <p>These services will be provided on an LEA-wide basis as we believe Foster students throughout the district benefit from Family Resource staff and case-management services.</p>	
<b>3.3</b>	<p><b>Action:</b> Homeless Attendance Campaign</p> <p><b>Need:</b> The Homeless student group was identified with a Red Indicator on the 2023-2024 California Dashboard.</p>	Case management of homeless student to promote or improve attendance rates and decrease chronic absenteeism LEA-wide for homeless students.	<p>3.1 % of students with chronic absences - Dashboard homeless</p> <p>3.4 average daily attendance % homeless</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Transportation needs were mentioned by students and support for our homeless students will continue in this action step as needed.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		
6.1	<p><b>Action:</b> Data and gap analysis</p> <p><b>Need:</b> The district reclassification rate is significantly lower than the county and state at 11.1%.</p> <p>48.6% of students made progress on the annual ELPAC with a California Dashboard decrease of 5.3% .</p> <p>Continued difficulty with writing which affects reclassification</p> <p>While instruction and experiences were sufficient for 43% of students to make gains and approximately 6% maintaining a level 4 on the ELPAC, there are significant needs as 30% maintained at levels 1, 2 or 3 and 20% fell back as reported by Kern Integrated Data Systems.</p> <p>Student input which mentioned English Learners need practice to read, write, and speak with buddies to help them with presentations. Concerns with English Learners being clustered in newcomer classrooms with</p>	<p>The provided data highlights the importance of identifying student proficiency levels. As well as addressing variability in proficiency, preventing regression, providing targeted support, focusing on professional development, and utilizing data for instructional planning to support standards-aligned instruction and strategy implementation. Thus, ultimately improve academic and language proficiency outcomes for English Learners.</p>	<p>Metric 6.1: % of pupils making progress toward English Proficiency and accompanying Dashboard Placement</p> <p>Metric 6.2: % of pupils reclassified to English Fluent 2023-2024</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>support leads to a current perception of lack of exposure to a variety of students and staff speaking English.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		
<b>6.2</b>	<p><b>Action:</b> Designated and Integrated ELD rubric feedback and aligned professional development</p> <p><b>Need:</b> While 2021-2022 data indicated gains in language proficiency as measured by ELPAC, year-end 2022-2023 data showed a drop of 5.3% resulting in a status of Orange. While instruction and experiences were sufficient for 43% of students to make gains and approximately 6% maintaining a level 4, there are significant needs as 30% maintained at levels 1, 2 or 3 but did not make progress, and 20% fell back as reported by Kern Integrated Data Systems.</p> <p>A focus on functions of language is prompted by discussions with Teachers on Special Assignments and Academic Coaches and will be integrated into training extended from oral production to written production.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Classroom observations with data compiled on district constructed rubrics have informed overall site proposals for improvement over the past year. Leadership discussions and data noted in the needs analysis indicate a demand for feedback specific at it relates to proficiency level within grade spans rather than grade level focuses. This action step pivots current practice to focus on identified needs of English Learners at all levels of proficiency.</p>	<p>Metric 6.1: % of pupils making progress toward English Proficiency and accompanying Dashboard Placement</p> <p>Metric 6.2: % of pupils reclassified to English Fluent 2023-2024</p> <p>Metric 6.3: % of classroom observations demonstrating implementation of state academic standards in ELD as measured on a district walkthrough tool with 4 Implementation levels (Emerging, Progressing, Developing, Full ) measured in March</p> <p>Metric 6.4: % of classroom observations demonstrating implementation of Integrated ELD supports for state academic standards in Math as measured on a district walkthrough tool with 4</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Implementation levels (Emerging, Progressing, Developing, Full ) measured in March Metric 6.5: % of responses reporting understanding and implementation of the District English Learners Program at core or above based on a 5 point scale (Missing elements, Developing, Core, Core Plus, Exemplary)
<b>6.3</b>	<p><b>Action:</b> ELD materials to support newcomers and Long Term English Learners</p> <p><b>Need:</b> Only 48.5% of English Learners made progress toward English Proficiency.</p> <p>Newcomers and Long Term English Learners at the upper grades require more practice in foundational languages, noted by the large numbers of students in ELPAC Levels 1, 2, and 3.</p> <p>Title III aides, teachers, and administrators have been supportive of purchase of supplemental materials to utilize for extra language development practice for students struggling to make adequate ELD progress and for newcomers.</p>	English 3D and possible additional supplemental materials will be selected to meet the specific needs of students requiring foundational skills at upper grade levels. Professional development for use of materials to be conducted by District Teachers on Special Assignment.	Metric 6.1: % of pupils making progress toward English Proficiency and accompanying Dashboard Placement

