

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

LEA name:

Kern County Superintendent of Schools

CDS code:

15 10157 0000000

Link to the LCAP:

(optional)

**For which ESSA programs
will your LEA apply?**

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

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.)*

Title I, Part A: Improving Basic Programs Operated by State and Federal Educational Agencies

Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected,
Delinquent, or At-Risk

Title II, Part A: Supporting Effective Instruction

Title IV, Part A: Student Support and Academic Enrichment Grants

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

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program 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 the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

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.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

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.

The Kern County Superintendent of Schools (KCSOS) develops an annual Local Control and Accountability Plan (LCAP) based on meaningful input from educational partners, including parents/guardians, staff, students, and community partner agencies. Feedback from these educational partners consistently indicates that the Alternative Education program should continue prioritizing students' social emotional well-being and academic achievement.

As a county office of education, KCSOS is also responsible for supporting school districts in meeting the educational needs of foster youth through the Foster Youth Services Coordinating Program. The current LCAP is organized around the following goals:

Goal 1: All students will demonstrate growth in their social emotional development as measured by an analysis of data relating to parent/guardian support and school climate and connectedness through action items that build students' capacity and skills in order for students to continue to grow in their social emotional development.

Goal 2: All students will demonstrate growth in literacy and numeracy leading to college and career paths as measured by an analysis of data relating to the provision of basic services, implementation of Common Core State Standards, continued parent/guardian involvement, increased student academic achievement, increased student engagement, and access to a broad course of study through items that support the academic achievement of all students.

Goal 3: Specific student groups will demonstrate an annual increase in CAASPP scores, graduation rate, and college and career readiness and an annual decrease in chronic absenteeism and suspension rate as measured by an analysis of data relating to pupil achievement, pupil engagement, and school climate through action items that enhance instructional supports for teachers and staff, provide individualized strategies for improving student behavior and attendance, and increase opportunities for college and career preparedness through Career Technical Education.

Goal 4: Foster Youth Services Coordinating Program intends to maintain the coordination of foster youth services throughout Kern County by training, supporting, and collaborating with the county's 46 local education agencies, the county office of education schools, charter schools, placement agencies, and communities to reduce and/or eliminate the unique educational barriers that foster youth may experience when enrolling, attending, and succeeding in school.

Goal 5: Students in Kern County Special Education special day class programs will demonstrate improved functional academic and adult transition skills through increased student engagement and a positive school climate. These improvements will be evidenced by 1) a reduction in the Distance from Standard (DFS) on state academic assessments in English Language Arts (ELA) and math; 2) increased use and analysis of student performance data aligned to the program's adopted standards-based curriculum; 3) progress toward Individualized Education Program (IEP) goals through the provision of targeted instructional services and support strategies, as outlined in each student's IEP; and 4) reduced rates of chronic absenteeism and suspensions across all student groups and programs.

To maintain consistent focus on these priorities, Court and Community School Plans for Student Achievement (SPSAs) and the Alternative Education WASC Action Plan are aligned with the first two goals of the LCAP. Many of the goals included in the SPSAs also align with the state priorities in the LCAP, including Student Achievement, Pupil Engagement, School Climate, and Other Student Outcomes.

Each of these planning documents - the LCAP, Court School SPSA, Community School SPSA, and the WASC Action Plan - includes actions designed to support students' social emotional well-being and academic growth. As schoolwide Title I programs, both Court and Community Schools utilize Title I funds to provide all students with additional supports and resources that promote success in meeting the state's academic and local priority goals.

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 Alternative Education program leverages a variety of funding sources to integrate services and programs designed to help all students achieve proficiency and advance academically. Title I funds support instructional programs that close achievement gaps and assist students in meeting California's academic standards. Title II funds are used to recruit, prepare, train, and develop teachers and administrators to strengthen instructional capacity.

