

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## School Year

2025-2026

## Date of Board Approval

June 24, 2025

## LEA Name

Bakersfield City School District

## CDS Code:

15 63321 0000000

## Link to the LCAP:

*(optional)*

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

### TITLE IV, PART A

Student Support and Academic  
Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Bakersfield City School District (BCSD) is committed to a clear, strategic plan that focuses on key organizational goals, ensuring clarity, coherence, and consistency in services that promote academic excellence and social-emotional well-being. We also prioritize empowering parents, families, and the community as active partners in student learning. To supplement and enhance our Vision, Goals, and Priorities as outlined in our LCAP, BCSD will strategically use Title I, Title II, Title III, and Title IV, Part A funds to support areas of greatest need, close performance gaps, and sustain progress across the district. These federal ESSA resources will align with state and local initiatives to maximize student outcomes. Our family and community engagement efforts focus on ongoing collaboration with educational partners to ensure meaningful input and participation. Our three core goals—Academic Achievement, Safe and Healthy Learning Environments, and Family and Community Engagement—guide our collective work and inform how we allocate resources to directly address identified student needs. Through continuous data analysis and evaluation of instructional practices, BCSD ensures that all students benefit from a multi-tiered system of support (MTSS) that meets their academic and social-emotional needs. BCSD is committed to equity, integrity, caring, collaboration, and accountability in leading and serving our students and community. Our Board-defined expectations guide how we work together to ensure student success. With a focus on educational excellence, equity, and innovation, we set high expectations for staff, students, and parents, working collectively to prepare every student for success.

### Programmatic Evaluation: Problem of Practice

The Bakersfield City School District (BCSD) was established in 1867 and is located in the county of Kern and now serves approximately 28,365 students from preschool through 8th grade. The largest elementary school district in Kern County, with 44 schools consisting of ten Junior High and Middle Schools and 34 elementary schools. Schools vary by size in enrollment from the lowest of 32 students serving grades Kindergarten-8th grade (Rafer) to over 973 students (Curran).

The district is strongly committed to the recruitment of dedicated professionals who will support BCSD's overall mission of student success. Student achievement can be attributed to the commitment of our teachers, administrators, and classified staff. BCSD employs 1,987 certificated employees and 2,402 classified employees. Including substitute staff, the district supports more than 5,000 employees. The needs of students in BCSD are not just academic as 88.5% of the students are identified as socioeconomically disadvantaged, and therefore learning needs are increased by the conditions in many of the student's home and surrounding communities. The district has 12.0% of the student population identified as students with disabilities, while 25.1% of students are English Learners. In addition the percentage of students who experienced homelessness was at 3.1% (872 students) in 2024-25. 83.2% of students are Hispanic, 7.3% of students are White, and 7.1% of students are African American. with 1.0% of students identified as two or more races.

As a community BCSD is seeing an increase in the number of housing developments yet, the homeless population also continues to grow in Kern County. The district allocates the necessary resources to support the homeless population with available federal and state funds and has worked consistently with parents, and educational partners to address the chronically absent students and reduce the chronic absenteeism rate.

The district provides families with Health and Wellness Centers to mitigate challenges faced by socioeconomically disadvantaged students in its efforts to eliminate barriers and address the conditions that often impede student attendance and therefore have a direct impact on learning.

The Bakersfield City School District is committed to being a model of educational excellence, equity, inclusion, and innovation. Our mission is to educate all students to achieve high academic standards as collaborative, creative, and critical thinkers, preparing them to solve real-world problems and contribute meaningfully to society. We achieve this by embedding key activities in daily school practices to meet individual student needs. This includes personalized goal setting and focus groups to boost achievement, community partnerships and social-emotional learning to promote holistic well-being, and data-driven decision-making for continuous systemic improvement. We promise our community to equip students with the competencies outlined in the Portrait of a Graduate (POG), ensuring they are future-ready and can thrive in a dynamic world.

In 2023-24, four schools out of 44 were identified within the district to receive Equity Multiplier funding including Rafer Johnson, Emerson Middle School, Roosevelt Elementary and Stella Hills Elementary.

In 2024-25 one additional school was identified to receive Equity Multiplier Funding, McKinley Elementary for a total of 5 schools in the district.

The District LCAP supports the following District Goals and State Priorities:

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

**Goal 2: Social and Healthy Learning Environments** - The Bakersfield City School District strives to maintain a safe and supportive school environment that fosters the physical and social well-being of students. The district will continue to cultivate safe, supportive, and engaging school communities where students can develop self-efficacy, agency, and strong social-emotional skills. Through targeted supports such as behavioral interventions, school-based wellness centers, expanded sports programs, and leadership initiatives, the district will ensure that every student has the opportunity to succeed in a positive and inclusive school environment

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

**District Priorities for Student Learning:**

**Early Literacy & Math Proficiency:** All students will read, write, speak, listen, and be mathematically proficient by grade 3.

**English Learner Reclassification:** English Learners entering BCSD in Kindergarten will be reclassified by grade 5.

**Authentic Learning & Assessment:** All students, beginning in Transitional Kindergarten (TK), will engage in meaningful and rigorous academic experiences.

**Safe & Inclusive Learning Environments:** Every student will learn in a welcoming, inclusive, and respectful classroom environment.

**Challenges & Commitments:**

The COVID-19 pandemic significantly impacted student learning, exacerbating achievement gaps and disrupting instructional continuity. While BCSD has made strides in academic recovery, challenges remain, particularly in recruiting and retaining highly qualified teachers, paraprofessionals, and essential support staff. To address these challenges, BCSD is implementing targeted interventions to accelerate learning, particularly for African American students, Homeless, Foster Youth, and Long-Term English Learners. This includes: High-impact tutoring and academic interventions in ELA and Math. Professional development for teachers to strengthen instruction through PLC collaboration, consultant-led training, and site-based learning. Family and community engagement initiatives to equip parents with strategies to support learning at home. BCSD remains committed to equity, excellence, and continuous improvement, ensuring that every student receives the support needed to thrive academically and socially. Through strategic use of federal, state, and local resources, the district will continue to close learning gaps, enhance instructional quality, and build strong family-school partnerships for long-term student success.

**Current Student Performance (California Dashboard 2024)**

**Academic Performance: English Language Arts (ELA)**

Districtwide: 60.4 points below standard

Orange: English Learners (-86.1), Hispanic (-61.2), LTELs (-108.2), Two or More Races (-51.7), Students with Disabilities (-116.2), White (-29.1)

Red: Foster Youth (-89.9), Homeless (-102.9), African American (-93.8)

**Academic Performance: Math**

Districtwide: 98.5 points below standard

Orange: Asian (-57.2), LTELs (-169.1), Students with Disabilities (-141.9), White (-63.8)

Red: All Students (-98.5), African American (-133.7), English Learners (-117.1), Foster Youth (-117.4), Hispanic (-99.4), Homeless (-128.9), Two or More Races (-100.7), Socioeconomically Disadvantaged (-103.5)

**English Learner Progress (ELPI)**

Yellow: 51.6% of English Learners making progress

**Chronic Absenteeism**

Districtwide: 23.5% (Yellow)

Orange: American Indian/Alaska Native (22.5%)

Red: Foster Youth (28.5%)

## Suspension Rates

Districtwide: 2.6% (Yellow)

Red: African American (7%), LTELs (6.2%)

Orange: Foster Youth (4.1%), White (3.1%)

## Identified Needs & Commitments

### 1. Improving Student Achievement in ELA & Math

To address underperformance among all student groups—particularly African American students, English Learners, LTELs, Foster Youth, and students experiencing homelessness—BCSD will implement:

Explicit literacy instruction aligned with the Science of Reading and Benchmark Advance.

Hands-on, standards-based math instruction using manipulatives and real-world problem-solving.

Targeted academic support through teacher-led interventions before, during, and after school.

### 2. Increasing Attendance & Student Engagement

With chronic absenteeism at 23.5%, disproportionately affecting Foster Youth, American Indian, and African American students, the district will:

Expand family engagement efforts to improve attendance.

Implement school-based incentives and interventions for high-absence students.

Strengthen classroom engagement strategies to make learning more interactive and relevant.

### 3. Addressing Social-Emotional Needs & Reducing Suspensions

With suspension rates highest among African American (7%) and LTEL (6.2%) students, BCSD will:

Expand restorative practices and behavior interventions.

Strengthen mental health and SEL programs.

Provide targeted staff training on culturally responsive practices and positive behavior supports.

BCSD remains committed to equity, excellence, and continuous improvement, using federal, state, and local resources strategically to close learning gaps and support student success.

## Educational Partner Feedback & Progress

### Community Survey Highlights

90.6% of respondents agree BCSD provides regular opportunities to participate (+3.9% from last year).

88.5% agree their overall experience at BCSD schools is positive (+0.5%).

### Chronic Absenteeism Progress

23.5% chronically absent out of 30,382 students.

All student groups saw a 7% decline in absenteeism. Foster Youth remains RED on the dashboard.

31 schools remain at the Very High level for chronic absenteeism (>20.1%).

Focused outreach from school attendance teams, including social workers, behavior specialists, and youth service staff, has contributed to these improvements.

### Academic Progress & English Learners

Three schools exited Comprehensive Support and Improvement (CSI) status due to demonstrated growth.

One school remains in ATSI, while two exited CSI and are now identified for TSI.

16 schools achieved Green or Blue in English Learner Progress (ELPI).

BCSD continues expanding English Learner Toolkit strategies and real-time instructional adjustments.

### Expanded Learning & Student Enrichment

To ensure engagement and access to rigorous learning experiences, BCSD provides:

GATE, Visual & Performing Arts, E-Sports, Robotics, Project Lead the Way (PLTW)

Summer Academies & Seasonal Intersessions (Fall, Winter, Spring)

Targeted literacy interventions led by specialists

National Youth Sports Program

Additional enrichment and support programs based on site-specific needs identified in SPSAs

The district will continue supporting Focus Schools with targeted staffing, intervention programs, and data monitoring.

### Commitment to Multi-Tiered Systems of Support (MTSS)

BCSD is dedicated to a structured MTSS framework to ensure comprehensive academic, behavioral, and social-emotional support. Key priorities include:

School Culture & Climate Initiatives: Fostering inclusive and safe learning environments.

Family & Community Engagement: Strengthening partnerships to empower families.

Student Support Services: Expanding mental health resources, behavior intervention programs, and counseling services.

### Social-Emotional Learning & Student Well-Being

Addressing post-pandemic attendance and engagement challenges through behavioral interventions and mental health supports.

Providing staff professional development on culturally responsive practices and restorative justice.

Increasing enrichment programs, clubs, and sports to foster a sense of belonging.

Expanding support staff (social workers, behavior specialists, psychologists) to provide direct student services.

Preventing disciplinary incidents through campus supervision, noon activities, and proactive engagement strategies.

### Building Teacher Capacity

Addressing disparities in teacher experience at high-poverty schools through reduced class sizes, residency programs, and New Teacher Development supports.

Providing ongoing professional learning on research-based instructional strategies, SEL, and culturally responsive teaching.

Offering intensive professional development pathways for new teachers.

### Family & Community Engagement

Expanding outreach to re-engage families and increase parent participation in school committees.

Strengthening community partnerships and additional resource access.

Expanding Parent University college courses through Bakersfield College.

Enhancing parent centers to support family-school collaboration and student success.

### Next Steps:

BCSD remains committed to high-quality classroom instruction and literacy improvement as a primary goal. This is achieved through professional development, instructional resources, and a multi-tiered system of supports to meet the academic and social-emotional needs of students, as reflected in the LCAP and Federal Addendum.

