

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

**LEA Name**

Bakersfield City School District

**CDS Code:**

15 63321 0000000

**Link to the LCAP:**

*(optional)*

<https://www.bcsd.com/Page/369>

**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.

As a district, we are committed to establishing a clear strategic plan focused on key organizational goals to bring clarity, coherence, and consistency to our district's services to promote the academic excellence 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 instructional program.

Bakersfield City School District will use Title I, Part A, Title I, Part D, Title II, Title III, and Title IV, Part A funds to supplement and enhance our District's Vision, Goals and Priorities as reflect in our LCAP. The District will use federal ESSA resources to support other federal, state, and local programs to address the areas with the greatest need for improvement, performance gaps and to maintain the progress of the District.

BCSD prides ourselves on a well developed and strong LCAP. Our family and community engagement efforts to increase participation and input from stakeholders in an ongoing continuous format. Our goals of Academic Achievement, Social Emotional Learning and Family and Community Engagement frame our collective work, and leverage our dollars to deploy actionable steps to directly address our identified student need.

Through the continued analysis and evaluation of our current data and instructional practices, our district is positioned to ensure all students benefit from our multi-tiered system of supports to meet the academic and social-emotional needs of all students.

BCSD has made a concerted commitment to lead and serve the students in the community with strong values that have led to the development of the LCAP but more importantly the behavior of all who serve toward student success. The Bakersfield City School District Board has defined the expectations of how we must work together for the success of our students as colleagues, and community guiding the work with equity, integrity, caring, collaboration, and personal and collective accountability. Through the services we provide, our vision is to have students enter our district who aim to be the model of educational excellence, equity, and innovation that has high levels of expectation of staff, students and parents.

The District's efforts are focused on our Blueprint for Academic Success identifying five key levers which work together to create the conditions for children to receive a guaranteed and viable curriculum where ALL students master the knowledge and content necessary for college and career readiness while developing the soft skills to compete in a global economy.

1. EFFECTIVE SCHOOL LEADERS ensure a safe and nurturing educational environment in which all students receive high quality instruction resulting in academic excellence.
2. EFFECTIVE TEACHERS provide access to a guaranteed and viable curriculum for all students resulting in academic excellence.
3. TARGETED STUDENT SUPPORT SYSTEMS provide a systematic multi-tiered system of support with comprehensive services that address the needs of the whole student.
4. SCHOOL CLIMATE, CULTURE AND SAFETY is centered on all students and adults receiving a welcoming, safe and nurturing learning environment.
5. FAMILY AND COMMUNITY ENGAGEMENT (FACE) is dedicated to empowering our families, community members and schools.

Programmatic Evaluation: Problem of Practice

Bakersfield City School District has developed a Data Dashboard to include key lag measures for monitoring student, school, and district progress across academic, behavioral, and social-emotional indicators. Along with these lag measures, our district is finalizing key lead measures which both predict and influence the lag outcomes. The development of this system is to bring focus to identifying the key adult behaviors necessary to permanently change the culture of our schools and district, resulting in the upward trajectory of improved academic achievement of all BCSD students.

Bakersfield City School District being the largest elementary school district in the county, serving 29,307 students per the CA Dashboard from 2021. CSD enrollment includes students grades Pre-K through 8 of various ethnicities and languages. The student population continues to consists of 80.2% Hispanic, 8.7% White, 7.9% African American, 1.5% Two or More Races, 0.8% Asian, 0.5% American Indian, 0.4% Filipino, 0.1% Pacific Islander, 92.8% Socioeconomically Disadvantaged, 23.9% English Learners, 10.2% Students with Disabilities, 2.9% Homeless, and 0.8% Foster Youth (Per CDE 2021 Dashboard, Enrollment-District Demographics). BCSD language groups are represented with 37.92% Spanish, 0.55% Arabic, and .12% other non-English languages, .05% Mixteco, .07% Filipino (Tagalog), and 23 additional languages that are .04% or less (Per CDE DataQuest Report, Language Group Data-Districtwide for 2021-22).

The district is strongly committed to the recruitment of dedicated professionals who will support BCSD's overall mission of student success. Student achievement can be attributed to the dedicated and professional commitment of our teachers, administrators, and classified staff. BCSD employs 1,864 certificated employees and 2,182 classified employees. Including substitute staff, the district supports more than 5,000 employees. The COVID-19 pandemic affected the recruitment and employment process making it difficult to find suitable substitutes in various positions, ultimately impacting the work for the district.

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

Spring 2022 STAR Local Data:

#### ELA

STAR Reading Proficiency Rate (PR) is the percent of students scored at or above the minimum district benchmark proficiency level.

STAR Growth (Fall to Winter) (SGP)

District Overall 48 SGP/ 27.8% PR

EL 45 SGP/ 8.4% PR

Low Income 47 SGP/ 24.0% PR

Foster Youth 45 SGP/ 15.2% PR

#### Math

STAR Math Proficiency Rate (PR) is the percent of students scored at or above the minimum district benchmark proficiency level.

STAR Growth (Fall to Winter) (SGP)

District Overall 47 SGP/ 33.9% PR

EL 45 SGP/ 18.1% PR

Low Income 46 SGP/ 31.0% PR

Foster Youth 48 SGP/ 26.7% PR

To increase student academic achievement, students need to be in class and engaged in their learning. Districtwide 41.5% Chronic Absence for 21-22 (as of May 2022) . African American students have the highest chronic absences at 54.2% (1392 of 2568 students chronically absent), 40.2% (10,159 of 25,178) of Hispanic students chronically Absent. There is a need to provide outreach and engage with families of high priority students that are chronically absent.

