

Local Control and Accountability Plan

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

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Plan Summary 2023-24 LCAP

General Information

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

The Alternative Education program serves students in grades K-12 who are enrolled in Juvenile Court and Community School programs. The combined 2022-23 CBEDS enrollment was 544 students. However, the program expects to serve around 2,500 students during the 2022-23 school year, many with multiple enrollments throughout the year in the program’s five Court and six Community School sites.

Juvenile Court School serves adjudicated, incarcerated, or neglected students from all over the county. The average length of enrollment in Court School during the 2021-22 school year was 35 days. Court School sites include Bridges Career Development Academy, Central School, Erwin Owen High School, Miriam Jamison Children’s Center, and Redwood High School.

Community School serves as an educational alternative for students from school districts in the county with campuses geographically located to serve the needs of all Kern County districts, their students, and their families. Community School students are 1) expelled, 2) referred by the district School Attendance Review Board, 3) probation referred, or 4) referred by a district with parent approval. The average length of enrollment in Community School during the 2021-22 school year was 73 days. Community School sites include Community Learning Center, CLC Tech, East Kern Community School, Lake Isabella Community School, North Kern Community School, and West Kern Community School.

Court and Community School sites operate year-round and are open-entry, open-exit, which serves to provide continuous educational services to any referred student during the year. Alternative Education collaborates with many other county agencies, such as local school districts, mental health, human services, and the probation department, to meet the needs of all students.

Alternative Education’s student population consists of 18.6% English learners, 18.8% students with disabilities, and 95.2% are classified as socioeconomically disadvantaged. The majority of students are comprised from three ethnic groups: Hispanic (66.9%), African American (15.8%), and White (15.4%).

Kern County Superintendent of Schools provides a Foster Youth Services Coordinating Program (FYSCP) to support a streamlined approach for foster youth educational services. The KCSOS FYSCP program collaborates with Alternative Education administration and transition counselors, as well as the Kern County Probation Department and Child Welfare. FYSCP supports Alternative Education students by providing prompt enrollment and supporting Individualized Learning Plans. In addition, FYSCP communicates regularly with school district liaisons to coordinate educational placements and

transitions of foster youth students. This includes monitoring the transfer of records to adhere to the two-day allotment in order for foster youth students to maintain a smooth educational transition.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Graduation Rate: According to the 2022 Dashboard, Court School's graduation rate was 32.6%, down from 66.7% in 2021. Community School's graduation rate was 44.4%, down from 74.5% in 2021. The sharp decline correlates with alternative programs no longer being able to use the one-year Dashboard Alternative School Status (DASS) graduation rate for accountability purposes. The Alternative Education program is now held to the same graduation rate calculation as traditional schools statewide. The 2022 DASS graduation rate was 59.1% for Court School and 82.5% for Community School. Given that the average high school student enrolls in the Alternative Education program deficient 50 credits, the majority of students in their fourth year of high school will not be eligible to graduate at the end of the year due to credit deficiencies. During the 2021-22 school year, 144 students completed their graduation requirements. The number of students who graduate from the Alternative Education program each year is dependent upon the number of seniors enrolled throughout the school year. The program will continue to offer a broad course of study in support of seniors completing the necessary credit requirements.

College and Career Readiness: According to program data, during the 2022-23 school year, 387 students have completed industry-recognized certificates/credentials in the areas of Forklift Safety, OSHA-10 for Construction, CDC Occupational Safety Certificate, HeartSaver CPR, HeartSaver First Aid, BLS CPR for Healthcare, Stop the Bleed, and ServSafe. In addition, 442 students were enrolled in career readiness or career exploration courses. Through the JobsPlus! program, 24 students participated in paid internships. The Alternative Education program has seen predominately small measures of growth on the College and Career Indicator (CCI), which is an area that is difficult to show improvement in due to short enrollment periods. On the 2018 Dashboard, 0.6% of Court School students and 0.4% of Community School students were considered "prepared." This improved to 1.6% for Court School students and 1.4% for Community School students on the 2019 Dashboard. The 2020 Dashboard, which provides the most recent CCI data, indicates 0% of Court School students and 4.8% of Community School students are considered "prepared." During the 2021-22 school year, the Alternative Education program offered four CTE pathways, CTE and a-g courses through *Edmentum*, and a job readiness/career exploration class to students. Of staff who completed the LCAP survey, 54.4% agreed with the statement, "My school is preparing students for future college and/or career paths," with an additional 22.8% being undecided. In response to this same question, 84.2% of parents/guardians agreed with an additional 15.8% being undecided, and 66.5% of students agreed, with 21.3% being undecided. Utilizing grant funding, the Alternative Education program will continue to expand CTE offerings for students.