### 1. Professional Development

BCSD's Professional Learning System (PLS) ensures Pre-K–8 teachers, principals, paraprofessionals, and staff receive ongoing professional development to enhance instruction and data-driven decision-making. PLS focuses on sustained, research-based learning through:

Summer Institute: Content-specific training aligned to state and district standards, including linguistically and culturally responsive materials.

Virtual Modules: Shifting the Balance and Phonemic Awareness & Phonics Instruction.

Specialized PD: Thinking Maps, Write from the Beginning and Beyond, Solution Tree PLC Summit, Cognitive Coaching, Mind Growers, Fountas & Pinnell LLI, Renaissance Learning, and Point Loma Univ. Reading Authorization.

Certificated Specialists: provide coaching and professional development to Title I schools.

Student Engagement & Attendance Training: For FACE, librarians, behavior specialists, youth services, social workers, and support staff.

### 2. Assistance to Schools

Literacy Expansion: Leveled books, decodables, library materials, and intervention resources.

School Transition Support: Spring orientation for elementary students and optional fall onboarding for all Title I schools.

Family & Student Re-engagement: Outreach before school starts to support chronically absent and at-risk students.

Educational Field Trips: Hands-on experiences aligned with CCSS, NGSS, and History-Social Studies.

National Youth Sports Program (NYSP): A four-week CSUB summer program focused on academics, citizenship, and college readiness for at-risk students in grades 4–8.

Online Learning Support: Next Gen Math, Renaissance Learning, Edmin, Pear Deck, WE Video, Mystery Science.

Project Lead The Way (PLTW): Hands-on STEAM curriculum focusing on math, science, and language development for diverse student groups, requiring robotics kits, software, and devices.

Visual & Performing Arts: Expansion of music programs with pianos and instruments for Title I schools.

Visual and Performing Arts - pianos for Title I schools, additional musical instruments to expand the opportunity for students to participate.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The District's goals—Academic Achievement, Safe and Healthy Learning Environments, and Family & Community Engagement—guide our collective efforts and ensure resources are strategically allocated to meet student needs. BCSD's LCAP integrates federal, state, and local funding to align with California's state priorities and district goals. Through continuous data analysis and instructional evaluation, the district strengthens its multi-tiered system of supports (MTSS) to address academic and social-emotional needs, close performance gaps, and sustain progress.

To achieve these priorities, BCSD will:

Expand literacy initiatives (Federal & State Funds).

Provide targeted instructional interventions in core subjects (Federal & State Funds).

Offer supplemental online intervention programs (Federal & State Funds).

Increase STEAM learning opportunities (Federal & State Funds).

Deliver year-round professional development through Summer Institutes and ongoing training, emphasizing research-based instruction, culturally responsive teaching, and social-emotional learning (Federal & State Funds).

Support schools with additional staff for targeted interventions (Federal & State Funds).

Implement the PROUD Academy at high-need schools to close the achievement gap for African American students (State Funds).

Continue Migrant Education activities for eligible students (Federal Funds).

Enhance student re-engagement efforts, improve attendance outreach, and foster a safe school environment (Federal & State Funds).

Provide resources for students and families to support smooth transitions between elementary, middle, and high school (Federal & State Funds).

Provide students with a well rounded education through Visual and Performing Arts, hands-on learning opportunities, and authentic learning (Federal & State Funds).

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

#### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>



Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

**Career Technical and Work-based Opportunities**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 ( <i>as applicable</i> )

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.



TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

**ESSA Provisions Addressed in the Consolidated Application and Reporting System**

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

**TITLE I, PART A**

**Poverty Criteria**

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

FRPM-The number of children eligible for a free or reduced-price lunch (FRPM) under the Richard B. Russell National School Lunch Act (42 United States Code [U.S.C.] 1751 et seq.).

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDE's website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
  - a. Number of low-income students
  - b. Number of minority students
2. Does the LEA have an educator equity gap –
  - a. If yes, must create a plan which must include root cause analysis of the disparity
  - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

### THIS ESSA PROVISION IS ADDRESSED BELOW:

The District's process for identifying disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers begins with data collection. District and School Enrollment Data, Low-Income Students, Minority Students data was pulled from the District's IT Department. Inexperienced Teacher data, Ineffective Teacher and Out-of-Field Teacher data was collected from the District's HR Department. Using the collected data, the District completed the CDE template tables, one for elementary schools and the second for junior high/middle schools reviewing the # and % of teachers at sites compared to the number of low-income and minority students.

Our District team then conducted an equity gap analysis and specific challenges that need to be addressed, identified root causes, focus areas, and plan to address equity gaps.

BCSD Elementary Schools 2024-2025 data:

1. Describe the educator equity data trends in your district for this grade level span for both low-income students and minority students.

District-wide educator equity trends reveal disproportionate assignment of inexperienced and ineffective teachers to schools serving the highest numbers of low-income and minority students. While out-of-field teaching remains low, inequities persist in the distribution of teacher experience and effectiveness.

Notable Trends

District average:

Inexperienced Teachers: 221 out of 1,148 teacher assignments (19.25%)

Ineffective Teachers: 81 (6.91%)

Out-of-Field Teachers: 6 (0.48%)

High-Need Sites with High Equity Gaps:

Longfellow: 96% low-income, 93% minority — 40% inexperienced

Hort: 89% low-income, 91% minority — 16.13% ineffective, 38.71% inexperienced

Fremont: 95% low-income, 98% minority — 18.92% ineffective, 27.03% inexperienced

Garza: 96% low-income, 97% minority — 17.65% ineffective, 23.53% inexperienced

Williams: 99% low-income, 98% minority — 39.13% inexperienced

Schools with High % of Ineffective Teachers (Above district average of 6.91%)

Fremont – 18.92%

Garza – 17.65%

College Heights – 16.13%

Hort – 16.13%

Harding – 13.79%

Mt. Vernon – 11.43%

Munsey – 11.76%

Eissler – 10.00%

MLK Jr. – 9.09%

Hills – 8.11%

Longfellow – 7.50%

Owens – 7.32%

Schools with High % of Out-of-Field Teachers (Above district average of 0.48% – very low overall)

Hort – 3.23%

Fremont – 2.70%

Harris – 3.03%

Thorner – 2.56%

Voorhies – 2.13%

Note: Most schools have 0% out-of-field teachers; only a few exceed 2%.

Schools with High % of Inexperienced Teachers (Above district average of 19.25%)

Longfellow – 40.00%

Hort – 38.71%

Williams – 39.13%

College Heights – 32.26%

Fremont – 27.03%

Harding – 27.59%

Mt. Vernon – 28.57%

Garza – 23.53%

Munsey – 23.53%

Evergreen – 22.22%

Frank West – 22.22%

Chavez – 21.62%

MLK Jr. – 24.24%

Owens – 24.39%

Noble – 25.00%

Pioneer – 23.33%

2. What is the distribution of ineffective, out-of-field, and inexperienced teachers working with low-income and minority students?

Across the district's 36 elementary schools:

Low-Income Students:

4,896 enrolled districtwide (88.38%)

Assigned to:

81 ineffective teachers (6.91%)

6 out-of-field teachers (0.48%)

221 inexperienced teachers (19.25%)

Minority Students:  
5,294 enrolled (92.5%)

Assigned to:

Same proportions of ineffective, out-of-field, and inexperienced teachers, as most sites serve both populations concurrently.

The data clearly shows that ineffective and inexperienced teachers are overrepresented at schools with higher percentages of low-income and minority students.

3. What conditions and policies may have contributed to your educator equity data?

Root Causes:

Recruitment & Retention Challenges: High-poverty schools face higher staff turnover due to workload and student needs.

Credential Shortages: Specific subject areas (e.g., Special Education, STEM) are impacted by state-wide credential shortages.

4. Does the LEA have an educator equity gap? Yes. The data confirms a persistent equity gap, particularly in the distribution of inexperienced and ineffective teachers to schools serving high numbers of low-income and minority students.

A Plan Will Be Created with Educational Partner Engagement: Input will be gathered from site leaders, teachers, families, union reps, and community partners to co-develop strategies.

Current strategies to address educator equity gap:

Single district induction program that provides support and coaching for new teachers

Mentorship and coaching for early-career teachers assigned to complex teaching environments (weekly mentoring, an accredited induction program)

BCSD Junior High/Middle Schools 2024–2025 Data:

1. Describe the educator equity data trends in your district for this grade level span for both low-income students and minority students.

District-wide trends for junior high/middle schools reflect continued disproportionate assignment of ineffective and inexperienced teachers to schools serving higher populations of low-income and minority students. Out-of-field teaching remains virtually nonexistent in this grade span. However, ineffective teacher rates are higher than in elementary schools, and the percentage of inexperienced teachers also exceeds the district's K–8 average.

Notable Trends:

District Averages (Junior High/Middle Schools):

Inexperienced Teachers: 78 out of 345 (22.6%)

Ineffective Teachers: 37 (10.7%)

Out-of-Field Teachers: 1 (0.3%)

High-Need Sites with High Equity Gaps:

Curran: 87% low-income, 95% minority — 17% ineffective, 34.04% inexperienced

Sierra: 96% low-income, 96% minority — 19% ineffective, 27.78% inexperienced

Stiern: 81% low-income, 93% minority — 12% ineffective, 25.58% inexperienced

Lincoln: 99% low-income, 97% minority — 4% ineffective, 25.00% inexperienced

Sequoia: 97% low-income, 97% minority — 9% ineffective, 23.53% inexperienced

Washington: 91% low-income, 93% minority — 10% ineffective, 23.33% inexperienced

Schools with High % of Ineffective Teachers (Above district average of 10%)

Curran – 17%

Sierra – 19%

Stiern – 12%

Compton – 11%

Chipman – 10%

Washington – 10%

Schools with High % of Out-of-Field Teachers (Above district average of 0.3%) – very rare overall

Emerson – 3%

Note: All other schools reported 0% out-of-field teachers.

Schools with High % of Inexperienced Teachers (Above district average of 22.6%)

Curran – 34.04%

Sierra – 27.78%

Stiern – 25.58%

Lincoln – 25.00%

Sequoia – 23.53%

Washington – 23.33%

2. What is the distribution of ineffective, out-of-field, and inexperienced teachers working with low-income and minority students?

Low-Income Students: 6,189 students (85% of junior high/middle enrollment)

Assigned to:

37 ineffective teachers (10.7%)

1 out-of-field teacher (0.3%)

78 inexperienced teachers (22.6%)

Minority Students: 6,745 students (92%)

Assigned to:

Same percentages of ineffective and inexperienced teachers, as nearly all high-poverty schools also serve majority-minority populations

This distribution shows that students in high-poverty and high-minority junior high/middle schools are more likely to be taught by teachers who are either inexperienced or ineffective, especially at Curran, Sierra, and Stiern.

3. What conditions and policies may have contributed to your educator equity data?

Root Causes:

Recruitment & Retention Challenges: Junior high settings face unique staffing needs, and schools with higher student needs often experience greater teacher turnover.

Subject-Specific Credential Gaps: Particularly in math, science, and special education, vacancies are filled by less experienced teachers due to ongoing shortages.

Site-Based Workload & Climate: High-need middle schools may have higher student-teacher ratios and behavioral challenges, impacting retention of effective teachers.

4. Does the LEA have an educator equity gap? Yes. Junior high and middle school data confirms a persistent educator equity gap, especially in the distribution of ineffective and inexperienced teachers to schools with the highest numbers of low-income and minority students.