To maximize available resources, the program has elected to transfer Title IV funds to Title I, expanding services that support academic achievement while increasing opportunities for students to successfully transition to post-secondary education and career pathways. In addition, the Alternative Education program utilizes grant funding to supplement state and federal resources in the development and implementation of Career Technical Education (CTE) pathways and Multi-Tiered System of Supports (MTSS) initiatives. Comprehensive Support and Improvement (CSI) funds specifically support the expansion of CTE pathways, enhance the capacity of instructional staff through professional learning, and strengthen collaboration with parents/guardians and community partners to promote student success.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

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:

During the 2025-26 school year, Alternative Education's student population consisted of 14.7% English learners, 20.3% students with disabilities, and 95.7% students classified as socioeconomically disadvantaged. The majority of students identified as Hispanic (64.8%), African American (19.5%), or White (13.9%).

Teachers in the Alternative Education program are appropriately assigned. Pursuant to California Education Code 44865, teachers holding a valid California teaching credential may teach any subject area within an Alternative Education setting. Teachers who are assigned outside of their credential authorization receive ongoing coaching, professional development, and instructional support to ensure high-quality instruction.

The Alternative Education program currently has no teachers who meet the definition of out-of-field. Additionally, the vast majority of teachers have several years of classroom experience. New teachers participate in the Teacher Induction program, which supports the growth and development of beginning educators. During their first two years of teaching, each new teacher is paired with a Service Provider who provides individualized mentoring and guidance in effective instructional, assessment, and classroom practices.

Because the Alternative Education program has no misassigned, out-of-field, or inexperienced teachers, there are currently no educator equity gaps within the program.

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).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Due to the highly transient nature of the Alternative Education student population, maintaining consistent and continuous parent involvement can be challenging. Nevertheless, the program is committed to engaging parents as active partners in every aspect of their child's education through a variety of opportunities and supports that are available to all families.

The Alternative Education program values parents as essential partners in student success, a commitment consistently reflected in the annual Local Control and Accountability Plan (LCAP) survey results. On the 2026 LCAP survey, 94.2% of responding parents agreed that the school values them as important partners in their child's education, while 87.0% agreed that the school actively seeks their input into decisions related to their student's education. School sites maintain regular communication with parents regarding attendance, academic progress, and behavior, ensuring families remain informed while providing opportunities to ask questions, share concerns, and collaborate with school staff.

Parent and Family Engagement Policies have been developed to promote meaningful parent participation in the educational process. In addition, School-Parent Compacts have been established for families participating in Title I programs. These documents are reviewed and updated annually to reflect parent and educational partner input while ensuring alignment with state and federal requirements. Updated copies are provided to families during student enrollment.

Parents are provided with an overview and explanation of curriculum, assessments, and proficiency levels during orientation, Back to School Night, pre-release meetings, SSC meetings, ELAC/DELAC meetings, parent conferences, reclassification meetings, IEP meetings, and/or through the Alternative Education website. During these events and meetings, the program shares information and guidance with parents to better help them understand their child's progress and academic standing. Parents may schedule a meeting with their child's teacher or administrator for additional information. The program provides parents with written notification regarding state mandated testing and the results of testing. Notifications include contact information for parents who need additional assistance in analyzing their child's test scores.

In collaboration with the School Community Partnerships department, Parent Project classes are typically offered one to two times per year. Parent Project is a parent education program designed for families of strong-willed or challenging adolescents. The program provides practical strategies for identifying, preventing, and addressing high-risk behaviors while also encouraging parents to become active participants in their child's education.

Since the implementation of the Local Control Funding Formula (LCFF) and the LCAP, the program has hosted annual Town Hall meetings to explain the LCAP process, review student data and program progress, and gather educational partner input to inform future goals and actions. Parents are also encouraged to provide feedback through the annual LCAP survey. Input from all educational partners is carefully reviewed and considered during the planning and development of the following year's LCAP.

Many students enroll in the Alternative Education program significantly behind in credits. To support timely progress toward graduation, the program allows students to complete coursework already in progress and awards partial academic credit when appropriate. In addition, Court and Community Schools operate year-round, providing continuous enrollment and expanded opportunities for students to earn credits. Because the program often receives little to no advance notice when students are absent for extended periods, staff work closely with returning students to provide the

academic support needed to resume their education successfully. Parents are also provided with guidance and resources to support their child's transition back to school.