#### Identified Needs:

##### Academic Achievement

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

There is a need to continue to provide intervention support for English Language Learners as a result of the decrease from 14.7% to 1.5% of the students being reclassified as fluent English proficient (RFEP). There is evidence of an increase in the number of students identified as At-Risk of becoming Long Term English Learners by +403 students from 2019-20 to 2020-21. Also, an increase in the number of students identified as Long Term English Learners from 993 students to 1,988 (an increase of 995 students) from 2019-20 to 2020-21. Although this is largely attributed to the district not administering the Smarter Balanced Assessment as a result of closures during the pandemic and therefore not having all the required metrics for Reclassification, there was an impact on the number of students not making growth from one language level of acquisition to the next as indicated by the decrease from 45.7% to 26.1% based on the district's local English Learners Progress indicator. The district's efforts to continue to provide services through LCAP actions that provide schools the support they need with program specialists, professional development centered on the English Learner Toolkit for effective strategies, ongoing language programs for students identified as newcomers (typologies) and the annual monitoring of students for progress of language acquisition. Best practices of language acquisition is to be interactive and engaging in the language for students.

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

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

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

#### Social Emotional Learning

Based on the expected end of the year 87.7% attendance rate there is a need to continue with the district's efforts to re-engage students, re-establish communication centered on the importance of daily attendance and increase the sense of safety in our schools for students to all return back to 100% in-person. There is also a need to focus on students identified chronically absent, especially our low-income students, and use all available resources through the Multi-Tiered Systems of support to address the challenges and barriers they may have experienced during the pandemic. Targeted interventions by the behavioral intervention specialists continue to be crucial to ensure an equity based support model where all students have access and support to meet their social, emotional and mental health needs.

In 21-22, the local metrics used by the district to self-monitor, indicate a projected chronic absenteeism rate of 40.7% for 2021-22. This is largely attributed to the increase in the number of students testing positive for COVID-19 and/or increases in exposure to someone who had tested positive for COVID-19 and the required implementation of strict procedures for contact tracing. In addition, the need to address the students' social emotional needs especially of our African American students and Foster Youth who had a 5% suspension rate in comparison to 2.2% for ALL students based on local progress monitoring metrics, which indicate the need for on-going supports to improve behavior by

addressing their social emotional needs, set up structures and systems of support to prevent students from getting suspended and prevent them from being expelled.

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

#### Family and Community Engagement

Based on the number of completed surveys from parents and the community, there is a need to re-establish relationships with our families and increase the number of participants in family events and meetings. There was an increase in the number of responses in the Annual Parent Climate Survey of 4,513 but a decrease in the LCAP Community Survey of 1,294. There was also a decrease in the number of participants who completed the Parent University project of 272 fewer parents from the prior year. In addition, little to no increase in the percentage of parents who agree or strongly agree to having increased opportunities to participate in their schools/district (86.7% in both last year and this year). There was also a decrease of -.4% from 88.4% to 88% in the number of parents who agree or strongly agree that their overall experience at BCSD schools is very positive. Of those who responded to the LCAP Community survey the majority of parents were Low-Income parents (62.2%), less than 1% were parents of Foster Youth students, 19.2% were parents of English Language Learners, all unduplicated parent groups had a decrease in the percentage of respondents.

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

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

Goal 1: Academic Achievement - The Bakersfield City School District is committed to ensuring the academic achievement of all students is met by providing access to high quality, culturally responsive instruction where all students are supported in a multi-tiered system of support to reach grade-level mastery of all content standards.

District Priority 1: Increase literacy rates for all students by more than 1 year of growth

District Priority 2: Increase mathematical proficiency for all students by more than 1 year of growth

District Priority 3: Increase language proficiency rates for all English Learners by one level annually

#### State Priorities

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Goal 2: Social Emotional Learning - The Bakersfield City School District is committed to supporting the social emotional, mental and physical health of all students, families and staff working together to create a school environment through a sense of shared responsibility. Our students' social emotional, mental, and physical health will be supported through responsive staff, informed in what it takes to meet the individual needs of students through a culturally responsive and trauma informed multi-tiered system aimed to provide students the tools to achieve their goals. Ensure a safe, healthy, and secure environment for all students, parents, guardians and employees

District Priority 1: Implement systems and structures to support the development of healthy self-identities for all students through an explicit emphasis on the development of student self-efficacy, agency, empathy, and social emotional learning competencies.

District Priority 2: Implement systems and structures to support the development of culturally responsive and trauma informed relationships with students and families.

#### State Priorities

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Goal 3: Family and Community Engagement - The Bakersfield City School District is committed to increasing the level of participation and engagement of all parents, families, and community members to ensure culturally responsive and high quality student learning where all students reach grade level mastery of all content standards.

District Priority 1: Increase connections and positive relationships with all parents and families.

District Priority 2: Increase engagement efforts with our high priority families.

District Priority 3: Increase parent education opportunities through outreach into the community.

District Priority 4: Increase opportunities for parent voice and feedback to improve the cultural responsiveness of school and district systems and structures.

#### State Priorities

Priority 3: Parental Involvement (Engagement)

#### Next Steps:

BCSD continues to bring greater focus and clarity to our expectations for classroom instruction. Our professional development and school support is focused on all content areas. Specifically, we have identified the need to improve literacy outcomes for all students as our primary goal. This goal is supported through high quality professional development, school and classroom supports, including the purchase of instructional resources. Our district continues to work with all educational partners to ensure all students benefit from our multi-tiered system of supports to meet the academic and social-emotional needs of all students, and is strongly reflected in our LCAP and Federal Addendum.

#### District Title I Initiatives:

##### #1 Professional Development

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

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.