Local Assessment: The Alternative Education program utilizes STAR Renaissance to assess student growth every 60 days in the areas of reading and mathematics. Data is used to inform instructional decisions and determine if interventions are needed. STAR data for the 2021-22 school year indicates Court School students showed an average growth of 8.3 months in reading and 9.3 months in math. During this same time frame, Community School students showed an average growth of 4.5 months in reading and 4.0 months in math. Data for the fall semester of 2022 indicates Court School students had an average growth of 10.0 months in reading and 9.0 months in math while Community School students showed an average growth of 5.0 months in reading and 6.0 months in math.

English Learners: According to the 2022 Dashboard, 40.9% of English learners in Court School and 38.8% of English learners in Community School were identified as making progress toward English language proficiency. Program data indicates that 30.8% of Court School students and 40.7% of Community School students increased their Overall performance on the ELPAC from 2021 to 2022. Educational partners who participated in the 2023

LCAP survey, including parents/guardians who identified their child as an English learner, responded to two questions related to EL instruction. In response to the statement, “All of the teachers at my school ensure that EL students are provided with and understand coursework that is appropriate for their grade level,” 87.5% of EL parents/guardians agreed (12.5% undecided) and 65.0% of staff agreed (18.3% undecided). In response to the statement, “All of the teachers at my school ensure that EL students are provided with instruction that helps them better understand and use English to improve their listening, speaking, reading, and writing skills,” 87.5% of EL parents/guardians agreed (12.5% undecided) and 62.7% of staff agreed (22.0% undecided). The Alternative Education program contracted with the county office’s Instructional Services division for three years of professional learning and support related to ELD, which began in the 2022-23 school year.

Social Emotional Learning: Since the spring of 2020, daily instruction in the Alternative Education program has included a social emotional component. Of students who participated in the LCAP survey, 81.8% agreed with the statement, “The social emotional skills that I’m learning at school have been helpful,” with 13.2% being undecided. During the 2021-22 school year, all program staff participated in six hours of Trauma Informed Skills for Educators (TISE) professional development. To further support this professional learning, school site Multi-Tiered System of Supports (MTSS) teams receive monthly TISE coaching. Court and Community Schools applied for and were awarded CA MTSS grants. These grants will support the program’s efforts to build capacity for coaching and implementation of MTSS to improve outcomes for all students. In addition, staff and students will continue to biannually participate in the BrightBytes survey that assesses social emotional needs.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Academic Performance Indicator: The California School Dashboard only captures valid CAASPP scores. In order for a test score to be valid, the student must have been continuously enrolled from Fall Census Day (the first Wednesday in October) to the date of testing without a gap of more than 30 consecutive calendar days. If a student tests with the Alternative Education program but does not meet these parameters, the test is excluded. Although Community School CAASPP tested 161 students in English Language Arts and 158 students in mathematics in the spring of 2022, the Dashboard only recognized 59 scores in English Language Arts and 57 scores in mathematics. Community School Hispanic and Socioeconomically Disadvantaged student groups received a performance level of “Very Low” in English Language Arts and mathematics. No other student groups were assigned a performance level due to low numbers. Court School CAASPP tested 57 students in English Language Arts and 59 in mathematics in the spring of 2022. The Court School Dashboard does not have an academic performance indicator due to the low number of valid scores, which are 13 in English Language Arts and 12 in mathematics. Data from Kern Integrated Data System (KiDS) indicates that in the fall of 2022, 80.0% of Court School students and 77.0% of Community School students successfully passed their courses with a grade of C or better. Action items included in the LCAP to support student academic success include maintaining AmeriCorps mentors, providing professional learning related to curriculum, offering Universal Design for Learning training for instructional staff, and providing strategies to support English learners.