All written communication sent to families are provided in both English and Spanish. Translation, interpretation, and other accommodations are made available for families who speak languages other than English or who require disability-related supports to ensure meaningful access to information and participation.

The Kern County Superintendent of Schools office initially became eligible for Differentiated Assistance based on the results of the 2019 California School Dashboard. In addition, Court and Community Schools were identified as being eligible for Comprehensive Support and Improvement (CSI). With the approval of the Court and Community School Site Councils, both of which include parent representatives, the county office developed a plan for the use of CSI funds. The School Site Councils continue to monitor the implementation of the plan throughout the school year to ensure funds are used effectively to support student achievement.

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.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title I staff are in place to help close the achievement gap for students striving to meet the state's academic standards. Measures used to assess effectiveness include, but are not limited to, STAR Renaissance pre/post testing, student transition data, parent and staff surveys, and other local and curriculum-embedded assessments.

Court and Community School students typically perform below grade level in reading and mathematics. As a result, intervention strategies are implemented program-wide to support increased student achievement. Students identified as needing additional support in reading and/or mathematics are placed in targeted intervention programs designed to strengthen foundational skills and accelerate academic progress.

Teachers use a variety of research-based instructional strategies to strengthen core instruction and increase instructional time. Alternative Education teachers have received professional development in several evidence-based practices, including Universal Design for Learning and Project Based Learning. Teachers also incorporate English Language Development (ELD) strategies to support language acquisition for English learners. In addition, they provide individualized instruction, cooperative learning opportunities, and the use of educational technology to meet diverse student needs.

Professional learning is provided to Alternative Education staff throughout every school year and includes trainings and conferences offered by outside agencies, workshops and trainings led by the county office's instructional services department, and sessions facilitated by teacher specialists. Much of the professional learning during the 2025-26 school year focused on instructional strategies and student support practices.

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:

Students experiencing homelessness are identified during the enrollment process, with their status documented on enrollment forms and in the program's student information system. School site administrators, front office staff, and other key personnel receive training on the requirements of the McKinney-Vento Homeless Assistance Act. The program's Homeless Liaison works collaboratively with the county office Homeless Liaison to provide school sites with updated information, resources, and guidance.

School sites have access to funds to purchase clothing and other personal items for students in need. In addition, the program provides bus passes to support transportation for students experiencing homelessness. Students and families are also referred to appropriate medical and community services based on their individual needs.

Student Transitions

ESSA SECTIONS 1112(b)(8) 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.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Student transitions between the Alternative Education program and traditional school districts occur on a daily basis. Ongoing collaboration and communication between the Alternative Education program and referring school districts are maintained through monthly superintendent meetings

and regular informal communication. The Countywide Plan for Expelled Youth is developed collaboratively with local school districts and is approved by both district governing boards and the county office Board of Education.

Academic Advisors play a key role in facilitating successful student transitions by coordinating enrollment, placement, and reentry processes. While enrolled in the Alternative Education program, students have access to a variety of Career Technical Education (CTE) pathways that prepare them for post-secondary education and the workforce. A representative from Bakersfield College meets with graduating seniors to administer placement assessments, assist with the college enrollment process, and help students select courses. In addition, Career Associates provide students with career readiness support, including resume development, job search assistance, and employment placement services while students are enrolled and following graduation.

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:

N/A

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Kern County Juvenile Court School is operated by the Kern County Superintendent of Schools Office and provides year-round educational services to students residing in juvenile court facilities. During the 2025-26 school year, Court School served 1,154 unduplicated students, with a total enrollment of 1,761. The average length of enrollment was 37 days.

Strong partnerships and inter-agency collaboration exist among the Court School program, the Kern County Probation Department, Behavioral Health and Recovery Services, and other community-based agencies. This coordinated network of support is essential to promoting positive student outcomes. Providing educational services within secure institutional settings presents unique

challenges, including ensuring student safety when determining instructional groupings and placements, accommodating frequent student transitions, and maintaining meaningful family engagement despite limited access to parents and guardians.