The following PLS opportunities will be supported through Curriculum & Instruction Specialists to provide PD and coaching, PD consultants, Conference and Travel, Extra time to plan and participate in District and Site led PD, as well as the needed materials, books and equipment:

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

Virtual Modules Of Shifting The Balance and The Phonemic Awareness And Phonics Instruction

ACSA Summer Leadership Institute for: New Principals, VP's, and Academic Coaches

Solution Tree Professional Learning Community Summer Summit/Conference

Cognitive Coaching

## Fountas and Pinnell Leveled Literacy Intervention

Point Loma Univ. Center for Excellence in Learning for Reading and Language Arts Added Authorization

### Renaissance Learning

Project Lead the Way Teachers attend specialized courses for one week throughout the course of the year or summer. NGSS implementation using new Science curriculum and materials with three TOSAs to coach and provide PD to Title I schools.

Student Engagement and Attendance strategies for supplemental classified staff: FACE, Librarians, Behavior Intervention Specialists, Youth Services Specialist, Associate School Social Worker, Campus Supervisor, Cafeteria Playground Activity Leader

## #2 Assistance to Schools

Elementary Title I schools provide a spring orientation and all Title I schools may provide a Fall Onboarding for students prior to the start of the school year providing opportunities for students and parents to support the effective transition of participants into elementary, junior high middle and high school.

Re-engagement of students and outreach to families. Prior to the beginning of school, staff to provide outreach and engage with families of high priority students that are chronically absent, at risk of not attending, enrolled in Course Based Independent Studies in 21-22. Purpose of the outreach with families to encourage their enrollment and attendance at the start of the school year.

## National Youth Sports Program

California State University, Bakersfield (CSUB) partnered again with the National Youth Sports Program (NYSP) to offer elementary and middle schools a four-week intensive program hosted at CSUB this summer. NYSP serves low-income and at-risk students in fourth grade through eighth grade within the Bakersfield City School District, and focuses on academics, citizenship, and college awareness through an emphasis on sports. The goal of the program is to help students develop positive images, positive self-images, encourage positive behavior, and nurture aspirations to attend college.

## Online Programs/License to support Title I Schools:

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

Project Lead The Way (PLTW) is a STEAM based supplemental curriculum and course geared towards engaging students in the realm of STEAM. PLTW services are above and beyond core curriculum and allows all students including but not limited to the following: At Promise, Low Income, Foster You, Homeless, English Language Learners and Students with Disabilities. The core principles of the program is to increase math and science pathways with an additional emphasis on language development. The guiding practices are aligned with the four C's: Communication, Collaboration, Critical Thinking and Creativity. PLTW Expansion: The hands on and minds on approach is inclusive of software programs that are specific to each course and required specifications that must be met in order to provide students with the most engaging experience. Laptops or iPads for students with full processors are required to implement the program. Robotics Supplies to support Summer Institute to prepare will allow PLTW teachers to have a foundational understanding of how to build, code and modify robots, computer software and implement prior to the start of school

## 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 of Academic Achievement, Social Emotional Learning, and Family and Community Engagement frame our collective work, and leverage our dollars to deploy actionable steps to directly address our identified student needs. BCSD's LCAP aligns the use of federal funds with activities funded by state and local funds to support California's state priorities, Bakersfield City School District Levers, LCAP goals, and actions. Through the continued analysis and evaluation of our current data and instructional practices, our district is positioned to ensure all students benefit from our multi-tiered system of supports to meet the academic and social-emotional needs of all students. The District will use federal ESEA resources to support other federal, state, and local programs to address the areas with the greatest need for improvement, performance gaps and to maintain the progress of the District.

The District plans to address these priorities by:

Expanding efforts to promote literacy (Federal & State Funds)

Providing students with opportunities for targeted instructional interventions in content areas (Federal & State Funds)

Providing supplemental targeted interventions online programs. (Federal Funds)

Expanding STEAM opportunities for students (Federal & State Funds)

Providing professional learning opportunities through Summer Institutes and throughout the year, focused on research-based teaching and learning practices to support the instructional standards and pedagogy for all content areas, Social-Emotional Learning, and integrating culturally responsive teaching and inclusive practices, while also considering the language demands for the different student typologies. (Federal & State Funds)

Providing additional staff for targeted support at schools. (Federal & State Funds)

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

Continue Migrant Activities for eligible students (Federal Funds)

Increasing efforts to re-engage students, re-establish communication centered on the importance of daily attendance and increase the sense of safety in our schools for students to all return back to 100% in-person. (Federal & State Funds)

Providing opportunities for students and parents to support the effective transition of participants into elementary, junior high middle and high school. (Federal & State Funds)



## 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)

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.

#### 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. Using CDE Dataquest Web page, District and School Enrollment Data, Low-Income Students, Minority Students data was pulled. Inexperienced Teacher data, Ineffective Teacher and Out-of-Field Teacher data was collected from District's HR Department. Using the collected data, the District completed two tables, one for elementary schools and the second for junior high/middle schools comparing the percent of teachers in schools. Comparisons were made with highest percentage of minority or low-income students (89% or above), Middle percentage of minority or low-income students (79% - 88%), and the percent of teachers in schools with the lowest percentage of minority or low-income students (below 79%).

CDE definitions for ineffective, inexperienced, or out-of field teachers:

An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- 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)
- An individual who holds no credential, permit, or authorization to teach in California.

Under this definition, teachers with the following limited emergency permits would be considered ineffective:

- Provisional Internship Permits,
- Short-Term Staff Permits
- Variable Term Waivers
- Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record

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 field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Inexperienced teacher: A teacher who has two or fewer years of teaching experience.