Next Steps: Equity Gap Plan Development

Root Cause Analysis Will Include:

Staffing assignment and support structures

Credential pipeline alignment to subject-area needs

Retention patterns at high-need campuses

Stakeholder input on conditions impacting educator effectiveness

Plan Will Be Created With:

Educational Partner Engagement including site leadership, certificated staff, families, and community partners

Planned Strategies Include:

Single district induction program that provides support and coaching for new teachers

Mentorship and coaching for early-career teachers assigned to complex teaching environments (weekly mentoring, an accredited induction program)

Expanding recruitment for subject shortage areas

Conditions and policies that may contribute to our educator equity data:

Continue to have issues filling all vacant teacher positions with fully credentialed teachers, as we are able to fill with teachers that have permits/interns. The BCSD HR Department is a dedicated team that is strongly committed to the recruitment effort and works diligently to attract and retain talented instructional, administrative, and non-instructional personnel for our schools. Our team is continuously improving the recruitment process to propel Bakersfield City School District as employer of choice.

Staff promotions - affect the need for new teachers. Teachers must have 3-5 years experience, pending the desired job, to be promoted within the district.

Timing of teacher resignations affects the timing of hiring fully credentialed teachers as they are hired first before teachers on a permit/intern is hired.

Expansion of TK & SPED has led to increased numbers of teachers on permits.

#### Equity Gap Plan

Actions, with educational partner input, listed below address the steps the District will take to address the equity gaps found during data analysis and needs assessments:

BCSD is addressing the equity gap of "ineffective teachers" through our KUTR residency program. The schools with 1st or 2nd year teachers will reflect a high inexperienced teachers as 2021-2022 & 2022-2023 residents became new, credentialed teachers in 2022-2023 & 2023-2024. Equity gap is being addressed through residency programs and placement at high need schools. For 2024-2025 the number of KUTR residents has been increased by five additional spots to 25.

In 2022-2023, BCSD began the ESTR-B residency program to fill vacant positions for Special Education classes.

March 2024, BCSD began the first cohort of support for credentialed teachers to obtain single subject credentials. This cohort can support up to 25 teachers.

BCSD has reduced out of field and ineffective teachers as New Teacher Development programs are in place.

Professional Development: Provide targeted professional development programs for inexperienced and ineffective teachers in high-need schools.

Incentives: Create incentives to attract and retain experienced and effective teachers in schools with high percentages of low-income and minority students.

Support Systems: Implement mentoring and support systems for new and struggling teachers to improve effectiveness.

LCAP Professional Development Actions that address the steps the District will take to address the equity gaps:

New Teacher Development Department staff provide support to increase the quality and effectiveness of new classroom teachers to meet the academic needs of all students. Providing ongoing and individualized intensive professional learning and support in both content and pedagogy to all new teachers and teacher residents will result in continued academic growth in all content areas for students.

Curriculum and Instruction Department Staff prepares effective teachers through professional learning opportunities in the summer and during the school year, focused on research-based teaching and learning strategies for Literacy, Mathematics, Language, Writing, History Social Science, Next Generation Science Standards, Physical Education, Visual and Performing Arts, Social Emotional Learning, to address the academic, social emotional needs of all students through a student centered lens and by strengthening the collective efficacy, accountability and the implementation of high leverage strategies. Targeted focus on foundational literacy skills, as well as all elements of Scarborough's Reading Rope will be a focus in the primary grade levels. In addition, the following areas identified in the Zaner-Bloser program evaluation will continue to be addressed:

Increase the frequency and rigor of collaborative conversations

Ensure an explicit, systematic phonemic awareness and phonics instruction

Strengthen the elements of balanced literacy

Increase student content building and integration

Address Learned Helplessness

Ensure alignment between instructional standards, lesson purpose and task

Formalize writing instruction



PD provides integrated technology skills, engagement, and the ability to use online information and communication technologies to find, evaluate, create, and communicate information requiring both cognitive and technical skills for all students including Low-Income, Foster Youth, and English Language Learners requires the professional learning opportunities for teachers and support staff.

Special Education Department prepares effective teachers to meet the academic needs of Special Education students, through culturally and linguistically inclusive practices that provide learning opportunities focused on meeting the individualized needs of students in all content areas including English Language Arts/Literacy, Mathematics, Language Development for students identified as English Learners, Writing, History Social Science, Next Generation Science Standards, Physical Education, and all other areas aligned to the Individualized Education Plans.

Multilingual Programs Department Staff provide targeted professional learning opportunities on research-based instructional strategies for teachers to deepen their understanding of levels of proficiency of students, different needs and capacities of each EL student, differentiation by student typology, and student language development supports needed across all content areas. provide support and professional learning to increase and improve the language acquisition and language proficiency levels for all students identified as English Learners.

School Principals provide up to five PD days prior to the start of the school year to provide personalized PD based on the needs of their students and teachers.

Throughout the LCAP planning process and identification of strategies for addressing equity gaps, stakeholders were engaged in surveys and open dialogue, which served to inform, educate, and refine the District's LCAP.

The District professional learning system connects district and school priorities and needs with state and federal requirements and resources. The District coordinates federal funds to support District LCAP goals and Blueprint for Academic Success.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> <li>• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or</li> <li>• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)</li> <li>• An individual who holds no credential, permit, or authorization to teach in California.</li> </ul> <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> <li>• <b>Provisional Internship Permits,</b></li> <li>• <b>Short-Term Staff Permits</b></li> <li>• <b>Variable Term Waivers</b></li> </ul> <p><b>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</b></p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> <li>• General Education Limited Assignment Permit (GELAP)</li> </ul>

	<ul style="list-style-type: none"> <li>• Special Education Limited Assignment Permit (SELAP)</li> <li>• <b>Short-Term Waivers</b></li> <li>• <b>Emergency English Learner or Bilingual Authorization Permits</b></li> </ul> <p><b>Local Assignment Options</b> (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

## Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

BCSD does not have any CSI schools for 2025-2026

ATSI: Mt. Vernon

TSI: Hills

TSI: Washington

ATSI and TSI schools involve parents and family members in jointly developing their improvement plans embedded within their School Plans for Student Achievement. SPSAs are developed in partnership with educational partners including school administration, support staff, teachers, staff members, family and community members, and the BCSD District support team. English Learner Advisory Council parents and family members provide input in the development of the schoolwide needs assessment, as well as advise the principal and staff in the development of the SPSA. Parents and Community members on the School Site Council developed the SPSA through a review of the Comprehensive Needs Assessment, Annual Review of current plan, and development of proposed SPSA goals, actions and expenditures. SPSA Goals and actions will be monitored throughout the year with the District support team, site Leadership Team, school advisory committees and School Site Council.

To meet this requirement, LEAs must provide a description of the following:

**ESSA Section 1112(b)(3):** how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

**ESSA Section 1112(b)(7):** the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))

3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The District's Family & Community Engagement Department (FACE) works with the District Advisory Council (DAC) to develop jointly, agreed on with, & distribute to, parents & family members of participating children, the written parent & family engagement policy. The policy is distributed to all parents annually within the Guide for Parents & Students.

BCSD provides assistance to parents of children served by our schools in understanding such topics as the challenging State academic standards, State & local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children through: District Parent University (PU), Site Parent Resource Centers (PRC), Monthly Parent Cafes, & Quarterly family education nights.

BCSD provides materials & training to help parents to work with their children to improve their children's achievement through: PU, PRC, Monthly engagement meetings, & Quarterly family education trainings.

BCSD will educate teachers, specialized instructional support personnel, principals, & other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school through: FACE Liaisons at 43 school sites, District-level staff and resources to support 37 PRCs to build the capacity of parents and families to support student learning at 43 school sites, Parents As Leaders (PALs) program to train parents for volunteering in the school and classroom, and a PAL's Ambassador Program to assist the FACE Liaisons with involving parents in their child's school, and enhance parent leadership skills, & Monthly FACE newsletters to improve communication regarding activities & services provided to students and families by the school and district.

BCSD coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children through: FACE Liaisons, District-level staff and resources to support 37 PRCs to build the capacity of families at 43 school sites, and coordinate & integrate the following state and federal programs to benefit eligible students and increase student learning: State Pre-K services at 20 campuses, School Readiness, Migrant Region 21, Teacher Training, Immigrant Education, and PALs.

BCSD ensures information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand through: Providing all District communication to parents in English/Spanish, District website and social media, Parent Square, parent-teacher collaboration, phone message system, and staff for communications & translation services.

BCSD provides such other reasonable support for parental involvement activities as parents may request through: District Parent Advisory Committees, Parent University, SSC, School Advisory Committees, Monthly FACE engagement sessions, LCAP surveys, and LCAP community forums.

BCSD provides opportunities for the informed participation of parents & family members (including parents & family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information & school reports in a format and, to the extent practicable, in a language such parents understand through: DAC, DELAC, District African American Parent Advisory Council (DAAPAC), Migrant Parent Advisory Committee (PAC), Special Education Division's Community Advisory Committee (CAC), Parent University, District communication and school reports provided to parents is in English/Spanish, Newsletters at each school site to improve communication regarding activities and services provided to students and families, BCSD website, Parent Square, social media, phone message system, & staff for communications and translation services.

Migrant staff provides sessions to introduce services & resources available. All locations for parent events are ADA compliant with accommodations for parent accessibility onto campuses and into all Parent Centers. Interpreters are available for parents in need of sign language or Spanish translation.

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

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

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

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

During the 2024-2025 school year, the district continued to engage with educational partners as follows:

1. Parent meetings including: Parent University that had DELAC, DAC, CAC, Migrant, DAAPAC, and Community members in sessions
2. Regularly scheduled meetings with District English Language Learners Committee (DELAC), Special Education Community Advisory Council (CAC) to SELPA, District Advisory Committee (DAC), and District African American Parent Advisory Council (DAAPAC)
3. Board meetings: board meeting presentations on the progress of implementation for each LCAP Action and educational partner feedback, prior to the public hearing,
4. Surveys and Focus Groups including: Input through survey: LCAP Community Feedback Survey and Student focus groups and surveys

District Associations: District associations including BETA, CSEA, and LiUNA were invited to attend an initial zoom meeting on February 27, 2025.

Community Members: Community members were encouraged to continue to provide feedback on the progress of existing actions through the district's annual LCAP survey made available online from January 20, 2025 to February 21, 2025. In addition the community was also invited to attend the Parent University Parent/Community Feedback event held on January 25, 2025 and this was followed by a zoom community forum held on April 24, 2025

Community Advisory Committee (CAC) to Special Education Local Plan Area (SELPA): The Assistant Superintendent of Educational Services met with the Community Advisory Committee (CAC) on February 19, 2025, which is composed of parents, teachers, administrators, and community members who advise the Special Education Local Plan Area (SELPA)

on issues impacting students with disabilities. During the meeting, attendees participated in structured discussions to provide feedback on the successes, challenges, and areas for improvement related to current LCAP actions.

The committee's feedback supported the district's tutoring programs and assistive technology, aligning with LCAP Goal 1 (Academic Achievement). Members also emphasized the importance of maintaining mental health supports and reporting systems to ensure student safety, reinforcing LCAP Goal 2 (Social-Emotional Learning). Additionally, they expressed strong support for family nights and enhanced communication strategies between schools and parents (such as Parent Square), aligning with LCAP Goal 3 (Family & Community Engagement). Input is analyzed to be considered in the finalization of the 2025-26 LCAP to ensure alignment with district needs and priorities.