The Court School program offers a variety of Career Technical Education (CTE) opportunities that prepare students for post-secondary education and employment. Academic Associates assist students with college enrollment, financial aid applications, and post-secondary planning. In partnership with the Kern County Probation Department, students also participate in leadership activities and educational field trips that enrich their learning experiences.

Court School is comprised of four residential programs:

Central School provides educational services to elementary through high school students who are wards or dependents of the court. Students may be held at the Youth Detention Center for short-term commitments while awaiting placement in another court-ordered program or may be assigned to one of the residential treatment programs located on campus. These programs include Pathways Academy, a 12- to 24-week rehabilitation program for delinquent female youth, and the Furlough Treatment and Recovery Program, a short-term intervention program for male youth arrested for furlough violations. While in custody, students receive grade-level standards-based instruction and have access to college and career readiness opportunities.

Erwin Owen High School provides educational and vocational services for male juvenile offenders, who are typically enrolled for four to six months. Students participate in Career Technical Education opportunities that provide valuable workforce skills and career pathway development.

Miriam Jamison Center School is located within a 24-hour emergency shelter that serves children who have experienced abuse, neglect, or abandonment. The school provides short-term educational services that ensure continuity of instruction while students transition to foster care or other permanent living arrangements.

Redwood High School, located at the Larry J. Rhodes Crossroads Facility, serves Kern County's highest risk juvenile offenders. The treatment program includes two levels of commitment, lasting either 24 or 36 weeks. Students receive grade-level standards-based instruction while also participating in college and career readiness opportunities. Also located on the Redwood campus is APEX, a Kern County Secure Youth Treatment Facility, which was established following the closure of the California Division of Juvenile Justice to serve youth transitioned to local custody. Students in APEX who are working toward a high school diploma attend Redwood High School to complete their graduation requirements.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

A Memorandum of Understanding (MOU) between the Alternative Education program and the Kern County Probation Department establishes the policies and procedures that guide communication and

coordination between educational and probation staff. Through this partnership, both agencies collaborate to support students as they transition to and from Court School, ensuring continuity of services and educational success. As appropriate, both parties have access to relevant student records to facilitate effective planning, coordination, and support.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Upon enrollment in Court School, an enrollment form is completed collaboratively by school clerical staff, probation staff, and the Academic Associate. During the intake process, educational staff review each student's educational history and previous school placements to obtain transcripts and other pertinent student records. An Individual Learning Plan (ILP) is then developed to identify each student's individual educational needs and guide instructional placement. The ILP includes the student's current grade level, reading and mathematics assessment results, credits earned, and identifies Special Education and English learner status.

Students are administered pre-assessments upon enrollment to determine their current reading and mathematics levels. Court School primarily utilizes the STAR Renaissance assessment system, with students reassessed every 60 days to monitor academic growth. Additional assessment measures include curriculum-embedded assessments, teacher-created assessments, oral and written assessments, group assessments, student projects, and teacher observations. Assessment data are used to inform instructional planning and tailor instruction to meet individual student needs.

All courses are offered on an open entry/open exit basis, allowing students to earn variable credit based on demonstrated mastery. The Course of Study includes a comprehensive selection of courses, including college preparatory and a-g approved courses, as well as English and mathematics intervention programs. Students also have access to a variety of Career Technical Education (CTE) pathways that support college and career readiness.

Teachers implement a variety of research-based instructional practices designed to meet the diverse academic needs of students. These strategies include differentiated instruction, cooperative learning, technology integration, small and whole group instruction, Project Based Learning, Universal Design for Learning, Thinking Maps, and explicit direct instruction. Many of these instructional approaches are embedded throughout the curriculum to promote student engagement and academic success.

Students who are enrolled during the state testing window and meet eligibility requirements participate in the California Assessment of Student Performance and Progress (CAASPP). The English Language Proficiency Assessments for California (ELPAC) are administered in accordance with state requirements to identify English learners and determine appropriate instructional placement. English learners receive designated English Language Development (ELD) services throughout their enrollment, with ongoing program monitoring to ensure continued success.