BCSD Elementary Schools 21-22 data:

Ineffective Teachers and Minority Students

5.56% of teachers in schools with the highest percentage of minority students are teachers in schools misassigned or teaching without credentials (ineffective), while 3.02% of teachers in schools with 79-88% minority students, and 0.76% at low minority schools. This is an equity gap of 1.78%.

Ineffective Teachers and Low-Income Students

5.71% of schools with high percent of Low-income students are taught by teachers in schools misassigned or teaching without credentials (ineffective), while 2.67% of teachers at the medium and 1.64% at lower poverty schools. This is an equity gap of 1.40%.

Inexperienced Teachers and Minority Students

10.94% of teachers in schools with the highest percentage of minority students have two or fewer years of teaching experience, while 9.64% of teachers in schools with the medium percentage of minority students and 16.48% lowest percentage of minority students. Schools with the lowest percent of minority students are taught at higher rates than other students by inexperienced teachers. No equity gap found.

Inexperienced Teachers and Low-Income Students

12.25% of teachers in schools with the highest percentage of low-income students have two or fewer years of teaching experience, while 10.17% of teachers in schools with the medium percentage of low-income students, and 11.38% of teachers in schools with the lowest percentage of low-income students. Based on the equity gap analysis, medium poverty and low poverty schools combined have a higher percent of inexperienced teachers. When comparing all three levels, the high poverty schools (low-income students) are taught at a slightly higher rates than other students by inexperienced teachers.

Out-of-Field Teachers and Minority Students

Minority students are not taught at higher rates than other students by out-of-field teachers. 0.37% percent of teachers in schools with the highest percentage of minority students are out-of-field teachers, while 0.2% percent of teachers in schools with the medium percentage of minority students and 0.61% from schools with lower minority enrollment.

Out-of-Field Teachers and Low-Income Students

Low-income students are taught at higher rates than other students by out-of-field teachers. 0.66% percent of teachers in schools with the highest percentage of low-income students are out-of-field teachers, while 0% percent of teachers are in schools with the medium & lowest percentage of low-income students.

The trends in BCSD for elementary schools and minority students show a higher rate of ineffective and inexperienced teachers, however out of field teachers is less in high minority schools than in the lower minority schools. Low-income students show a higher rate of ineffective, inexperienced teachers, and out of field teachers than in the lower poverty schools.

For Junior High/Middle Schools 21-22 data:

Schools are all over 79% minority. Our comparison is with high (89% or higher) minority and medium (79% - 88%) minority.

Low-Income enrollment continues to have high, medium, and low poverty levels.

Ineffective Teachers and Minority Students

4.99% of teachers in schools with the highest percentage of minority students are ineffective teachers, while 3.95% at low minority schools. This is a reduction from the 9.22% of ineffective teachers in high minority schools in 20-21 and reduced equity gap from 4.05% to 1.04%.

Ineffective Teachers and Low-Income Students

2.94% of schools with high percent of low-income students are taught by teachers in schools misassigned or teaching without credentials (ineffective), while 5.33% of teachers at the medium poverty schools and 3.95% from low poverty schools. Reduction from 20-21 9.22% of schools with high percent of low-income students taught by teachers in schools misassigned or teaching without credentials (ineffective). No equity gap found as high poverty schools have the lowest average percent of ineffective teachers. Medium poverty has the highest.

Inexperienced Teachers and Minority Students

15.82% of teachers in schools with the highest percentage of minority students have two or fewer years of teaching experience, while 21.15% lowest percentage of minority students. This is a reduction from 20-21-18.98% of inexperienced teachers in schools with the highest percentage of minority students. No equity gap found.

#### Inexperienced Teachers and Low-Income Students

17.65% of teachers in schools with the highest percentage of low-income students have two or fewer years of teaching experience, while 16.93% of teachers in schools with the medium poverty schools and 21.15% of teachers for lower poverty schools. This is a reduction from 20-21 18.98% of inexperienced teachers in schools with the highest percentage. No equity gap found.

#### Out-of-Field Teachers and Minority Students

1.08% of Minority students are taught at higher rates than other students by out-of-field teachers while 0% percent of teachers in schools with the lowest percentage of minority students. This is a large reduction from 20-21 11.25% of Minority students taught at higher rates than other students by out-of-field teachers. Equity gap of 1.08%, however large reduction from prior year.

#### Out-of-Field Teachers and Low-Income Students

0% of teachers are out-of-field in high poverty schools. 1.08% of teachers are in schools with the medium poverty schools and 0% in lower poverty schools. No equity gap for low-income students and out-of-field teachers.

#### The trends in BCSD for junior high/middle schools:

Minority students show a higher rate of ineffective and out-of-field teachers, while inexperienced teachers is less in high minority schools than in the lower minority schools. Both areas with a equity gap had very large reductions from 20-21. Low-income students do not have an equity gap for ineffective, inexperienced teachers, or out of field teachers as the percentage for all three are less in high minority schools than in the lower minority schools.

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

In a state with teacher shortages, Covid teaching conditions and regulations, and incentives for early retirement notifications, the need for credentialed teachers continues to be a huge need. 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. We are very proud of our student achievement, which is attributed to the dedicated and professional commitment of our teachers, administrators, classified staff, as well as the performance of all students within the district.

LCAP Professional Development Actions listed below address the steps the District will take to address the equity gaps found during data analysis and needs assessments:

BCSD's New Teacher Development Department staff provide supports 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 to mitigate the learning loss as a result of the pandemic.