**Parent Groups:** Parents were encouraged to provide feedback on the progress of existing actions through the monthly scheduled meetings for standing councils and committees including the District English Learner Advisory Council (DELAC), District African American Parent Advisory Council (DAAPAC) and District Advisory Committee (DAC) starting in January as part of the Parent University Parent/Community Feedback event held on January 25, 2025. This was followed by presentations and input sessions during their regularly scheduled meeting in February and April meetings for input on the proposed LCAP actions for the 2025-2026 LCAP. During each of the meetings parents were encouraged to log additional feedback through the online surveys used to determine effectiveness of actions as part of the LCAP analysis.

**Parents:** Parents were invited to provide feedback through the submission of the online Annual Parent Climate Survey from December 9, 2024 to January 10, 2025 as well as the LCAP Online Community Survey available from January 20, 2025 to February 21, 2025.

In addition, parents gave input as part of group discussions during the Parent University Parent/Community Feedback event held on January 25, 2025 led by district administrators and staff. Parents were informed about the current status of student outcomes, existing actions in the LCAP and give input on what services were most effective in meeting the needs of students. In addition parents were asked to contribute through feedback on the development of the new LCAP.

**Students:** The Assistant Superintendent met in person with the LCAP student advisory committee starting on November 6, 2024 and followed up with a Spring meeting to encourage feedback on the district's LCAP development for the 2025-26 plan. Based on the feedback students their expressed needs for public speaking opportunities, collaborative group work, conflict resolution, and strategies to support resilience and communication.

**Administrators:** The Assistant Superintendent of Educational Services met with district principals on February 13, 2025 and March 20, 2025 during the monthly Administrative Leadership Institute (ALI) to gather feedback on the impact of existing LCAP actions and discuss areas for improvement in the 2025-26 LCAP plan. Principals provided input on academic supports, staffing allocations, intervention programs, professional development, social-emotional learning initiatives, and family engagement efforts.

Discussions focused on key areas, including:

**Academic Achievement (Goal 1):** Successes included academic conference days, intervention specialists, literacy coaching, and after-school tutoring programs, while challenges such as large class sizes, inconsistent intervention autonomy, and the need for expanded math support were identified. Principals recommended greater site flexibility in intervention selection, reallocating unused tutoring funds, and implementation of district-wide writing training.

**Social-Emotional Learning (Goal 2):** Principals highlighted mental health supports, school-based therapists, and campus supervisors as strengths but noted challenges with chronic absenteeism, gaps in Youth Service Specialist (YSS) staffing, and the need for expanded Pro-Act de-escalation training. Suggestions included designating a coordinator for attendance support, increasing Tier II behavioral intervention options, and reinstating vision services at Wellness Centers.

**Family and Community Engagement (Goal 3):** Principals recognized strong parent engagement efforts, such as Parent University and FACE-led workshops, but expressed needs in reaching underrepresented families. A recommendation to expand training of FACE staff to lead academic presentations, increased support for parent engagement sessions, and improving school-to-family communication strategies.

**Teachers and other school personnel:** Teacher and staff input for the 2025-2026 LCAP was gathered through multiple channels. Educational partner meetings, including teachers and other school personnel, took place during LCAP Feedback sessions on January 25, 2025. Separate meetings were also held with teachers through the Bakersfield Elementary Teachers Association (BETA) on February 27 and April 3, 2025. Furthermore, a town hall meeting open to all teachers and personnel occurred on April 24, 2025.

The district also utilized surveys to assess the effectiveness of State Standards implementation and to inform local metrics for the California Dashboard. Through these surveys, teachers reported their professional development needs, evaluated the quality of current professional learning, and offered recommendations for future support to improve professional development initiatives..

**Equity Multiplier Schools:** The five schools identified as Equity Multiplier Schools engaged with their educational partners through the School Plan for Student Achievement (SPSA) development process. Input was gathered through Professional Learning Communities meetings, student voice sessions and the analysis of school data with site Leadership Teams. Equity Multiplier sites then developed the school's goals, metrics, desired outcomes, strategies, and actions that work on addressing the student groups with the greatest needs and based on their identified problems of practice.



## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Neglected or delinquent: N/A

Kern County Superintendent of Schools (COE) provides educational services for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

#### **Title I Targeted Support Programs**

BCSD currently has one Title I TAS Program: Rafer Johnson Community School. Rafer is a kindergarten through eighth grade community day school. Teachers, school support team, specialized instructional support personnel, parents and administration identify the eligible Title I, Targeted Assistance School program students most in need of services through use of the BCSD flowchart for Multi-Tiered Support System. The school support team consists of a site administrator, a behavioral intervention specialist, a therapist, secretarial staff, classroom teachers, an academic coach, Instructional assistants, a PBIS coach and behavioral management assistants. The team meets regularly to review school-wide data and individual student data. Analysis of state, district, and classroom data will be used to identify and monitor students' identified needs in academics, as well as attendance, social-emotional, and health needs. Each student's unique academic and social/emotional needs are recognized on his/her Student Education Plan (IEP), Behavior Intervention Plan, and are addressed while in the program. The Rafer Johnson Community Day School Program addresses student's behavioral goals, mental health goals as well as their basic academic work. Program staff work closely with families to bridge support between the school and home.

#### **Title I Schoolwide Programs**

The District's 42 Title I Schoolwide Programs annually conduct a comprehensive needs assessment based on an analysis of State and Local data, surveys, SWIFT-FIA self-assessment tool, to identify the strengths, resource inequities, and areas of need for schoolwide results, as well as identified student groups not meeting proficiency on CA's state academic standards. Input from educational partners include: site Leadership Team, district support team, school advisory committees and School Site Council. The Annual Review of the School Plan analyzes State and Local data to determine the effectiveness of goals and actions towards increasing the achievement of students. During the annual review, schools compare planned goals and actions with actual goal outcomes, as well as implementation and effectiveness of actions. An analysis of these results for each goal of the six goal areas provide next steps and needed revisions for our SPSA goals, actions and expenditures to meet the identified needs determined from our comprehensive needs assessment. School Plan goals are aligned to BCSD's LCAP goals based on state and local metrics. The goals and actions in the SPSA support the academic needs and social emotional well being of our students, while also ensuring we empower our parents, families and community to be active partners in the education of our students. The school plans identify and address any resource inequities through the comprehensive needs assessment and the SPSA Annual Review. Federal and state funds allocated to the school are developed and coordinated in the School Plan. Goals and actions are monitored throughout the year with the site Leadership Team, district support team, school advisory committees and School Site Council. SPSA activities include items such as: personnel to support evidence-based academic and behavior interventions, coaches to build instructional capacity, intervention supports for students, extended learning opportunities, supplemental instructional materials, opportunities for students to have a well-rounded education, as well as professional learning to increase teacher's content and pedagogy knowledge.

## Homeless Children and Youth Services

### ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Bakersfield City School District provides homeless children and youths, support on enrollment, attendance, and success of homeless children and youths by providing three District liaisons/drivers and one clerk.

The liaison/drivers and clerk provide identification, transportation, tutoring, monitoring and case management of homeless students through the District's McKinney-Vento program. They also provide multi-tiered supports, including transportation services to school of origin, for Foster Youth in order to maintain educational stability and continuity.

The McKinney Vento Homeless Education Program provides:

Enrollment: Immediate enrollment for students in their School of Origin or School of Residence.

Advocacy for educational stability by allowing homeless students to remain in their school of origin despite multiple moves during the school year.

Direct involvement with school site staff to intervene in enrollment disputes and advocate for enrollment decisions based on the students' best interests.

Attendance and Success of homeless children and youths:

Transportation for all eligible homeless students to their school of origin and enrichment field trips by school buses and a district van. Bus passes for students and parents are also distributed.

Distribution of backpacks, school supplies, hygiene kits, clothing, socks, shoes, and food referrals to students and families as needed.

Provision of direct Outreach Services by Liaisons to residences, hotels/motel, shelters, and schools to assist students and families with educational and social support.

Provision of a Bakersfield City School District certificated teacher/tutor for the After-School Program at the Bakersfield Homeless Shelter.

Provision of published program materials pertaining to homeless education and rights in both English and Spanish.

## Student Transitions

### ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Bakersfield City School District serves Pre-K through 8th grade students.

BCSD reduced Chronically Absenteeism from 51.6% on the CA Dashboard 2022, 30.4% on the 2023 Dashboard, to 23.5% on the 2024 CA Dashboard. There is a continued need to address the conditions created by the pandemic and increased number of students who are chronically absent, especially low-income students. The district will need to continue to use all available resources through the Multi-Tiered Systems of support to address the challenges and barriers they may have continued to experience post-pandemic. Targeted interventions by the behavioral intervention specialists continue to be crucial support and means to intervene in order to ensure an equity based support model where all students have access and support to meet their social, emotional and mental health needs.

BCSD provides Title I schools the opportunity to provide a onboarding for TK/K students. Schools could offer up to 9 hours, 3 hours for 3 days or alternative schedule, to bring their students on campus prior to the start of the school year. Student supplies and opportunities for Family engagement may also provided during onboarding. If scheduling allows, transportation may be provided for onboarding.

BCSD will also provide outreach prior to the start of school this fall to re-engage students and re-establish communication with families, prioritizing students at risk of not attending.



Transition to elementary school programs:

BCSD's elementary Title I schools provide a spring Transitional Kindergarten and Kindergarten spring orientation for parents and students prior to the start of the school year. Orientation and onboarding provide opportunities for students and parents to support the effective transition of participants into elementary school.

Transition to middle grades:

The District elementary students are invited to attend Jr. High/Middle School orientations.

The District has implemented a Service Delivery Model, breaking our district into four areas, based on Jr. High/Middle and elementary feeder schools, to enhance our focus and support provided to school sites.

Orientation and onboarding provide opportunities for students and parents to support the effective transition of participants into junior high/middle schools.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Transition to high school:

BCSD exiting 8th grade students feed into a myriad of HS Districts, with Kern High School District being the largest receiver of our students. Each high school establishes their orientation and student scheduling dates and communicates these dates with our feeder middle/junior high schools. BCSD schools communicate this information with our families, as well as, share data and student information with our feeder district to support accurate placement of student scheduling.

BCSD middle/junior high school staff regularly attends the high school orientation sessions and regularly communicate with high school administration regarding the progress of our students.

**Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Gifted and Talented Students

To assist schools in identifying and serving gifted and talented (GATE) students, the District offers two options for GATE identification: parent and teacher recommendation. Each year, parents and/or teachers submit recommendation forms to the District office for identified students to be tested. All GATE testing occurs during the summer months. BCSD universally screens all current 2nd and 4th grade students for GATE identification. Students who qualify for GATE will be offered placement within the full day program. As the number of students tested for GATE identification increases, the District will continue to evaluate and update its educational program for gifted students at sites throughout the entire district. Teachers at school sites with currently identified GATE students and other teachers who are interested in becoming GATE certified will participate in our GATE teacher certification process, which will prepare and qualify them to fully support GATE identified students. BCSD provides professional learning for current and future GATE teachers throughout the academic year on differentiating instruction aligned to the CCSS for ELA/ELD and Math.

As of May 2024, STAR Reading Scores the mean Instructional Reading Level for grades K- 8 is 3.3 (+.3 increase from

last year) Instructional Reading Level and 4.2 (+.3 increase from last year) Grade Equivalent  
Based on the Proficiency Level of students in ELA STAR Assessment, there is a need to provide students with opportunities for targeted instructional interventions in both content areas.