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> Limited to Unduplicated Student Group(s)		
6.4	<b>Action:</b> Professional Development through Targeted Assessment  <b>Need:</b> The district reclassification rate is significantly lower than the county and state at 11.1%.  48.6% of students made progress on the annual ELPAC with a California Dashboard decrease of 5.3% .  Continued difficulty with writing which affects reclassification  Lack of awareness among instructional staff of skills needed to move through language proficiency bands.  Teachers and administrators continue to mention their appreciation for substitutes to cover classrooms during ELPAC testing so that teachers may assess their own students. Parents and students state they feel students do better when comfortable with someone they know.  <b>Scope:</b> Limited to Unduplicated Student Group(s)	Provide teachers direct access to ELPAC testing environments to see first hand how their students performed on various skills following instruction.	Metric 6.1: % of pupils making progress toward English Proficiency and accompanying Dashboard Placement Metric 6.2: % of pupils reclassified to English Fluent 2023-2024

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.

N/A

### ***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 Arvin Union School District continues to review data related to student academic, socio-emotional, and health needs. The district will extend efforts to support our low-income, English Learners, and Foster Youth through maintenance of direct services expanded in 2023-2024 and extension of direct services in 2024-2025 in the following areas:

#### **Attendance/Engagement:**

4 (to make a total of 8) Student Success Facilitators to combat chronic attendance rates noted the past two years and encourage engagement in school. (Action 3.1)

#### **Health and Safety:**

4 custodians to ensure welcoming and safe environments and to promote coverage for school activities which pull bus drivers from sites and to support after school activities. (Action 1.11)

Campus Supervisor hours were previously extended from 4 hours with overtime to an 8 hour position. A portion of additional costs would continue to be funded through supplemental funds. (Action 2.1)

#### **Academic:**

Intervention teacher positions at the elementary campuses will be continued - one at each elementary campus. Two Transitional Kinder teachers and aides for students beyond the age range required by the state are included to provide direct services. If enrollment is low, aides will be utilized in Kindergarten until needed in TK. (Action 5.2)

#### **Academic:**

The district employs 2 elementary art and 2 elementary music teachers and will utilize LCAP funds to employ a 4th PE teacher at Haven Drive to maintain small class sizes as well as to add a second world languages teacher at the middle school. (Action 1.6)

#### **Socio-emotional needs:**

These funds will be used to continue to provide 2 social workers per campus at all four campuses. (Action 2.2)

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1 : 20.15
Staff-to-student ratio of certificated staff providing direct services to students	NA	1 : 14.46

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	29,686,546	13,524,307	45.557%	9.027%	54.584%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$16,252,058.73	\$2,097,475.00	\$227,295.00	\$2,726,823.00	\$21,303,651.73	\$15,250,015.73	\$6,053,636.00

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	Personnel support staff and training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$410,400.00	\$112,500.00	\$522,900.00				\$522,900.00	
1	1.2	District Program Personnel assigned to ensuring foundations for implementation of standards and 21st century skills development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$2,166,156.00	\$0.00	\$1,601,895.00	\$352,430.00		\$211,831.00	\$2,166,156.00	
1	1.3	Staff to support implementation of standards	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$1,386,232.00	\$0.00	\$881,240.00			\$504,992.00	\$1,386,232.00	
1	1.4	Family Resource Center to meet basic needs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	July 1, 2024 - June 30, 2027	\$519,494.00	\$1,860,000.00	\$842,199.00	\$1,300,000.00	\$227,295.00	\$10,000.00	\$2,379,494.00	
1	1.5	Foster Services	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	July 1, 2024-June 30, 2027	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.6	Access to a broad course of study	Low Income	Yes	LEA-wide	Low Income	All Schools	July 1, 2024 - June 30, 2027	\$1,088,420.00	\$360,000.00	\$1,448,420.00				\$1,448,420.00	
1	1.7	Safe and comfortable physical environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 20, 2027	\$153,701.00	\$0.00	\$153,701.00				\$153,701.00	



Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Technology infrastructure and devices	Low Income	Yes	LEA-wide	Low Income	All Schools	July 1, 2024- June 30, 2027	\$0.00	\$879,136.00	\$879,136.00				\$879,136.00	
2	2.1	Tier 1 /PBIS Engagement and Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$702,039.00	\$65,000.00	\$767,039.00				\$767,039.00	
2	2.2	Mental Health Professionals	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$1,227,071.00	\$150,000.00	\$1,377,071.00				\$1,377,071.00	
2	2.3	Student Recognitions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$10,000.00	\$90,000.00	\$100,000.00				\$100,000.00	
2	2.4	Haven Drive sports/clubs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Haven Drive Middle School Grades 7 and 8	July 1, 2024 - June 30, 2027	\$65,000.00	\$365,000.00	\$430,000.00				\$430,000.00	
2	2.5	Facility safety supports	Low Income	Yes	LEA-wide	Low Income	All Schools	July 1, 2024 - June 30, 2027	\$360,000.00	\$300,000.00	\$660,000.00				\$660,000.00	
2	2.6	Alternative to Suspension class	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 4-8	July 1, 2024 - June 30, 2027	\$223,000.00	\$30,000.00	\$253,000.00				\$253,000.00	
3	3.1	Data Monitoring, Analysis, and Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$821,508.00	\$70,000.00	\$891,508.00				\$891,508.00	
3	3.2	Provide wrap-around services - focus physical health	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$550,653.00	\$0.00	\$550,653.00				\$550,653.00	
3	3.3	Homeless Attendance Campaign	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	July 1, 2024 - June 30, 2027	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.4	Attendance Recognition	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	July 1, 2024 -	\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income		June 30, 2027								
4	4.1	Enhanced Parent Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$424,000.00	\$160,000.00	\$584,000.00				\$584,000.00	
4	4.2	Enhanced parent engagement opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$25,000.00	\$175,000.00	\$200,000.00				\$200,000.00	
5	5.1	Data/Assessment Tools and Learning Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$0.00	\$197,000.00	\$197,000.00				\$197,000.00	
5	5.2	Intervention / Extension Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$3,445,045.00	\$0.00	\$1,000,000.00	\$445,045.00		\$2,000,000.00	\$3,445,045.00	
5	5.3	Supplemental Instructional Materials, Staff, and technology apps/classroom supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$321,356.35	\$335,000.00	\$656,356.35				\$656,356.35	
5	5.4	Library	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	July 1, 2024 - June 30, 2027	\$454,584.00	\$60,000.00	\$514,584.00				\$514,584.00	
5	5.5	Instructional Field trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$15,000.00	\$450,000.00	\$465,000.00				\$465,000.00	
5	5.6	Expanded Learning Sessions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$500,000.00	\$0.00	\$500,000.00				\$500,000.00	
5	5.7	Academic incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$0.00	\$60,000.00	\$60,000.00				\$60,000.00	
5	5.8	Professional Development commitments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$266,356.38	\$250,000.00	\$516,356.38				\$516,356.38	
6	6.1	Data and gap analysis	English Learners	Yes	Limited to Undupli	English Learners	All Schools	July 1, 2024 -	\$10,000.00	\$5,000.00	\$15,000.00				\$15,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					cated Student Group(s)			June 30, 2025								
6	6.2	Designated and Integrated ELD rubric feedback and aligned professional development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2024 - June 30, 2025	\$25,000.00	\$0.00	\$25,000.00				\$25,000.00	
6	6.3	ELD materials to support newcomers and Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2024 - June 30, 2027	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
6	6.4	Professional Development through Targeted Assessment	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		February 15, 2024 - May 25, 2025	\$80,000.00	\$0.00	\$80,000.00				\$80,000.00	

# 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
29,686,546	13,524,307	45.557%	9.027%	54.584%	\$16,252,058.73	0.000%	54.746 %	<b>Total:</b>	\$16,252,058.73
								<b>LEA-wide Total:</b>	\$15,662,058.73
								<b>Limited Total:</b>	\$160,000.00
								<b>Schoolwide Total:</b>	\$430,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Personnel support staff and training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$522,900.00	
1	1.2	District Program Personnel assigned to ensuring foundations for implementation of standards and 21st century skills development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,601,895.00	
1	1.3	Staff to support implementation of standards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$881,240.00	
1	1.4	Family Resource Center to meet basic needs	Yes	LEA-wide	English Learners Low Income	All Schools	\$842,199.00	
1	1.5	Foster Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$10,000.00	
1	1.6	Access to a broad course of study	Yes	LEA-wide	Low Income	All Schools	\$1,448,420.00	