PD provided to develop the technology skills, engagement, and ability to use online information and communication technologies to find, evaluate, create, and communicate information requiring both cognitive and technical skills for all students including Low-Income, Foster Youth, and English Language Learners requires the professional learning opportunities for teachers and support staff. Professional learning will be provided throughout the academic year on Google Apps for Education for teacher certification, Engineering, Gaming and Coding applications to provide students opportunities to develop digital literacy skills and improve academic achievement.

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 supports and professional learning to increase and improve the language acquisition and language proficiency levels for all students identified as English Learners.

Title I School Principals provided with three 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 2022 -2023 LCAP.

The district went through literacy program evaluation through Zaner-Bloser to identify the priorities to be included in supporting BCSD's comprehensive literacy plan. The District feels strongly that a literacy program evaluation is an important next step for BCSD, one which will make subsequent professional development better aligned to the goals of the district. The program evaluation helps us maximize your resources, identify strengths, target areas in need of growth or change, and determine ways to make instruction more consistent. As of result of reviewing the instructional program, actionable steps were developed for improvement and a strong enactment of balanced literacy as informed by cognitive science.

As result of the literacy program evaluation through Zaner-Bloser, 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 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.

## **Parent and Family Engagement**

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Comprehensive Support and Improvement schools involve parents and family members in jointly developing their Comprehensive Support and Improvement plans embedded within their School Plans for Student Achievement. Emerson is the only school currently identified for CSI for 2022-2023. The SPSA was developed in partnership with site stakeholders 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.

Targeted Support and Improvement/Additional Targeted Support and Improvement schools involve parents and family members in jointly developing their Comprehensive Support and Improvement plans embedded within their School Plans for Student Achievement. BCSD currently has 12 schools identified for ATSI. SPSAs are developed in partnership with site stakeholders 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.

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

**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 34 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, & 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 34 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 14 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-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, PU, 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 Regional Advisory Committee (RAC), Special Education Division's Community Advisory Committee (CAC), PU, 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, 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.

BCSD aligns parent involvement in the LCAP stakeholder engagement process through surveys, committee, and community forums providing input on LCAP Progress actions, feedback on LCAP, and input on proposed LCAP actions.

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

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

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

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

- ? Board meetings: LCAP Midyear review board presentation, Public Hearing of the Revision to the 2021-22 LCAP, Actions presented to the board to review before the public hearing, Public Hearing of the 2022-2023 LCAP board members, and Adoption of the 2022-2023 LCAP board meeting
- ? Input through surveys: 2021-2022 LCAP Community Feedback Surveys
- ? An LCAP Town Hall meeting where teachers, parents, and community members were in attendance
- ? Parent meetings including: Parent University, District English Language Learners Committee (DELAC), Regional Advisory Committee (RAC), Special Education Community Advisory Council (CAC) to SELPA, District Advisory Committee (DAC), District African American Parent Advisory Council (DAAPAC)
- ? Student focus groups and surveys
- ? Monthly Administrative Leadership Institute (ALI) meetings with principals
- ? Meetings were held with representatives from all bargaining units including LiUNA, BETA, and CSEA, representing laborers, certificated staff, and classified employees.

## **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:**

##### Targeted Support Programs

BCSD currently has two Title I TAS Programs: Lincoln Jr. High (first year of school), and Rafer Johnson Community School.

Lincoln Jr. High will be opening in the fall of 2022 as a Title I Targeted Assistance Program. The students attending Lincoln come from Title I Schoolwide programs. Based on the number of SED students projected to enroll at Lincoln, 2022-23 will be a planning year to become a Title I Schoolwide Program in 2023-24. Lincoln Jr. High teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel identify the eligible children most in need of services through their comprehensive needs assessment and SPSA development process. For 22-23 Lincoln Jr. High Title I eligible students will include: students identified by the school as failing, or most at risk of failing, to meet the challenging state academic standards on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school. Criteria will include students not meeting proficiency rate or below SGP of 35% on STAR Reading and Math assessments, students that score "standard not met" or "standard nearly met" on SBAC ELA and Math assessments, as well as students who are economically disadvantaged, students with disabilities, migrant students, homeless students, or English learners. Lincoln will continue to work with Educational Partners through, Leadership Team, SSC and ELAC meetings as they development, implementation and evaluation Lincoln's School Plan for Student Achievement.

Rafer Johnson Community Schools is a kindergarten through eighth grade Title I Targeted Support community day school. At Rafer Community 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 in consultation with families to bridge support between the school and home.

##### Title I Schoolwide Programs

The District's Title I Schoolwide Programs annually conduct a comprehensive needs assessment based on an analysis of State and Local data, surveys, as well as the SWIFT-FIA self-assessment tool, to identify the strengths 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, actions and expenditures towards increasing the achievement of students. During the annual review, schools compare planned goals, actions and expenditures with actual goal outcomes, actions and expenditures. 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 review of District and school-level budgets, 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.

The COVID-19 pandemic has had a substantial impact on students. Approximately 1,600 of our students began the school year in a virtual format, and the rest of the student population chose to return to in-person instruction. Based on the evidence of our local metrics, we foresee students at some schools are returning to the classrooms with more than one year's worth of learning loss. The district continues its efforts to do everything possible to increase academic achievement, social-emotional learning, and family and community engagement to bridge the COVID-19 learning gap and have 100 percent of the students return to school, where it believes our staff and teachers will make the greatest impact.

Based on the projected end of the 21-22 school year 87.7% attendance rate there is a need to continue with the district's efforts to re-engage students, re-establish communication centered on the importance of daily attendance and increase the sense of safety in our schools for students to all return back to 100% in-person. There is also a need to focus on students identified chronically absent, especially our low-income students, and use all available resources through the Multi-Tiered Systems of support to address the challenges and barriers they may have experienced during the pandemic.