#### Classroom Library Programs: Reading spaces to support independent reading

Research supports that independent reading has the most significant impact on student success in reading, but unfortunately it is a practice that is often replaced with other programs and interventions (Lewis & Samuels, 2002). Independent reading is a routine, protected instructional practice that occurs across all grade levels. Effective independent reading practices include time for students to read, access to books that represent a wide range of characters and experiences, and support within a reading community that includes teachers and students. Student choice in text is essential because it motivates, engages, and reaches a wide variety of readers. The goal of independent reading as an instructional practice is to build habitual readers with conscious reading identities.

<https://ncte.org/statement/independent-reading/>

As literacy teachers, we

- provide protected opportunities within our classrooms that allow students to increase their volume of reading through independent reading of self-selected texts.
- recognize the importance of access to texts at a wide variety of reading levels, about a plethora of topics and interests, that offer multiple perspectives in classroom libraries and school libraries.
- support readers through small-group and 1:1 conferences.
- book-match to ensure students have accessible, high-interest texts.
- build enthusiasm for reading.
- cultivate a community of readers through modeling of independent reading and conversations about reading.
- "build intercultural understanding" through literature (Short, K. G. (2009). Critically reading the word and the world: Building intercultural understanding through literature. Bookbird, 2, 1–10.)

#### School Library Programs

To assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement, the District will provide professional development, instruction, staff, updated library collections and library spaces, as well as updated equipment to support technology needs at all school sites.

Professional learning will be provided to teachers throughout the academic year on Google Apps for Education to support the integration of technology into daily instruction using a tiered system for professional learning. Students have instruction in keyboarding, digital research, and safety computer skills. Library collections and library spaces district-wide are upgraded with culturally responsive reading materials that promote reading by students. School libraries are staffed with library media technicians/library media assistants.

## TITLE II, PART A

### Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

##### Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

##### TEACHERS

The district partners with California State University, Bakersfield to provide two teacher residencies. The Kern Urban Teacher Residency (KUTR) is a preliminary teacher preparation program for teachers seeking a multiple subject credential. The Education Specialist Teacher Residency-Bakersfield (ESTR-B) is a preliminary teacher preparation program for teachers seeking an education specialist credential. Both residencies allow residents to experience clinical practice while co-teaching with a trained mentor and to take required courses as a cohort to strengthen the connection between theory and practice.

Teachers who begin with the district on a permit, an intern credential or a preliminary credential receive individualized mentoring and professional development to both improve teaching practice and advance to a California clear credential. Professional development and mentoring are differentiated based on credential, level of experience and teaching assignment. Preliminary credential holders participate in the BCSD Teacher Induction Program (TIP), a CTC accredited credential program which includes cycles of inquiry in collaboration with a mentor in order to help the induction teacher grow in the California Standards for the Teaching Profession (CSTP).

Throughout their careers, all teachers are provided the opportunity to participate in PD to strengthen capacity to deliver Good First Instruction throughout the summer and school year. Specialized PD is provided throughout the year to support English Learners and to build special education teacher capacity for strengthening instructional alignment to IEPs. School PD focused on individual site needs and PLC planning outside the regular school day is also offered.

Advancement opportunities for teachers include participation in leadership such as in the District Teacher Advisory committee (TAC), District Teacher Leadership Team (TLT), and School Leadership Teams.

##### PRINCIPALS

NISL Executive Development Program to strengthen leadership skills for current and aspiring principals. Monthly Administrative Leadership Institutes (ALI) are held to support site leadership in building capacity and strengthening district practices. The BCSD Service Delivery Model and Cluster Meetings support collaboration with Executive Directors and principals based on leadership topics and needs of schools. Principals are invited and encouraged to participate in all Professional Development opportunities offered to teachers to promote professional growth and ensure improvement.

##### OTHER SCHOOL LEADERS

Quarterly Instructional Leadership Institutes (ILI) provides site instructional leaders with ongoing professional development and guidance in the implementation of core and supplemental curriculum. Cognitive Coaching training is provided yearly to support administration and school instructional leaders. School leaders are invited and encouraged to participate in all Professional Development opportunities offered to teachers to promote professional growth and ensure improvement.

Quarterly Intervention Specialist Collaboratives are held to provide site intervention specialists with ongoing professional development. Topics range from identifying students for services, tracking progress, scheduling, instructional resources and pedagogy. Collaboratives are differentiated to address the needs of new, experienced and middle school Intervention Specialists.

## TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS

### Summer Institute:

Based on various forms of feedback, BCSD strives to provide a robust summer learning professional development series that assists, models and enhances teacher's abilities to meet the needs of the students of BCSD. Summer institute is teacher lead instructional practice based professional development focused on ensuring that our teachers are on the forefront of educational practices.

BCSD's Professional Learning System (PLS) of professional growth and improvement begins with the analysis of state and local academic and SEL outcomes to determine student needs. Building teacher capacity to address the identified student needs is done through a coherent system of educator learning and support. An internally created PD survey captures teacher voice as we evaluate our PLS. Site leaders and district staff collect classroom walkthrough data which supports our understanding of current teacher capacity and future needs. The District's PLS is aligned to the Quality Professional Learning Standards:

Rooted in student and educator needs demonstrated through data

Focused on content and pedagogy

Designed to ensure equitable outcomes

Designed and structured to be ongoing, intensive, and embedded in practice

Collaborative with an emphasis on shared accountability

Supported by adequate resources

Coherent and aligned with other standards, policies, and programs

To support the analysis of student data, professional learning collaboration time during teacher duty hours once a week, as well as a two hour late start once a month for collaboration or specific professional learning time is provided. PD activities are analyzed through participant evaluations to assess levels of participation, satisfaction, usefulness, and learning, as well as changes and improvements for future activities. Academic, behavioral, and student climate data is shared with staff, site leadership teams and School Site Councils on a regular basis.

Through 2022-2023 Zaner-Bloser Literacy Program evaluation of the district literacy program, the following priorities were identified and will be addressed at the site and district level through professional development and curriculum planning:

Increase the frequency and rigor of collaborative conversations

Ensure an explicit, systematic phonemic awareness and phonics instruction

Strengthen the elements of balanced literacy

Increase student content building and integration

Address Learned Helplessness

Ensure alignment between instructional standards, lesson purpose and task

Formalize writing instruction

The above topics continue to be addressed and woven into all professional development provided during the school year. The Multilingual Education Program will provide administrative and teacher professional development throughout the school year focused on Designated and Integrated English Language Development. In addition to instruction and academic topics, staff will be provided with on-going professional development focused on Social Emotional Learning.

The PLS is developed to reflect focused, sustained learning that allows staff to acquire, implement, and assess improved practices. All District lead PD sessions begin with clearly identified goals and outcomes. Actively engaging teachers and staff through both inquiry based learning and instructional practices to improve student learning provide theoretical and practical application. Differentiation is provided during the Summer Institute, as well as tiered PD opportunities throughout the year. To support implementation of PD, Cognitive Coaching training for Principals and coaches is provided.

BCSD evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems through analysis of evaluations from all PD participants upon completion of PD sessions, Zaner-Bloser Literacy Program evaluation, analysis of student outcomes, and educational partner surveys.

BCSD dedicates resources that are adequate, accessible, allocated appropriately toward established priorities and outcomes. Coordination of Title II, Part A activities support LCAP goals. LCAP, Title I, Part A, Title II, Part A, and Title III,

as well as Federal and State Stimulus resources are dedicated toward established priorities and outcomes. The District's PLS contributes to a coherent system of educator learning and support that connects district and school priorities and needs with state and federal requirements and resources.

## **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

### **Address these questions:**

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Bakersfield City School District Departments including Educational Services, Curriculum and Instruction, Multilingual Education Programs, New Teacher Development, State & Federal Programs, Instructional Support Services, Human Resources and Extended Learning Programs analyze multiple measures based on the California Dashboard in addition to the Local Control Accountability Plan Key levers and goals, as identified by the Board of Education, in order to determine the appropriate professional development activities to support schools requiring comprehensive support and targeted support. This analysis occurs during weekly Director team meetings, LCAP development meetings and surveys, and district parent advisory council meetings.

Based on this analysis process, differentiated support based on the multi-tiered systems of support will be identified to support schools in need of comprehensive and targeted assistance as well as those with the highest percentage of underperforming students. For 2025-2026, 3 out of BCSD's 44 schools are identified for prioritized support: 1 school ATSI, 2 schools TSI. Tier 1 approaches are focused on supporting the implementation of effective first instruction. Tier 2 and 3 approaches are expected to use assessment data to identify appropriate instructional interventions to support the acceleration of student learning.

Service Delivery Model (SDM) is designed to provide support to school sites and students on an equity based support model. This model ensures that all sites are being provided ample resources needed to meet the diverse needs of each site and their distinct student populations. The model addresses needs based on data acquisition leveraged by the support team identified within each area. The approach to data collection by internal educational partners provide next steps based on individual expertise from, but not limited to, the following:

Executive Director  
Coordinator of Curriculum  
Curriculum and Instruction Instructional Specialists  
Special Education Coordinator and Instructional Specialists  
Youth Service Specialist  
Social Worker  
MTSS Team

These components directly align to the prioritization of support for our ATSI, TSI, Focus and Priority Schools. Thus, creating a strategic approach and structure for refinement to accelerate student achievement.

The District professional learning system connects district and school priorities and needs with state and federal requirements and resources. The District coordinates its Title II, Part A activities to support District LCAP goals and Blueprint for Academic Success. The District dedicates LCAP, Title I, Part A, Title II, Part A, and Title III, as well as Federal and State Stimulus resources toward established priorities and outcomes.

## **Data and Ongoing Consultation to Support Continuous Improvement**

### **ESSA SECTION 2102(b)(2)(D)**

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

##### **Address these questions:**

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
  - a. Teachers
  - b. Principals and other school leaders
  - c. Paraprofessionals (including organizations representing such individuals)
  - d. Specialized instructional support personnel
  - e. Charter school leaders (in a local educational agency that has charter schools)
  - f. Parents
  - g. Community partners
  - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

The District evaluates Title II, Part A professional learning activities through analysis of multiple measures based on the California Dashboard in addition to the Local Control Accountability Plan Key levers and goals during Director weekly meetings. School leaders and district staff collect classroom walkthrough data which supports our understanding of current teacher capacity and future needs. After each professional learning session, participant evaluations are reviewed. Once a year, District surveys capture teacher and support staff input.

The District consults with educational partners to update and improve Title II, Part A-funded activities through participant evaluations to assess levels of participation, satisfaction, usefulness, and learning, as well as changes and improvements for future activities. Hanover Research is used to survey our teachers on the quality of professional learning provided. An additional internal survey captures teacher and school support staff input. Academic, behavioral, and student climate data is shared monthly with District Parent Advisory Committees, Board of Education reports, school leadership teams, and School Site Council on a regular basis.

Coordination of Title II, Part A activities support LCAP goals and Blueprint for Academic Success. LCAP, Title I, Part A, Title II, Part A, and Title III, as well as Federal and State Stimulus resources are dedicated toward established priorities and outcomes. The District's Professional Learning System contributes to a coherent system of educator learning and support that connects district and school priorities and needs with state and federal requirements and resources.



## TITLE III, PART A

### Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

Bakersfield City School District (BCSD) remains committed to providing effective, high-quality professional learning to enhance the abilities of teachers, administrators, principals, and school support staff. All professional development is designed to support and improve the instruction and assessment of English Learners (ELs), focusing on increasing teaching and learning capacity in effective instructional pedagogy of curricula, formative and summative assessment practices, progress monitoring, and language acquisition practices in Integrated and Designated English Language Development (ELD). These efforts are aligned with the ELA/ELD framework, the California ELD Standards, and the BCSD LCAP priorities, which are guided by the California English Learner Roadmap principles:

Assets-Oriented and Needs-Responsive Schools: Recognizing and building upon the strengths and needs of ELs.