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	1.7	Safe and comfortable physical environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$153,701.00	
1	1.8	Technology infrastructure and devices	Yes	LEA-wide	Low Income	All Schools	\$879,136.00	
2	2.1	Tier 1 /PBIS Engagement and Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$767,039.00	
2	2.2	Mental Health Professionals	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$1,377,071.00	
2	2.3	Student Recognitions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
2	2.4	Haven Drive sports/clubs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Haven Drive Middle School Grades 7 and 8	\$430,000.00	
2	2.5	Facility safety supports	Yes	LEA-wide	Low Income	All Schools	\$660,000.00	
2	2.6	Alternative to Suspension class	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 4-8	\$253,000.00	
3	3.1	Data Monitoring, Analysis, and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$891,508.00	
3	3.2	Provide wrap-around services - focus physical health	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$550,653.00	
3	3.3	Homeless Attendance Campaign	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$10,000.00	
3	3.4	Attendance Recognition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
4	4.1	Enhanced Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$584,000.00	
4	4.2	Enhanced parent engagement opportunities	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$200,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
5	5.1	Data/Assessment Tools and Learning Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$197,000.00	
5	5.2	Intervention / Extension Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000,000.00	
5	5.3	Supplemental Instructional Materials, Staff, and technology apps/classroom supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$656,356.35	
5	5.4	Library	Yes	LEA-wide	English Learners Low Income	All Schools	\$514,584.00	
5	5.5	Instructional Field trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$465,000.00	
5	5.6	Expanded Learning Sessions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500,000.00	
5	5.7	Academic incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	
5	5.8	Professional Development commitments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$516,356.38	
6	6.1	Data and gap analysis	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$15,000.00	
6	6.2	Designated and Integrated ELD rubric feedback and aligned professional development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$25,000.00	
6	6.3	ELD materials to support newcomers and Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$20,000.00	
6	6.4	Professional Development through Targeted Assessment	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$80,000.00	



# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$18,602,572.00	\$15,363,559.00

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	Engagement Teams	Yes	\$1,339,255.00	1,424,067
1	1.2	Physical and Mental Health Teams	Yes	\$1,875,377.00	1,760,364
1	1.3	Family Outreach Team	Yes	\$762,715.00	730,505
1	1.4	Alternate Learning Academy	Yes	\$202,228.00	225,761
1	1.5	Attendance/Engagement monitoring and incentives	Yes	\$97,700.00	80,162
1	1.6	Social-emotional multi-tiered systems of support	Yes	\$244,117.00	181,802
1	1.7	Parent/Family Workshops	Yes	\$387,089.00	30,718
1	1.8	Communication Platforms	Yes	\$32,750.00	21,517
1	1.9	Personnel for student supervision	Yes	\$144,265.00	275,000
1	1.10	Safe physical environment	Yes	\$397,986.00	195,239
1	1.11	Expand educational extension activities	Yes	\$478,556.00	268,937



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Bridging the digital divide	Yes	\$280,000.00	38,099
1	1.13	Equitable school facilities	Yes	\$250,000.00	294,956
1	1.14	Expanded course offerings	Yes	\$1,468,936.00	1,138,160
1	1.15	After School Sports	Yes	\$146,000.00	140,032
2	2.1	District personnel to support programs and 21st Century skills	Yes	\$1,897,917.00	2,119,496
2	2.2	Access to wide-reading with a focus on Comprehension	Yes	\$502,646.00	515,803
2	2.3	Formative assessment and intervention	Yes	\$1,851,891.00	2,236,056
2	2.4	Summer School / Extended Day Programs	Yes	\$1,124,498.00	420,940
2	2.5	Promote biliteracy	Yes	\$174,031.00	152,552
2	2.6	Expand implementation of technology	Yes	\$500,000.00	448,225
2	2.7	Supplemental Instructional Materials and supplies	Yes	\$300,000.00	187,835
2	2.8	Foster services	Yes	\$10,000.00	0
2	2.9	Closing the Digital Divide	Yes	\$1,000,000.00	625

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	2.10	Instructional platforms and programs	Yes	\$17,062.00	28,427
2	2.11	Incentives for Academic Growth	Yes	\$80,000.00	42,319
3	3.1	Staff to support professional development /use of data	Yes	\$1,381,259.00	1,201,764
3	3.2	District Support Staff	Yes	\$306,544.00	310,267
3	3.3	Ensuring academic growth through leadership focused on equity	Yes	\$135,750.00	129,973
3	3.4	Kern County Superintendent of Schools Contract for Math Support	Yes	\$110,000.00	74,325
3	3.5	Professional Development	Yes	\$660,000.00	354,552
4	4.1	Designated and Integrated ELD Professional Development	Yes	\$5,000.00	0
4	4.2	Classroom observations focused on Thoughtful Classroom Tool	Yes	\$30,000.00	0
4	4.3	Grade level Learning Window focus for English Development	Yes	\$30,000.00	17,552
4	4.4	Targeted Professional Development	Yes	\$27,000.00	0
4	4.5	Title III instructional Aides	Yes	\$157,000.00	137,876
4	4.6	Professional Development through Targeted Assessment	Yes	\$75,000.00	59,049