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.

BCSD provided Title I schools the opportunity to provide a onboarding for all students. Schools could offer up to 3 hours for 3 days to bring their students on campus prior to the start of the school year. Opportunities for Family engagement may also provided during 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 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.

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) coordination with institutions of higher education, employers, and other local partners; and
- (B) 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.

Since the 2018-2019 school year, BCSD and KHSD participate in a countywide data sharing agreement known as the Kern Integrated Data System (KIDS) to promote the sharing of student achievement data across districts in Kern County. This agreement will pave the way for a smoother and more successful onboarding of incoming 9th grade students to receive appropriate academic placement, social emotional supports, and services to meet the needs of the whole child.

#### **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.

### **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:

##### Teachers:

Induction, Intern and other New Teacher Programs provide teachers with on-going, individualized and intensive PD in both content and pedagogy. Tiered PD to address the needs of new teachers based on their years of experience and/or teaching permit. Kern Urban Teacher Residency Program with CSUB. Induction teachers, Intern or other applicable new teachers that have not passed the required CSET for their teaching position may submit for reimbursement for the cost of the CSET. Human Resources and New Teacher Development coordinate the reimbursement.

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. Opportunities for teacher leadership include participation in the District Teacher Advisory committee (TAC), District Teacher Leadership Team (TLT), Site Leadership Team.

##### 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 in conjunction with core program consultants to ensure that our teachers are on the forefront of educational practices.

School leaders are invited and encouraged to participate in all Professional Development opportunities offered to teachers.

##### 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 Area Cluster Meetings support collaboration with Executive Directors and principals based on leadership topics and needs of schools.

##### Other school leaders:

Monthly 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 to support admin and school instructional leaders.

##### Teachers, Principals, and other school leaders:

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. Hanover Research was used to survey our teachers on the quality of professional learning provided. 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 Council on a regular basis.

This year, the district will base the majority of the professional development on the outcomes of the Zaner-Bloser Literacy Program Evaluation. The evaluation uncovered the following areas that need to be addressed:

Learned Helplessness

Beginning Reading Instruction Based on an Inside-Out model of Reading

Misalignment Between Instructional Standards, Lesson Purpose, and Task

Inconsistency in Materials and Methods

Overuse of Technology

Writing Instruction

Observational Data and Anecdotal Notes

Word Work in Grades 3-8

The above topics will be addressed and weaved in to all professional development provided during the 22-23 school year. In addition to instructional and academic topics, staff will be provided with ongoing professional development focused on Social Emotional Learning. The Multilingual Education Program will provide administrative and teacher professional development throughout the school year focused on Designated and Integrated English Language Development.

BCSD will adopt a new Science Curriculum for the 22-23 school year. Initial training will be held during Summer Institute with make up sessions during the Fall of 2022. Implementation will be support by three Teachers on Special Assignment who will provide on-site coaching and modeling.

The District's PLS addresses equitable access, opportunities, and outcomes for all students through monthly Administrative and Instructional Leadership Institutes. Schoolwide Integrated Framework for Transformation- Fidelity Integrity Assessment (SWIFT- FIA), a self-assessment to examine the current status of schoolwide practices that have been demonstrated through evidence to provide a basis for successfully including all students who live in the school community. PD opportunities on building positive relationships and cultural responsiveness for all staff to promote.

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 will be provided.

BCSD dedicates resources that are adequate, accessible, allocated appropriately toward established priorities and outcomes. 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 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 resource

## **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).

**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. 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 stakeholders provides next steps based on individual expertise from, but not limited to, the following:

Executive Director  
Coordinator of Curriculum  
Curriculum and Instruction Instructional Specialists & Educational Technology 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 CSI, ATSI, 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, CSI, 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:**

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 stakeholders 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.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Bakersfield City School District is committed to effective high quality professional learning to enhance the ability of teachers, administrators, principals, and school support staff. All professional development is designed to support and improve the instruction and assessment of English Learners with a focus 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 aligned to the ELA/ELD framework and the California ELD Standards. Furthermore, the BCSD LCAP priorities and action items are aligned to the California English Learner Roadmap principles:

1. Assets-oriented and needs-responsive schools
2. Intellectual quality of instruction and meaningful access
3. System conditions that support effectiveness
4. Alignment and articulation within and across systems

The BCSD priorities for Title III professional development for teachers, administrators, school and community-based organizational personnel:

1. Provide Program Specialists dedicated to the needs of English Language Learners
2. The Multilingual Education Program Specialists will train, coach, model, and provide feedback on explicit and intentional language routines using research-based integrated and designated language acquisition strategies that include three key elements "Input", "Output", and "Interacting in Meaningful Ways" in all content areas.
3. The Multilingual Education Program Specialists will also train, coach, and model effective use of supplemental resources and materials aligned to the district's multi-tiered system of supports including academic, cultural, linguistic, and social-emotional priorities.
4. A variety of professional learning opportunities will be provided by grade spans during the calendar year including after contract hours as needed, quarterly Saturday trainings, monthly school cluster meetings, and summer workshops. Substitutes will be provided as needed.

BCSD focuses on ensuring all of our students are reading at grade level by the third grade. BCSD currently has about 7,900 EL students; as we meet the needs of all of our students, instructional pedagogy will help us guide our EL students to meet their academic competencies to reclassify by or before the eighth grade.

Bakersfield City School District will continue the current ELD Comprehensive PD Plan 20-23.