Chronic Absenteeism Indicator: A student is considered chronically absent if they are absent at least 10% of their enrolled instructional days. The 2022 Dashboard indicates that Community School received an overall performance of Very High on the Chronic Absenteeism indicator, with 69.6% of 102 eligible students (students in grades K-8 who were enrolled for at least 31 instructional days) being considered chronically absent. Hispanic and Socioeconomically Disadvantaged student groups received a performance level of “Very High.” The Court School Dashboard does not provide a performance level in this area but indicates that 12.5% of 24 eligible students were chronically absent. Current data from KiDS for the 2022-23 school year shows a chronic absenteeism rate of 54% in all grades and 68% for grades K-8 in Community School. In Court School, KiDS shows a current

chronic absenteeism rate of 39% for all grades and 12% for grades K-8. In an attempt to serve local school districts throughout the entire county, the Alternative Education program has strategically located school sites. However, discussions with parents/guardians and referring school districts have indicated that transportation is a barrier to regular school attendance. Action items included in the LCAP to reduce truancy rates include continuing to employ school social workers, participating in the Truancy Reduction and Attendance Coalition of Kern (TRACK), and providing bus passes for students with transportation challenges.

Suspension Rate Indicator: An overall performance level of “Very High” was assigned to Community School for suspension rate on the 2022 Dashboard, with 8.9% of students suspended at least one day. African American, Foster Youth, Socioeconomically Disadvantaged, and Students with Disabilities student groups received a performance level of “Very High” while English Learners, Hispanic, and White student groups received a performance level of “High.” Homeless students received a performance level of “Low.” Court School had an overall performance level of “Low” for suspension rate, with 2.2% of students suspended at least one day. The English Learner student group had a performance level of “High,” the Hispanic student group had a performance level of “Medium,” African American and Socioeconomically Disadvantaged student groups had a performance level of “Low,” and Foster Youth, Students with Disabilities, and White student groups had a performance level of “Very Low.” Year to date data for the 2022-23 school year in KiDS indicates Court School’s suspension rate is 2.5% and Community School’s suspension rate is 8.0%. Action items included in the LCAP to support a reduction in suspension rates include utilizing social emotional curriculum, maintaining an MTSS Program Specialist, building school site MTSS teams, and employing a Program Specialist – Behavior Emphasis.

Low-Performing Student Groups: Based on the results of the 2022 California School Dashboard, the Alternative Education had three consistently low-performing student groups in Community School. The Hispanic student group is considered low-performing due to low CAASPP scores, a low graduation rate, and a high chronic absenteeism rate. The Socioeconomically Disadvantaged student group is considered low-performing due to low CAASPP scores, a low graduation rate, a high chronic absenteeism rate, and a high suspension rate. The Students with Disabilities student group is considered low-performing due to a low graduation rate and a high suspension rate. Goal 3 metrics and action items are dedicated to supporting the needs of these specific student groups.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Alternative Education program strives to serve the “whole” student during his or her enrollment. The program is proud to offer quality academic instruction as well as support for students’ social emotional development. LCAP goals with supporting action items have been identified for focus during the 2023-24 school year. A county-level fourth goal with supporting action items has been identified for foster youth during the 2023-24 school year.

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.

Action items that support Goal 1 include providing professional learning for staff, daily use of social emotional curriculum, utilizing school social workers, and encouraging parent/guardian involvement.

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 action items that support the academic achievement of all students.

Action items that support Goal 2 include maintaining 1:1 teacher/paraprofessional ratio in all classrooms, continuing to provide CTE and other career development programs for students, providing professional learning for staff, and renewing of academic contracts.

Goal 3: Specific student groups will demonstrate an annual increase in CAASPP scores and graduation rates and an annual decrease in chronic absenteeism as measured by an analysis of data relating to pupil achievement, pupil engagement, and school climate through action items that support the academic achievement, attendance rate, and suspension rate of designated student groups.