Intellectual Quality of Instruction and Meaningful Access: Ensuring ELs have access to rigorous and engaging instruction.

System Conditions that Support Effectiveness: Creating supportive environments for ELs and their educators.

Alignment and Articulation Within and Across Systems: Ensuring coherence and consistency in EL education across the district.

#### Prioritized Professional Development for 2025-2026

In order to increase and improve the language acquisition and proficiency levels of all students identified as English Learners, the district will prioritize targeted professional learning opportunities for teachers. For the 2025–2026 school year, professional development will focus on several key areas, replacing the previous plan.

#### Professional Development Focus Areas for English Learner Program 2025-2026

Based on responses and identified needs, the primary focus areas for Professional Development (PD) for the next school year include:

Training on EL Toolkit of Strategies:

Equip educators with evidence-based tools and techniques tailored to teaching English Learners.

Focus on strategies for both integrated and designated ELD instruction.

Modeling and Coaching Support:

Provide hands-on, in-classroom modeling of effective practices.

Offer personalized coaching to reinforce strategies and improve implementation.

Support During Professional Learning Communities (PLCs):

Allocate time and resources for collaboration within PLCs.

Focus on aligning instructional practices with standards and ELD goals.

Differentiation for Various EL Proficiency Levels:

Develop expertise in addressing the needs of English Learners at varying language proficiency levels.

Include practical examples and scaffolding techniques for diverse classroom settings.

Curriculum-Specific Professional Development:

Provide targeted training for designated and integrated ELD curriculum (e.g., Benchmark, StudySync, E3D).

Include newcomer-specific curriculum guidance and strategies for successful implementation.



These efforts are designed to deepen teacher understanding of EL students' diverse needs and capacities, and to enhance language development supports across all content areas.

Specific Professional Development Components:

**EL Toolkit of Strategies:** Comprehensive training on the EL Toolkit of Strategies, ensuring teachers are proficient in utilizing its resources for both integrated and designated ELD. This training will include practical applications, demonstrations, and opportunities for teachers to practice using the strategies.

**Modeling and Coaching:** Multilingual Education Program Specialists will provide in-classroom modeling of effective ELD strategies and offer personalized coaching sessions to individual teachers. This direct support aims to reinforce learned strategies, address specific challenges, and refine teaching practices.

**PLC Support:** Dedicated time during Professional Learning Communities (PLCs) will be allocated for teachers to collaborate on ELD instruction. Activities will include lesson planning, data analysis, sharing best practices, and aligning instruction with ELD standards and goals.

**Differentiation Strategies:** Workshops and training sessions will focus on differentiation strategies to meet the varied proficiency levels of EL students. These will include practical scaffolding techniques, modifications, and accommodations that teachers can implement immediately in their classrooms.

**Curriculum-Specific PD:** Tailored professional development will be provided for specific curriculum programs such as Benchmark and StudySync. This training will cover effective implementation of the curriculum for EL students, including adaptations and modifications for language acquisition. Special attention will be given to newcomer supports and strategies to ensure a smooth transition for newly arrived students.

**Ongoing Implementation and Support:**

Multilingual Education Program Specialists: Continue to provide training, coaching, modeling, and feedback on explicit and intentional language routines, research-based integrated and designated language acquisition strategies, and effective use of supplemental resources.

**Variety of Professional Learning Opportunities:** Offering a mix of grade-span specific training, after-contract hours sessions, quarterly Saturday trainings, monthly school cluster meetings, and summer workshops.

**Monitoring and Evaluation:** Regularly assess the effectiveness of this professional development through teacher feedback, classroom observations, and student performance data. Adjustments will be made to ensure ongoing improvement and alignment with EL student needs.

## **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Bakersfield City School District (BCSD) is committed to providing enhanced instructional opportunities that are supplemental to all other funding sources for English Learners and immigrant children and youth. These opportunities are designed to support academic, cultural, and socioemotional integration into the U.S. education system.

Priorities for Title III Enhanced Instructional Opportunities:

1. **Welcome Backpacks for Immigrant Students:** In alignment with Title III authorized expenditures focused on providing supplemental supports and facilitating the integration of Immigrant Children and Youth, BCSD will ensure newly enrolled immigrant students have the necessary tools for immediate academic engagement. Upon initial enrollment, each identified immigrant student will receive a welcome backpack containing essential, grade-appropriate school supplies and books. This initiative represents an allowable use of Title III funds, providing crucial materials that remove barriers to participation and support equitable access to instruction from their first day in the district.

2. **Engagement Newcomer Resource Backpacks:** To specifically address the transitional and linguistic needs of newly identified English Learners (ELs) who are recent arrivals with limited or no English proficiency, BCSD will utilize Title III funding for a dedicated support initiative. Upon identification, these EL newcomers will be provided with a specialized 'Engagement Newcomer Resource Backpack.' This take-home resource is strategically designed to ease the student's

adjustment into the American school system. The contents of each backpack, directly aligned with Title III authorized costs for supplemental materials, will include books illustrating school activities, routines, and expectations, along with age-appropriate materials offering fun ways to learn essential English words and phrases crucial for initial communication and participation. These backpacks aim to reduce initial anxiety, build basic communication skills, and equip newcomer ELs to more quickly access and engage with classroom instruction and school life.

3. Lexia English Implementation and Support: Professional development will be provided to site coaches, administrators, and teachers of immigrant students on the effective implementation of Lexia English, an adaptive blended learning program. This training will ensure optimal use of the program to support emergent bilingual students' English language acquisition through academic conversations, integrating speaking, listening, and grammar in various subject areas. Recommended usage is a minimum of 45 minutes per week for grades TK-2nd and 60 minutes per week for grades 3rd-8th.

4. Academic Strategies for Home Support: Training and tutorials will be offered to site personnel and parents on academic strategies to provide instructional support at home. This aims to increase students' academic, cultural, and socioemotional adeptness to the U.S. education system.

5. Community Based English Tutoring (CBET): CBET courses will be provided to parents/community members to increase opportunities to acquire the English language and effectively assist students at home. CBET supports language acquisition through teacher-led instructions and online language programs. Participants will enhance their English language skills and develop confidence in guiding and supporting students. CBET will include support from teachers, aides, and additional teaching staff, allowing children to receive extended learning time while parents attend class. A custodian will be present at each site to maintain facilities and ensure safety.

6. Home Literacy Resources: Funds will be allocated to create and build home libraries and provide computer access to encourage English literacy at home for students.

7. Essential Supplies for Immigrant Students (beyond backpacks): Funds will be dedicated to providing immigrant students with additional essential instructional supplies, books, and backpacks (if needed beyond the welcome backpack) as they begin school in BCSD.

#### Required Steps for Immigrant Student Enrollment:

When a parent enrolls an immigrant student in BCSD, the following steps will be implemented to ensure comprehensive support:

#### Family and Community Engagement (FACE) Liaison:

Connect immigrant families to resources (school/district/community) to resolve health problems and assist with basic necessities (e.g., food baskets, Operation School Bell, Wellness Centers).

Promote and maintain the emotional well-being of children and families.

Collaborate with principals and school leadership teams to create relevant parent education opportunities.

Instruct parents on accessing school newsletters, websites, and Google Sites for resources.

Encourage parent and caregiver engagement in school activities that promote leadership and build relationships with teachers and the school community.

#### Language Assessors:

Arrange for LAS LINKS Assessment with the school and student.

Assess the student's native language proficiency.

Analyze data to determine language needs.

Create an Immigrant Plan of Action for newcomer post-assessment.

Implement the Immigrant Plan of Action.

#### Classroom Teacher:

Provide a welcoming and safe learning environment.

Provide access to core curriculum with appropriate scaffolds.

Use specific targeted instruction and support.

Utilize the district-adopted English Language Development program and Lexia English.

Designated English Language Development Instruction (dELD): Ensure dELD is a specified, protected time for targeted language development instruction based on state-adopted ELD standards. (California Code of Regulations, Title 5 [5 CCR] Section 11300[a])

Assess and analyze data to make appropriate adjustments to instruction.

Designated English Language Development (dELD) Defined: dELD is instruction provided during the regular school day, focused on the state-adopted ELD standards, to assist English Learners in developing critical English language skills necessary for academic content learning in English.

Lexia English Language Development Defined: Lexia English is an adaptive blended learning program that supports emergent bilingual students' English language acquisition through academic conversations. It integrates speaking, listening, and grammar across various subjects, delivered through independent online use and teacher-led instruction.

BCSD is committed to student-centered instructional programs and schools. Student academic, social-emotional, and linguistic needs are a district priority, and state and federal funds have been allocated in the LCAP to provide these enhanced instructional opportunities

### **Title III Programs and Activities**

#### **ESSA SECTIONS 3116(b)(1)**

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
  - are focused on English learners and consistent with the purposes of Title III;
  - enhance the core program; and
  - are supplemental to all other funding sources for which the LEA is eligible.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Bakersfield City School District (BCSD) is deeply committed to providing effective programs and activities through Multi-Tiered Systems of Support (MTSS) to comprehensively address the academic, behavioral, social-emotional, and language proficiency needs of English Learners (ELs), including the expansion of multilingual programs. All professional development is designed to enhance and improve the instruction and assessment of ELs. Emphasis is placed on building teaching and learning capacity in effective instructional pedagogy, including curriculum development, formative and summative assessment practices, progress monitoring, and language acquisition strategies in both Integrated and Designated English Language Development (ELD), aligned with the ELA/ELD Framework and the California ELD Standards.

Designated English Language Development (dELD) Instruction:

BCSD ensures that English Learners receive daily, protected instruction in Designated ELD. The allocated time is as follows:

Transitional Kindergarten (TK): Students receive daily ELD instruction, during which teachers utilize the California English Language Development Standards, students' current English Language Proficiency levels, and the scaffolds and strategies from the English Learner Toolkit of Strategies provided by the Kern County Superintendent of Schools. This instruction continues until students meet the state and district guidelines for reclassification as English Proficient.

Kindergarten - Third Grade: Students receive 30 minutes of protected, uninterrupted daily instruction in ELD, using the California English Language Development Standards, district adopted curriculum, student proficiency levels, and the EL Learner Toolkit of Strategies. This instruction continues until reclassification criteria are met.

Fourth - Sixth Grade (Self-Contained): Students receive 45 minutes of protected, uninterrupted daily instruction in ELD, employing the same resources and guidelines. Instruction continues until reclassification criteria are met.

Sixth - Eighth Grade (Middle School): Students receive one class period (approximately 53 minutes) of protected, uninterrupted daily instruction in ELD, utilizing the same standards, district adopted curriculum, proficiency levels, and EL toolkit strategies. Instruction continues until reclassification criteria are met.

Support and Resources for Teachers:

Program Specialists provide support and guidance to teachers on high-leverage instructional strategies to enable students to achieve English proficiency and improve the quality of grade-level content instruction for both Integrated and Designated ELD. This support aims to increase language development and progress toward grade-level content mastery. Program Specialists also assist in implementing key elements of effective Designated and Integrated ELD, including program structure and lesson delivery. They provide professional development, coaching, modeling, and

feedback on best practices for language acquisition and biliteracy, supporting the expansion of the 85/15 model of dual immersion.

#### Integrated English Language Development (iELD) Instruction:

Integrated ELD is provided to all English Learners throughout the school day. Integrated ELD involves the use of state-adopted ELD standards alongside state-adopted academic content standards, ensuring specially designed academic instruction in English.