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

During the 2022-2023, Professional Development will include:

Professional Development during Summer Institute for all teachers  
English Language Development- Typologies and overview of English Learner Toolkit of Strategies , Three Toolkit Strategies for Districtwide Implementation (Word/Phrase Level Strategy: Sentence Deconstruction, Sentence/Clause Level Strategy: Sentence Unpacking, Text Level Strategies: Text Reconstruction)

Designated English Language Development Lesson Design

Professional Development will focus on developing teachers to support English Learners in regards to the following: Best practices for implementing research-based instructional strategies, Use of core curriculum for designated ELD, High-leverage strategies for increasing language acquisition (K- 3rd (Benchmark Advanced) supported by a Toolkit strategy and Thinking Maps, 4th – 5th (Benchmark Advanced) supported by a Toolkit strategy and Thinking Maps, 6th - (StudySync) supported by a Toolkit strategy and Thinking Maps, 6th - 8th (English 3D) supported by a Toolkit strategy and Thinking Maps)

Professional Development for Schools' Leadership teams

ELD Strategies using the EL Toolkit: Year One strategies (Strategy: Collaborative Summarizing, Strategy: Academic Vocabulary, Strategy: Sentence Unpacking, Strategy: Text Reconstruction), Components of an ELD program , What is dELD and iELD, Compare/Contrast dELD and iELD, Typologies of Students, Proficiency levels, Getting to Know Your Students

Professional Development for School Administrators and Specialists

Focus: EL Roadmap (required by the CDE), Advocating for ELs, ELD Requirements, ELD Standards- The why?, Designated & Integrated ELD, Understand Proficiency level descriptors, ELA/ELD Framework: ELD connection to core, Elements of ELD Lessons/Essential Features of ELD lessons, Supporting ELs in a distance learning environment

Focus: English Language Learning Pedagogy- Understanding language acquisition theory and methodology, Best practices for leading school sites in implementing research-based instructional strategies, Best practices for site program design, High-leverage strategies for increasing language acquisition, Leadership: Provide professional development in Designated ELD (dELD)/Integrated ELD (iELD)

For teachers and instructional coaches, the district provides professional learning throughout the summer and school year on TK-8 CCSS ELA/ELD, Math, Next Generation Science Standards, History/Social Studies, Balanced Literacy and TK-2 early literacy strategies to strengthen the instructional team's capacity to deliver Good First Instruction. Special education teachers are provided specialized professional learning on TK-8 CCSS ELA/ELD and Math throughout the year to build teacher capacity for strengthening instructional alignment to IEPs. Instructional coaches and specialists and other resources are provided to support teachers in utilizing research-based strategies to engage English Learners within and across all content areas. Junior high/middle schools are provided with professional development on the new ELD supplemental materials to build capacity for meeting the language needs of English Learner students. The District provides the opportunity for first and second year teachers to participate in district and site provided Professional Development for up to 45 hours of summer professional learning in the areas of Social Emotional Learning, Math, ELA, ELD, Science, Social Studies, and Technology. First Year Teachers are required to attend a four-day New Teacher Orientation which includes training on Social Emotional Learning, Math, ELA, Technology, and ELD. The district also provides professional learning, onsite coaching, consultation and support for Behavioral Intervention Specialists and school support staff to ensure culturally responsive and strong implementation of Multi-Tiered Systems of Supports (MTSS) and PBIS for all tiers. All staff receive professional learning in building positive relationships and cultural responsiveness to promote the value of diversity and create a more welcoming climate and culture.

Principals attend professional learning for on leadership topics such as: lesson observation protocol, teaching & learning framework, content standards for all subjects, research-based instructional practices, culturally responsive teaching methods, through a Multi-Tiered System of Supports to build leadership capacity through monthly Area Cluster Sessions and quarterly Administrative Leadership Institutes.

## **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.

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

The BCSD priorities for Title III enhanced instructional opportunities for English Learners and for immigrant children and youth:

1. Training will be provided on a ten-week family literacy program designed to assist site personnel and parents become active models of reading for children.
2. Training, tutorials will be provided to site personnel and parents on academic strategies designed to assist in providing instructional support at home to increase academic, cultural, and socio-emotional adeptness to the U.S. educational system.
3. Community Based English Tutoring semester courses will be offered to parents/community members designed to increase opportunities to acquire the English language to assist students at home.
4. Funds will be dedicated to creating and building a home library and computer access to encourage English literacy at home for students.



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

DELAC Board Meeting: July 1, 2021

Review the Consolidated Application: LCAP & Title III Actions

Meaningful consultation with stakeholders

Educational Services Team and Principals Meetings-district administrators and site principals:

February 10, 2022

March 10, 2022

April 7, 2022

EL Leads, Academic Coaches, Academic Program Leaders, Specialists, Site Leadership Teams, and Mentor Teachers  
EI Program Metric: Evaluation 2021-2022 (Responses)

District English Learner Advisory Committee (DELAC) - parents/guardians of English Language Learners and community members:

January 12, 2022

February 9, 2022

March 9, 2022

April 6, 2022

May 18, 2022

The District English Learner Advisory Committee's meetings on October 13, 2021 and May 18, 2022 included a presentation reviewing and highlighting Title III activities, successes, and research-based interventions and supports.

As a result of the feedback meetings, DELAC provided the following (February 9, 2022 and March 9, 2022):  
Continuation of Summer and Saturday programs available for students, including Dual Immersion.

Importance of technology and connectivity remain in place after the pandemic to support student learning, (earphones, hotspots)

Support for students transitioning to high school

Access to library books

Continued support with student's Social-Emotional (SEL) needs

Learning Loss mitigation

Provide English Learners with the opportunity to participate in extended learning opportunities such as after school tutoring and/or Saturday academies.