For students receiving Special Education services, Individualized Education Program (IEP) goals and objectives guide instructional planning, curriculum modifications, and accommodations to support access to grade-level standards. General and special education staff collaborate regularly to analyze student progress, monitor achievement, and adjust instruction to meet each student's individual needs.

Court School encourages student engagement through opportunities to participate in School Site Council by election, attend college campus field trips, and engage in leadership activities that foster student voice, responsibility, and post-secondary awareness.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pre-release meetings are held for each student approximately two weeks before their scheduled release date from the institution. Attendees typically include the institution's duty supervisor, an aftercare probation officer, mental health staff, the Academic Advisor, the student, and a special education representative if the student receives special education services. Parents/guardians are also invited to participate.

A key component of the pre-release meeting is reviewing the number of credits the student earned while in custody, as well as the student's estimated total credits toward graduation. The team discusses the student's next school of attendance and provides guidance on the enrollment process. If the student will continue in the Alternative Education program by enrolling at a Community School site, the appropriate paperwork is forward to the receiving school to support a smooth transition.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

While students are incarcerated, educational staff assess their academic needs, including identifying students who receive special education services, those who qualify for English and/or mathematics intervention, and the instructional supports needed for English learners. Probation and mental health staff are responsible for assessing non-academic needs, including mental health and substance abuse counseling. Mental health professionals determine whether students qualify for individual counseling, group counseling, or both.

Upon release, students who enroll in a Community School continue to receive non-academic supports as directed by probation and/or mental health staff. Students with Individualized Education Programs (IEPs), those receiving English and/or mathematics intervention, and English learners continue to receive appropriate educational services and supports upon enrollment in their next educational setting.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Probation and mental health staff determine the services and supports students will continue to receive upon their release from Court School. Students who remain enrolled in the Alternative Education program have access to free childcare for their children during their school day.

Through the California Community Schools Partnership Program, students also have opportunities to participate in outreach programs and receive referrals to a variety of community resources designed to support their academic, social-emotional, and personal needs.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

A representative from Bakersfield College meets with seniors each semester to administer assessments, support students through the enrollment process, and assist with course selection. Students also participate in field trips to local college campuses to tour facilities, meet with counselors, and explore next steps in their post-secondary planning.

The Alternative Education program also supports students in Career Technical Education. The Kern Youth @ Work mission is to assist youth in completing their high school education and beginning a career pathway. This mission is achieved by providing exposure to multiple career pathways, supporting growth in literacy and numeracy, offering programs that lead to a high school diploma, addressing social and emotional needs that may serve as barriers to career goals, and delivering training and support that promote college and career readiness.

Career pathways offered within Alternative Education include Culinary Arts, Agriculture and Forestry, Construction, Construction Trade Workshops, Electric Vehicle (EV) Automotive Trade Workshops, Welding Trade Workshops, and Barista Training.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

During the 2025-26 school year, the average length of enrollment in Court School was 37 days. The high turnover rate, combined with institution restrictions, can make it challenging to engage parents in supporting their child's educational progress. Despite these barriers, the Court School program makes ongoing efforts to involve parents in a variety of meaningful ways.

Court School campuses host annual Back to School Night events. Parents are invited to meet with their child's teachers to discuss classroom procedures, expectations, and grade-level curriculum. During these events, parents are also encouraged to visit vendor booths that provide information on available community resources. In addition to external agencies, staff from Alternative Education and the Kern County Superintendent of Schools office are available to share information on curriculum and instruction, technology, Kern Youth @ Work, and opportunities to participate in the English Learner Advisory Committee (ELAC) and School Site Council (SSC).

A Parent and Family Engagement Policy has been developed to support meaningful parent involvement in the educational process. A School-Parent Compact has also been established for parents and students participating in activities, services, and programs funded by Title I. These documents are reviewed and updated annually.