#### Additional Title III Supports:

Additional Title III supports include, but are not limited to:

Community Based English Tutoring (CBET)

Lexia English

Immigrant Libraries

English Learner extended learning opportunities, such as STEMscopes and Engineering programs.

#### English Learner Tutoring and Saturday Academies:

Teachers offer additional opportunities for language acquisition through instruction that enhances listening, speaking, reading, and writing skills. These lessons are meaningful, standards-aligned, and designed to meet the individual needs of English Learners, students at risk of becoming Long-Term English Learners (LTELs), and Long-Term English Learners. Efforts are made to increase access to supplemental learning through after-school tutoring and Saturday Academy sessions. Staff providing tutoring ensure additional time for language acquisition acceleration, aiming for all ELs to attain English Proficiency before entering middle school/junior high. Tutoring costs cover extra time for teachers, intervention teachers, campus supervisors, administrators, custodians, instructional materials, student supplies, curriculum, clerical staff, and other operational costs.

#### Communication and Engagement:

The District publishes weekly news on social media and a quarterly newsletter highlighting LCAP implementation activities. District English Learner Advisory Committee (DELAC) meetings feature presentations reviewing and highlighting Title III activities, successes, and research-based interventions. DELAC meetings also include professional development for parents on technology strategies for the home and social-emotional parent strategies to support their children. The Superintendent and Assistant Superintendent address concerns in open forums, clarifying the district's vision, mission, and short-term steps. Written responses are provided for submitted concerns.

#### Measuring Success:

The success of Title III actions is measured through various metrics, including:

Student and parent attendance at district-sponsored activities, events, and trainings, and/or access of district resources.

District formative assessment results.

Summative ELPAC results.

Reclassification rates.

DELAC Evaluations.

District-created surveys.

Biannual progress monitoring of English Learners through ELLevation.

Quarterly progress monitoring of ELs through the MTSS process.

Annual state testing.

Quantitative and qualitative data collected through surveys and site visits (learning walks) provide sufficient data to examine the effectiveness of activities. Data is collected and analyzed at various frequencies to monitor performance and growth of all EL typologies and inform instruction. Systems are in place to ensure sites assess, analyze, and plan next steps using the assessment calendar, Professional Learning Community (PLC) planning meetings, online data platforms, and the MTSS process.

BCSD has received high praise from staff, parents, and students regarding Title III supports, including CBET, Lexia English, Immigrant Libraries, and English Learner extended learning opportunities.

## English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Bakersfield City School District (BCSD) is deeply committed to ensuring that elementary and middle schools effectively assist English Learners (ELs) in achieving English proficiency and meeting challenging state academic standards. This commitment is founded on a culture of teaching and learning that emphasizes grade-level mastery of content standards (language, literacy, mathematics, and the sciences). The assessment of English Learners' primary language is integral to the Multi-Tiered System of Supports (MTSS). All schools are mandated to implement designated and integrated language support goals, interim metrics, and actionable steps within their School Plan for Student Achievement (SPSA). This aligns with the BCSD Multilingual Master Plan's focus on comprehensive and coherent services for all English Learners.

**Accountability for English Acquisition and Academic Achievement:**

Schools are held accountable for achieving English acquisition progress for ELs. This accountability involves demonstrating stakeholder engagement and outlining specific interim metrics to measure success through the Comprehensive Needs Assessment and SPSA. The "Language Supports" goal, interim metrics, and associated actions are specifically focused on meeting English acquisition milestones for ELs. Progress monitoring includes meticulous data analysis of Fall, Winter, and Spring formative and summative assessments. Student writing samples are evaluated quarterly. Program Specialists, Multilingual Education Programs staff, site staff, site administration, and parents actively participate in site presentations during District English Learner Advisory Committee (DELAC) meetings, providing valuable feedback.

Similarly, schools are held accountable for meeting academic achievement goals for ELs. This includes documenting how educational partners are involved and what interim metrics will be used to determine success within their SPSA. The SPSA comprises six required sections: English Language Arts, Language Supports, Mathematics, Social Emotional Learning, Family and Community Engagement, and Professional Learning Plan. Integrated and Designated Language Supports are identified and monitored within the three academic achievement sections of the SPSA. Schools utilize various assessments to monitor EL achievement goals, including SBAC, ELPAC, STAR Reading, and STAR Math. School Parent Advisory Committees and School Site Councils receive comprehensive site reports aligned with SPSA goals and interim metrics.

**Engaging Educational Partners:**

BCSD prioritizes the collection of input from educational partners throughout the school year to gain feedback and enhance understanding of the needs of English Learners and immigrant students. This engagement includes:

**Meaningful Consultation with Educational Partners:**

Educational Services Team, Site Administrators, EL Leads, Academic Coaches, Academic Program Leaders, Specialists, Site Leadership Teams, and Teachers

District English Learner Advisory Committee (DELAC) Meetings (parents/guardians of ELs and community members):

February 12, 2025

March 12, 2025

April 23, 2025

DELAC Approval on: May 14, 2025 - Action for Approval

This robust approach ensures that decisions and actions are informed by diverse perspectives, supporting the district's overarching goal of providing equitable and effective educational opportunities for all English Learners. The emphasis on data analysis, collaboration, and accountability drives continuous improvement and responsiveness to the evolving needs of EL students.



## TITLE IV, PART A

### Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

**Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)**

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
  - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Our needs assessment analyzed multiple measures based on the California Dashboard in addition to the Local Control Accountability Plan goals. Input was received from stakeholders through surveys, Board Meetings, District Parent Advisory Committees, School Site Councils, Private School consultations, and Community Forums. Key findings from the needs assessment include the need for students to be engaged in their learning through Project Based Learning, the ability to work for an extended period of time to investigate and respond to complex challenges, and the need for our students to be creative and use critical thinking skills to be successful in college and the workforce.

Funds will be used for activities related to supporting well-rounded education through the support of one administrator, five certificated Instructional Specialist, professional learning, instructional programs, supplies and equipment to align the Project Based Learning with student academic, social-emotional learning, and safe and healthy needs to prepare our students for college and the workforce, with a focus on technological fields. The Academy Instructional model will offer students a well-rounded education program, support a safe and healthy culture, as well as activities to support the effective use of technology. As well as increased access to comprehensive visual and performing arts opportunities

### WELL-ROUNDED EDUCATION OPPORTUNITIES

Increase the access for all students including Low-Income, Foster Youth and English Learners to enroll in the Extended learning Program Academies after school at all 44 schools that promote opportunities to extend learning through Literacy, Mathematics, and STEAM instructional support to reduce learning loss. By increasing access to more students, levels of literacy and after school support and intervention for students who may be struggling to meet state academic standards.

Coordination of services for students enrolled in Extended Learning Programs through the After School Education and Safety (ASES) Grant, Extended Learning Opportunities Program (ELOP), as well as the Student Support and Academic Enrichment (SSAE) program funds to deliver supplemental academic programming through our new After School Academy instructional model. Each school site will identify a specific STEAM Theme of Science, Technology, Engineering or Arts focus, and will leverage this focus area to offer students a well-rounded educational program, support a safe and healthy culture and to support the effective use of technology. SSAE funds also support the district Visual and Performing Arts Program. Increase access to comprehensive visual and performing arts opportunities for all students in grades 3rd-8th and principally directed to meet the needs of Low Income students, Foster Youth, and English Language Learners by supporting additional staff and needed to provide student instruction, coordinate performances, and give students the opportunity to learn an instrument, join choir, take part in theater performances, engage in multimedia and performing arts, as well as instruments needed to supplement the current VAPA program.

SSAE funds also support the district Visual and Performing Arts Program. Increase access to comprehensive visual and performing arts opportunities for all students in grades 3rd-8th and principally directed to meet the needs of Low Income students, Foster Youth, and English Language Learners by supporting additional staff and needed to provide student instruction, coordinate performances, and give students the opportunity to learn an instrument, join choir, take part in theater performances, engage in multimedia and performing arts, as well as instruments needed to supplement the current VAPA program. .

Activities related to supporting well-rounded education through the support of:

1. Five certificated Instructional Specialists to support professional learning, instructional programs, supplies and equipment to align the Project Based Learning with student academic, social-emotional learning, and safe and healthy needs to prepare our students for college and the workforce, with a focus on technological fields. The Academy Instructional model will offer students a well-rounded education program, support a safe and healthy culture, as well as activities to support the effective use of technology.
2. Music In Our Schools Week Programs will be presented by the District's Elementary Traveling Instrumental Music Teachers at all elementary schools August through September 2024. The 30-minute educational assembly exposes students to a variety of musical styles, instruments, and curriculum correlations. It also includes audience participation through singing, moving, and playing rhythm instruments. Students will be introduced to the instruments of the orchestra. To increase access to comprehensive visual and performing arts opportunities. Additional instruments will be purchased to provide more students the opportunity to participate in their school's music program.
3. Private School Equitable Services to four schools to support identified Title IV student needs. Each school will conduct a needs assessment and Title IV plan.
4. The STEAM Program Academies incorporate the use of Apple technology to engage students in music making, art, engineering and science. Consultation services with Apple for ongoing professional development along with the purchase of additional equipment.
5. Tutoring within English language arts and math during the extended learning program. Tutoring is facilitated by certificated teachers from the regular day school.
6. Afterschool enrichment is facilitated by staff from the regular day school.
7. Increase access to mariachi and folklorico for school students. Purchase of mariachi instruments and folklorico attire.

## SAFE AND HEALTHY STUDENTS

1. Five certificated Instructional Specialists to support professional learning, instructional programs, supplies and equipment to align the Project Based Learning with student academic, social-emotional learning, and safe and healthy needs to prepare our students for college and the workforce, with a focus on technological fields. The Academy Instructional model will offer students a well-rounded education program, support a safe and healthy culture, as well as activities to support the effective use of technology.

2. Based on the specific STEAM theme, schools partner with community partners to implement activities. For example, Grimm Family Foundation and Edible School Yard of Kern County have partnered with the Agriculture Academies to support the Agriculture Academy Gardens and Farm to Table program. In this garden, students are taught how to grow, harvest, cultivate the land, and feed themselves and nourish their families.

3. Students will be given access to additional agriculture education that explores the different ways in which to grow and harvest food. Students will learn how to grow using hydroponic food growing systems. They will learn how to harvest and make healthy choices in the food that they consume. Gardens include hydroponic growing systems for students to explore alternative ways to cultivate a healthy lifestyle.

4. Students in junior high will be given access to additional physical education lessons through the use of Spark. Teachers will receive professional development to increase their knowledge of how to engage students.

## USE OF TECHNOLOGY

The STEAM Academies employ a Project Based Learning approach that more closely aligns with what students experience in college and the workforce. All students in Extended Learning STEAM Academies will gain knowledge and



skills by working for an extended period of time to investigate and respond to a complex question, problem or challenge. The STEAM Academies incorporate the Arts into their framework by recognizing that in order to be successful in technological fields, all students must also be creative and use critical thinking skills. All Extended Learning Programs will incorporate either the Science, Technology, Engineering or Arts in their extended day. STEAM innovation combines the mind of a scientist or technologist with that of an artist or designer.

1. Esports will be developed at the elementary level. A variety of devices will be explored to determine the best for students in the elementary grade level.

2. Students in junior high and middle school will have access to animatronics during summer camp. Animatronic education will:

Provide students with immediate feedback on their computer programming skills using industry-standard software

Provide students with career exploration opportunities- script writing, voice acting, engineering, sculpting, costuming, and computer programming

Provide students with a state-of-the-art platform to demonstrate their learning

The intended outcomes are to increase ELA and Math Dashboard scores, as well as decreased chronic absenteeism.