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)
4	4.7	Supplemental English Language Development instructional / practice materials	Yes	\$120,000.00	120,604

# 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)
13,831,659	\$13,872,638.00	\$12,037,599.00	\$1,835,039.00	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	Engagement Teams	Yes	\$1,258,048.00	1,251,284		
1	1.2	Physical and Mental Health Teams	Yes	\$1,760,377.00	1,760,364		
1	1.3	Family Outreach Team	Yes	\$532,996.00	503,210		
1	1.4	Alternate Learning Academy	Yes	\$202,228.00	225,761		
1	1.5	Attendance/Engagement monitoring and incentives	Yes	\$97,700.00	80,162		
1	1.6	Social-emotional multi-tiered systems of support	Yes	\$96,540.00	28,507		
1	1.7	Parent/Family Workshops	Yes	\$382,089.00	30,000		
1	1.8	Communication Platforms	Yes	\$22,750.00	21,517		
1	1.9	Personnel for student supervision	Yes	\$144,265.00	275,000		
1	1.10	Safe physical environment	Yes	\$397,986.00	195,239		
1	1.11	Expand educational extension activities	Yes	\$478,556.00	268,937		
1	1.12	Bridging the digital divide	Yes	\$80,000.00	38,099		
1	1.13	Equitable school facilities	Yes	\$50,000.00	118,431		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	Expanded course offerings	Yes	\$1,218,936.00	1,138,160		
1	1.15	After School Sports	Yes	\$146,000.00	36,032		
2	2.1	District personnel to support programs and 21st Century skills	Yes	\$1,575,122.00	1,621,768		
2	2.2	Access to wide-reading with a focus on Comprehension	Yes	\$502,646.00	515,803		
2	2.3	Formative assessment and intervention	Yes	\$970,317.00	957,788		
2	2.4	Summer School / Extended Day Programs	Yes	\$374,498.00	374,498		
2	2.5	Promote biliteracy	Yes	\$174,031.00	152,755		
2	2.6	Expand implementation of technology	Yes	\$500,000.00	448,225		
2	2.7	Supplemental Instructional Materials and supplies	Yes	\$300,000.00	180,975		
2	2.8	Foster services	Yes	\$10,000.00	0		
2	2.9	Closing the Digital Divide	Yes	\$500,000.00	625		
2	2.10	Instructional platforms and programs	Yes	\$17,062.00	28,427		
2	2.11	Incentives for Academic Growth	Yes	\$80,000.00	42,319		
3	3.1	Staff to support professional development /use of data	Yes	\$809,197.00	877,861		
3	3.2	District Support Staff	Yes	\$306,544.00	310,267		
3	3.3	Ensuring academic growth through leadership focused on equity	Yes	\$135,750.00	129,973		
3	3.4	Kern County Superintendent of Schools Contract for Math Support	Yes	\$110,000.00	74,325		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.5	Professional Development	Yes	\$350,000.00	154,082		
4	4.1	Designated and Integrated ELD Professional Development	Yes	\$5,000.00	0		
4	4.2	Classroom observations focused on Thoughtful Classroom Tool	Yes	\$30,000.00	0		
4	4.3	Grade level Learning Window focus for English Development	Yes	\$30,000.00	17,552		
4	4.4	Targeted Professional Development	Yes	\$27,000.00	0		
4	4.5	Title III instructional Aides	Yes	\$2,000.00	0		
4	4.6	Professional Development through Targeted Assessment	Yes	\$75,000.00	59,049		
4	4.7	Supplemental English Language Development instructional / practice materials	Yes	\$120,000.00	120,604		

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)
30,216,561	13,831,659	3.09%	48.865%	\$12,037,599.00	0.000%	39.838%	\$2,727,751.73	9.027%

# 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](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC



Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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 \(California Legislative Information\)](#);
  - **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.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Type of Goal**

Identify the type of goal being implemented as a Focus Goal.

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

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

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.



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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) 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.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**  
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- 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:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).



**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

#### Total Percentage to Increase or Improve Services for the Coming School Year

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

#### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

#### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

### Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.



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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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