The Alternative Education program utilizes Parent Square as a primary communication tool to connect with families. This platform enables schools to send messages to parents via phone call, text messages, and email. In addition, through the student information system, parents have access to the Parent Portal, which allows them to monitor student attendance, grades, and other academic information.

In collaboration with the School Community Partnerships department, Parent Project classes are typically offered one to two times per year. Parent Project is a parent-training program designed for parents of strong-willed or high-risk adolescents. The curriculum provides practical strategies for identifying, preventing, and addressing challenging behaviors.

Since the implementation of the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP), Alternative Education has conducted annual Town Hall meetings to explain the LCAP process, share data and progress, and gather input to inform goals and actions. Parents are invited to provide feedback through the LCAP survey, and all educational partner input is reviewed for themes, suggestions, and concerns and is considered in planning for the subsequent school year.

All written communication sent home to parents is provided in both English and Spanish.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Several teachers are funded through Title I, Part D, including career exploration teachers and WIN (What I Need) teachers. The Alternative Education program also receives Career Technical Education Incentive Grant (CTEIG) funds. These funds support student participation in CTE opportunities as they transition out of residential Court School settings and enroll in a Community School site.

Comprehensive Support and Improvement (CSI) funds are used to supplement state funding to develop and implement CTE pathways and to strengthen Multi-Tiered System of Supports (MTSS) across the program. Collectively, these funding sources are used to support students' academic achievement as well as their social and emotional development.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As part of the county office, the Alternative Education program provides educational services to students in institutional settings. The Memorandum of Understanding (MOU) between the county office and the Kern County Probation Department outlines the responsibilities of each agency in supporting successful student transitions. Together, the Alternative Education program and the Kern County Probation Department have established a behavior management system designed to foster a positive school culture and climate while preparing students for a successful transition to a non-institutional educational environment. Additionally, probation staff support students' academic, social, and emotional needs by facilitating field trips and providing opportunities to participate in leadership and team-building activities.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Court School sites receive each student's current Individualized Education Program (IEP) within five days of the student's placement at the facility. All teachers are required to review the IEPs of students they instruct to ensure they understand each student's unique educational needs and required accommodations.

In addition, each Court School site conducts weekly collaborative meetings involving general education staff, special education staff, mental health professionals, and probation staff to review the needs, services, and accommodations of students receiving special education. This collaborative process ensures that all personnel who work with these students have a shared understanding of the

supports and accommodations necessary to promote student success within the Court School environment.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Upon release from a Court School institution, many students transition to one of the program's Community Schools. Placement decisions are made during pre-release meetings that include input from school staff, probation staff, mental health staff, the student, and the parent/guardian. Each placement is determined on an individual basis, taking into consideration the student's academic, behavioral, and social emotional needs to support a successful transition.

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:

New teachers participate in the Teacher Induction Program, which supports their professional growth and development through coaching and guidance focused on effective instructional practices, student learning, and assessment.

New administrators participate in the Clear Administrative Services Credential (CASC) Program. This two-year program develops the leadership, administrative, and management skills necessary to effectively support instructional staff and improve student outcomes. In addition, administrators have the opportunity to participate in the Association of California School Administrators (ACSA) Principal Academy to further strengthen their leadership skills.

Professional learning opportunities are provided throughout the year for administrators, teachers, and paraprofessionals. The Alternative Education program offers ongoing in-house training on a variety of topics, including educational technology, instructional strategies for English learners, and effective classroom practices. Staff members are also regularly supported in attending external conferences, workshops, and trainings related to Common Core State Standards, assessment practices, classroom management, and other instructional priorities. Recent professional development has centered around English Language Development (ELD) strategies, Universal Design for Learning, Project Based Learning, and Multi-tiered Systems of Supports (MTSS).