The District will evaluate the effectiveness of the STEAM academies through ongoing data analysis, Board of Education presentations, and surveys.

## Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

### Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Needs Assessment conducted Spring 2025

CA Dashboard 2024

ELA -all students -60.4 (orange)

SED -65.9 (yellow)

EL's -86.1 (orange)

LTEL's -108.2 (orange)

Foster Youth -89.9 (red)

Math - all students -98.5 (red)

SED -103.5 (red)

EL's -117.1 (red)

LTEL's -169.1 (orange)

Foster Youth -117.4 (red)

23.5% of students in TK-8 were chronically absent (yellow)

2024-2025 Local Academic Data

BAS Grades K-1 Meeting Reading expectations by 2nd Administration 32.8% of students

STAR Early Literacy Grades K-1 Reading proficiency based on Winter Administration 34.3%

STAR Reading Grades 2-8 Reading proficiency based on Winter Administration 31.0%

STAR Math Grades 1-8 Math proficiency based on Winter Administration 20.1%

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

Major Themes:

Academic and Social Emotional Support for English learners and their parents

Increased access to tutoring and homework help

Additional academic support and resources

Extended Learning Opportunities/Summer, Before & After School Programs

Increased learning opportunities for students with basic skills and hands-on learning

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

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

The district will continue with academic support for learning for both students and staff, as well as provide extended learning to continue to address the learning loss and mitigate the impact of COVID-19 on students meeting state standards. Based on the feedback from parents, the needs of English Learners will continue to be improved through monitoring, training for staff and administration and by providing opportunities to extend learning.

**Goal 2: Social-Emotional Learning:** The Bakersfield City School District is committed to supporting the social emotional, mental and physical health of all students, families and staff, through a culturally responsive and trauma-informed multi-tiered system of support. Based on the feedback from educational partners, the district will continue to focus on meeting the social-emotional needs and continue to provide support to re-engage students in schools.

Goal 3: Family and Community Engagement: The Bakersfield City School District is committed to focusing on increasing the level of participation and engagement of all parents, families, and community members to ensure culturally responsive and high quality student learning where all students feel supported at home and at school. \

What activities will be included within the support for a well-rounded education?

Funds will be used for activities related to supporting well-rounded education through the support of one administrator, five certificated Instructional Specialist, professional learning, instructional programs, supplies and equipment to align the Project Based Learning with student academic, social-emotional learning, and safe and healthy needs to prepare our students for college and the workforce, including vocational careers and STEM related fields. The Academy Instructional model will offer students a well-rounded education program, support a safe and healthy culture, as well as activities to support the effective use of technology. As well as increased access to comprehensive visual and performing arts opportunities.

1. Five certificated Instructional Specialists to support professional learning, instructional programs, supplies and equipment to align the Project Based Learning with student academic, social-emotional learning, and safe and healthy needs to prepare our students for college and the workforce, with a focus on technological fields. The Academy Instructional model will offer students a well-rounded education program, support a safe and healthy culture, as well as activities to support the effective use of technology.
2. Music In Our Schools Week Programs will be presented by the District's Elementary Traveling Instrumental Music Teachers at all elementary schools during the first month of school. The 30-minute educational assembly exposes students to a variety of musical styles, instruments, and curriculum correlations. It also includes audience participation through singing, moving, and playing rhythm instruments. Students will be introduced to the instruments of the orchestra. To increase access to comprehensive visual and performing arts opportunities. Additional instruments will be purchased to provide more students the opportunity to participate in their school's music program.
3. Private School Equitable Services to four schools to support identified Title IV student needs. Each school will conduct a needs assessment and Title IV plan.
5. Tutoring within English language arts and math during the extended learning program. Tutoring is facilitated by certificated teachers from the regular day school.
6. Afterschool enrichment is facilitated by staff from the regular day school. Enrichment plans are collected from each site utilizing afterschool enrichment.
7. Access to curriculum that exposes students to careers and financial literacy.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The actions included in WELL-ROUNDED EDUCATION have been developed to strengthen the district's academic program and better met the diverse needs of our student population. The effectiveness of these actions will be evaluated using the accompanying metrics.

CA Dashboard 2024

ELA -all students -60.4 (orange)

SED -65.9 (yellow)

EL's -86.1 (orange)

LTEL's -108.2 (orange)

Foster Youth -89.9 (red)

Math - all students -98.5 (red)

SED -103.5 (red)

EL's -117.1 (red)

LTEL's -169.1 (orange)

Foster Youth -117.4 (red)

23.5% of students in TK-8 were chronically absent (yellow)

2024-2025 Local Academic Data

BAS Grades K-1 Meeting Reading expectations by 2nd Administration 32.8% of students

STAR Early Literacy Grades K-1 Reading proficiency based on Winter Administration 34.3%  
STAR Reading Grades 2-8 Reading proficiency based on Winter Administration 31.0%  
STAR Math Grades 1-8 Math proficiency based on Winter Administration 20.1%

## Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Baseline data used to examine needs for improvement.

CA Dashboard 2024

23.5% of students in TK-8 were chronically absent

Baseline Hanover Survey

3rd-4th

91% Feel welcome at School

93% Adults care about students

84% Feel safe at school

90% Feel safe in classroom

5th-6th

85% Feel welcome at School

87% Adults care about students

72% Feel safe at school

83% Feel safe in classroom

7th-8th

85% Feel welcome at School

85% Adults care about students

75% Feel safe at school

83% Feel safe in classroom

What activities will be included within the support for safety and health of students?

1. Five certificated Instructional Specialists to support professional learning, instructional programs, supplies and equipment to align the Project Based Learning with student academic, social-emotional learning, and safe and healthy needs to prepare our students for college and the workforce, with a focus on technological fields. The Academy Instructional model will offer students a well-rounded education program, support a safe and healthy culture, as well as activities to support the effective use of technology.

2. Based on the specific STEAM theme, schools partner with community partners to implement activities. For example, Grimm Family Foundation and Edible School Yard of Kern County have partnered with the Agriculture Academies to support the Agriculture Academy Gardens and Farm to Table program. In this garden, students are taught how to grow, harvest, cultivate the land, and feed themselves and nourish their families.

3. Students will be given access to additional agriculture education that explores the different ways in which to grow and harvest food. Students will learn how to grow using hydroponic food growing systems. They will learn how to harvest and make healthy choices in the food that they consume.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

CA Dashboard 2024:  
23.5% Chronic Absenteeism Rate

Baseline Hanover Survey  
3rd-4th  
91% Feel welcome at School  
93% Adults care about students  
84% Feel safe at school  
90% Feel safe in classroom

5th-6th  
85% Feel welcome at School  
87% Adults care about students  
72% Feel safe at school  
83% Feel safe in classroom

7th-8th  
85% Feel welcome at School  
85% Adults care about students  
75% Feel safe at school  
83% Feel safe in classroom

## Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Baseline data used to examine needs for improvement.

CA Dashboard 2024  
ELA -all students -60.4 (orange)  
SED -65.9 (yellow)  
EL's -86.1 (orange)  
LTEL's -108.2 (orange)  
Foster Youth -89.9 (red)

Math - all students -98.5 (red)  
SED -103.5 (red)  
EL's -117.1 (red)  
LTEL's -169.1 (orange)  
Foster Youth -117.4 (red)

23.5% of students in TK-8 were chronically absent (yellow)

2024-2025 Local Academic Data  
BAS Grades K-1 Meeting Reading expectations by 2nd Administration 32.8% of students  
STAR Early Literacy Grades K-1 Reading proficiency based on Winter Administration 34.3%  
STAR Reading Grades 2-8 Reading proficiency based on Winter Administration 31.0%  
STAR Math Grades 1-8 Math proficiency based on Winter Administration 20.1%

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

1. eSports at all schools to increase student participation in the STEAM academies while also giving students a platform to develop their problem solving skills, boost their self-confidence and player socialization. Each school will receive equipment for 30 students to engage in an eSports team. Equipment includes a device, mice, gaming headphones and

charging carts. Replacement equipment for jr high/middle schools and handheld devices for elementary schools will be included.

2. Students in junior high and middle school will have access to animatronics during summer camp. Animatronic education will:

Provide students with immediate feedback on their computer programming skills using industry-standard software

Provide students with career exploration opportunities- script writing, voice acting, engineering, sculpting, costuming, and computer programming

Provide students with a state-of-the-art platform to demonstrate their learning

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The actions included in USE OF TECHNOLOGY have been developed to strengthen the district's academic program and better met the diverse needs of our student population. The effectiveness of these actions will be evaluated using the accompanying metrics.

CA Dashboard 2024

ELA -all students -60.4 (orange)

SED -65.9 (yellow)

EL's -86.1 (orange)

LTEL's -108.2 (orange)

Foster Youth -89.9 (red)

Math - all students -98.5 (red)

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2024-2025 Local Academic Data

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STAR Reading Grades 2-8 Reading proficiency based on Winter Administration 31.0%

STAR Math Grades 1-8 Math proficiency based on Winter Administration 20.1%

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

BCSD LCAP Public Hearing

While BCSD values and considers all feedback, consideration is taken when the feedback is directly aligned to the district's goals and identified needs. BCSD's LCAP includes actions funded with Title IV funds.

During the 2024-2025 school year, the district continued to engaged with educational partners as follows:

1. Parent meetings including: Parent University that had DELAC, DAC, CAC, Migrant, DAAPAC, and Community members in sessions

2. Additional meeting at regularly scheduled meetings with District English Language Learners Committee (DELAC), Special Education Community Advisory Council (CAC) to SELPA, District Advisory Committee (DAC), and District African American Parent Advisory Council (DAAPAC)

3. Board meetings: board meeting presentations on the progress of implementation for each 2024-2025 LCAP Action and educational partner feedback, prior to the public hearing, Public Hearing of the 2024-2025 LCAP board members, and Adoption of the 2024-2025 LCAP board meeting



4. Surveys and Focus Groups including: Input through survey: 2024-2025 LCAP Community Feedback Survey & Student focus groups and surveys
5. Monthly Administrative Leadership Institute (ALI) meetings with principal
6. Meetings were held with representatives from all bargaining units including LiUNA, BETA, and CSEA, representing laborers, certificated staff, and classified employees.

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

The district held its annual Town Hall meeting on April 13, 2023, via Zoom, to provide parents, teachers, community members, administrators, support staff, and other educational partners an additional opportunity to give input on the development of the 2024-25 LCAP plan.

Throughout the year, the district conducted the Hanover student surveys to determine the safety and connectedness of students. The administrative team then followed up with a focus group consisting of student representatives and met with them at our district office on March 8, 2023, to provide formal and informal input on the development of the LCAP. Students provided feedback including whether they liked attending school, their feelings about teacher support, and expressing how to best meet their learning needs in school.

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

Local bargaining unit representatives from CSEA, BETA, and LIUNA met with the Assistant Superintendent of Educational Services and the Assistant Superintendent of Human Resources to review the progress toward LCAP goals and had the opportunity to provide input on existing actions and the recommended revisions for the development of the new LCAP.

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

The Superintendent and Assistant Superintendent met with the District Advisory Parent Committee and parents acknowledged the positive impact of different components the LCAP has in place including actions to address chronic absenteeism, student opportunities for increased socialization, mental health supports, and summer school. Parents in attendance expressed the need for after school tutoring, the continued efforts to have socialization of students and provide incentives to motivate learning and the increase of Extended Learning Program academies.

Title IV, Part A Program  
Rural Education and Student Support Office  
California Department of Education  
Email: [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov) Web site: <https://www.cde.ca.gov/sp/st/>