Continuing various activities and resources Title III funds support including CBET, Lexia English, Immigrant libraries and other English Learner extended learning 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.

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

BCSD is committed to effective programs and activities through Multi-Tiered Systems of Support to increase English Learners' academic, behavioral, social emotional, and language proficiency needs including the expansion of multilingual programs. All Professional Development is designed to support and improve the instruction and assessment of English Learners with a focus 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 aligned to the ELA/ELD framework and the California ELD Standards.

Program Specialists to provide assistance and support for teachers on high leverage instructional strategies that enable students to attain English proficiency and increase the quality of grade-level content instruction for both Integrated and Designated ELD resulting in increased language development and progress towards grade level content mastery.

Program Specialists also support the key look-fors of effective Designated and Integrated language development, program structure, and lesson delivery and provide professional development, coaching, modeling and feedback in best practices for language acquisition for biliteracy, expanding the 85/15 model of dual immersion, “Family Literacy” materials and training.

Additional Title III supports include, but not limited to: CBET, Lexia English, Immigrant libraries, Family Literacy Project, and English Learner extended learning opportunities like STEMscopes, and Engineering.

The District publishes weekly news on social media and a quarterly newsletter that includes highlights of activities that demonstrate implementation of LCAP actions. The DELAC meetings include presentations reviewing and highlighting Title III activities, successes, and research-based interventions and supports. DELAC meetings also include professional development opportunities for parents on either useful technology strategies for the home or social emotional parent strategies to support their children in the home setting.

The Superintendent and Asst. Superintendent address concerns during open forums by clarifying how the district’s long term vision and mission are focused on addressing the needs of the district and share the short-term steps the district is currently taking to reach our goals. The district also responds in writing to any concerns submitted in writing.

The success of Title III actions are measured through the following metrics:

- Student and parent attendance to district sponsored activities, events, and trainings 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 MTSS process
- Annual state testing

Quantitative and qualitative data collected through surveys and site visits (or learning walks) provide sufficient data to examine the effectiveness of activities.

Data is being collected and examined at various frequencies depending on the assessment to monitor performance and growth of all EL typologies to drive instruction. There are systems and structures in place to ensure sites are assessing, analyzing, and planning next steps using the assessment calendar, Professional Learning Community planning meetings, online data platforms, and the MTSS process.

We have high praise from staff, parents, and students about 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.

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

BCSD ensures that elementary and middle schools assist English Learners in achieving English proficiency and meeting challenging state standards through our commitment to a culture of teaching and learning and grade level mastery of content standards (language, literacy, mathematics and the sciences). English Learners’ primary language is assessed as part of the multi-tiered system of supports. All schools are required to implement designated and integrated language support goals, interim metrics and actions in their School Plan for Student Achievement.

Schools are held accountable for meeting English acquisition progress for English Learners, including how stakeholders are involved and what interim metrics will be used to determine success through the Comprehensive Needs Assessment and School Plan for Student Achievement. The Language Supports goal, interim metrics, and actions are focused on meeting English acquisition for English Learners. EL progress monitoring includes data analysis of Fall, Winter, and Spring formative and summative assessments. Student writing samples will be evaluated on a quarterly basis. Program Specialists, Multilingual Education Programs staff, site staff, site administration, and parents will participate in site presentations during DELAC meetings and provide feedback.

Schools are held accountable for meeting achievement goals for English Learners, including how stakeholders are involved and what interim metrics will be used to determine success through their School Plan for Student Achievement Goals and interim metrics. SPSA has six required sections for schools: English Language Arts, Language Supports, Mathematics, Social Emotional Learning, Mitigating Learning Loss, Family and Community Engagement, and Professional Learning Plan. In the three academic achievement sections of the SPSA, integrated and designated Language supports are identified and monitored. Schools monitor EL achievement goals through SBAC, ELPAC, STAR Reading, Achieve 3000 Level Set, BAS, STAR Math, and NextGen Math. School parent advisory committees and School Site Council receive site reports aligned to SPSA goals and interim metrics.

## TITLE IV, PART A

### Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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.

### 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 Key levers and 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 as a result of the pandemic.

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.

The Cato Middle School Piano Lab will include 28 student electric piano keyboards all integrated with cabling to coordinate with one another for class group piano. The Piano Lab will provide an opportunity for our children who do not have access to playing piano at home and who are interested in learning music at school. This class is new, and will reach additional students at the school as an elective offering. Students will also have access to the piano lab afterschool during the Academies. English Language Learners at Cato will have access to this course offering. The purpose of this expenditure is to provide students access to music education through group music instruction in piano. This purchase will provide new students access to music education as part of their well-rounded education.

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 23 through September 3, 2021. 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. New Piano lab at Cato Middle School.
4. 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. The STEAM Program Academies incorporate the use of Apple technology to engage students in music making, art, engineering and science. Consultation services provided by an Apple Professional Learning Specialist will support the Academies by providing professional development to the Academy Staff. Professional development will be ongoing, active, and reflective experiences for participants. The consultant will work side-by-side with the staff to create, model and, optimize best-practice learning experiences for students. They will also provide the faculty with opportunities to learn new instructional strategies, reflect on their practices and have extended conversations about integrating technology into the Academy curriculum. The specialist will provide support to the STEAM Program Academy staff along with the Project Lead the Way staff to ensure that build sustainability.

#### 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 at Lincoln Jr. High will be given access to a physical fitness program called Spark. This will allow them additional opportunities to engage in a variety of movement activities that promote a healthy lifestyle.

#### 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 at three middle 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 middle school will receive equipment for 30 students to engage in an eSports team. Equipment includes a device, mice, gaming headphones and charging carts.

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.