Several action items within the Local Control and Accountability Plan (LCAP) specifically support ongoing professional learning and staff development:

- Professional learning will be provided to further advance staff's knowledge in a variety of areas, including Check-In Check-Out behavior intervention, Trauma Informed Skills for Educators (TISE), Restorative Justice Practices, de-escalation techniques, RULER social emotional curriculum, and threat assessments related to school culture and climate.
- The MTSS Program Specialist will assist schools with building MTSS supports on each campus, provide oversight for maintaining supports, and secure trainings for staff and students in the area of MTSS in order to support staff and students' social emotional well-being.
- The Community Schools Outreach and Engagement Facilitator will support the implementation of the California Community Schools Partnership Program by integrating student supports, engaging families and the community, and building the capacity of staff.
- The Teacher – EL Specialist will provide direct support to instructional staff, provide direct instruction to small groups of targeted students as needed, model quality lessons utilizing research-based practices to help students develop mastery of the English language, and collaborate with instructional staff and administrators to coordinate the assessment and monitoring of student progress.
- Professional learning, modeling, and coaching will be provided to build capacity in delivering engaging curriculum that addresses the language development needs of English Learners and Long-Term English Learners using integrated and designated ELD instruction.
- English learner staff will receive professional learning to support the specific academic needs of English learners and long-term English learners.
- Professional Learning Community (PLC) training will be provided to instructional staff. PLCs will allow instructional staff to share ideas to enhance their teaching practices and create a learning environment where all students can reach their fullest potential.

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:

The Kern County Superintendent of Schools' Alternative Education program consists of two schools: Court School and Community School. Both schools are eligible to receive Comprehensive Support and Improvement (CSI) funds and serve high-need student populations. All Court School students and 93.2% of Community School students qualify as socioeconomically disadvantaged.

Title II, Part A funds are used in both Court and Community Schools to enhance the quality and effectiveness of teachers, paraprofessionals, and school leaders with the goal of improving academic achievement for all students. These funds support professional learning opportunities, including trainings, workshops, and conferences focused on topics such as the Common Core State Standards, evidence-based instructional strategies, and other educational best practices.

Because both Court and Community Schools serve high-need student populations, Title II, Part A funds are allocated based on identified program needs rather than by a fixed formula. Factors considered when determining funding priorities include the onboarding and training of new staff, additional support for instructional personnel, and program-wide initiatives designed to strengthen teaching and learning.

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:

Title II funds are primarily used to provide teachers and administrators with high-quality professional learning opportunities in areas such as the Common Core State Standards, Multi-Tiered Systems of Supports (MTSS), school safety, and evidence-based instructional practices. Following each training, staff engage in collaborative discussions to determine how best to implement the strategies within the unique Alternative Education setting. Administrators and teacher specialists provide ongoing coaching and support to ensure effective implementation, address questions, and identify additional professional learning needs as they arise. Through informal classroom observations and regular collaboration, administrators monitor the depth of implementation and assess the effectiveness of instructional practices. Professional learning opportunities may be facilitated by teacher specialists, staff from the county office's Instructional Services department, or outside experts.

The Alternative Education program uses multiple sources of data and ongoing collaboration to determine the supports needed to improve student achievement. Student performance data, including measures of academic growth, as well as schoolwide data related to culture, climate, and other indicators, are analyzed to inform decision-making and guide the continuous improvement process.

As part of the Differentiated Assistance process, the Kern County Superintendent of Schools participates in a Continuous Improvement Process (CIP). The action plan and initiatives developed through this process serve as a foundation for the program's ongoing continuous improvement efforts and help guide decisions related to professional learning, instructional practices, and student support.

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:

N/A

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:

N/A

Title III Programs and Activities

ESSA SECTION 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:

N/A

English Proficiency and Academic Achievement

ESSA SECTION 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:

N/A

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 Alternative Education program applied for Title IV, Part A funding through the Consolidated Application. The initial application was developed in consultation with the Court and Community School Site Councils and partner agencies. In alignment with a program goal identified through educational partner input, Title IV funds are used to support students' social emotional well-being through the employment of a school social worker.

The use of Title IV funds for this purpose is intended to promote safe and healthy students while fostering a positive school culture and climate. The program periodically evaluates the effectiveness of these services by reviewing data related to attendance, suspensions, school climate, and the supports provided to eligible students.