Action items that support Goal 3 include offering after school tutoring, providing bus passes to ensure daily attendance, and utilizing a Program Specialist – Behavior Emphasis to support student needs.

Goal 4: Foster Youth Services Coordinating Program intends to maintain the coordination of foster youth services throughout Kern County.

Action items that support Goal 4 include exchanging of educational and health records, coordinating services with various agencies, and providing training for staff.

Comprehensive Support and Improvement

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

Schools Identified

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

Kern County Juvenile Court School

Kern County Community School

Support for Identified Schools

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

Based on Court and Community School graduation rates, the Alternative Education program qualified for Comprehensive Support and Improvement (CSI) funding in order to improve student outcomes. Upon prior CSI qualification, a needs assessment was conducted by participating in a Continuous Improvement Process (CIP) with three neighboring county offices of education. Participants included district administration, site administration, teachers, and paraprofessionals. Data reviewed by participants during this process came from the California School Dashboard and various pieces of local data, including LCAP survey input, enrollment information, STAR Renaissance results, PBIS implementation, and parent involvement. After reviewing data, the CIP team was able to determine where there were gaps in relation to what the program was striving to achieve.

The CIP process consisted of determining a problem of practice, doing a root cause analysis, and developing theories of action in order to support student outcomes. The CIP team established that the Alternative Education program should create consistent structures for instruction and best practices in

addition to cultivating a growth mindset culture. In order to support these initiatives, the program is using CSI funds to employ a CTE Program Specialist, a Teacher on Special Assignment, and an Outreach and Engagement Facilitator.

Research shows that students who are engaged in their education have a higher likelihood of graduating. Due to the low graduation rates in Court and Community Schools, engaging students in their education and providing them with a life skill is critical. The CTE Program Specialist will use evidence-based interventions to develop high-interest curriculum materials, design innovative and engaging programs, provide guidance for implementation, and be responsible for securing grants to continue implementing programs.

The Alternative Education program utilizes an online curriculum. The Teacher on Special Assignment (TOSA) supports this curriculum by designing high-interest courses for instructional use, creating engaging materials to supplement core instruction, and providing instructional staff with technological and instructional support, including academic coaching.

The Outreach and Engagement Facilitator will support the Alternative Education program by integrating student supports, engaging families and the community, and building the capacity of staff. The Facilitator will provide oversight and coordination of school and community-based services, facilitate professional learning opportunities for educational partners, and work with external agencies to disseminate information.

The Alternative Education program believes that focusing on academic engagement, providing college and career readiness options, and participating in community outreach will lead to an increase in the number of students who return to their district of residence or complete graduation requirements.

Monitoring and Evaluating Effectiveness

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

CTE Program Specialist: The Alternative Education program will continue to monitor the implementation and effectiveness of its CTE pathways and courses. Students who participate in CTE programs are tracked in a student management system. This allows for real-time updates on the number of students participating in CTE programs. The Alternative Education program is able to analyze graduation rates and dropout rates for students who participate in CTE courses to determine if there is a positive correlation. In addition, the program is also able to track CTE data through Kern Integrated Data Systems (KiDS). Two of the program's CTE pathways are articulated with a local community college for academic credit upon successful completion of courses. The CTE Program Specialist works with a local community college liaison to determine the percentage of students who qualify for college academic credit through successful participation in one of the program's CTE pathways. In order to determine the success of implemented pathways and courses, the CTE Program Specialist will continue to seek feedback from educational partners, including staff, students, and community partners. In addition, educational partners are requested to provide feedback as plans develop for future CTE pathways and courses.

Teacher on Special Assignment: The program will monitor students' academic success by reviewing Aeries gradebooks and KiDS data. These systems show student data and progress in real time. An additional level of monitoring will come through the annual LCAP survey, where students and staff answer questions related to curriculum and instruction, including engagement, interest, rigor, and preparation for college and/or career.

Outreach and Engagement Facilitator: The Facilitator will track parent and community attendance at various events to determine the number of students and families positively impacted. Annual Comprehensive Needs Assessments will demonstrate growth in this area in addition to a positive correlation to student attendance and achievement. An additional level of monitoring will come through the annual LCAP survey, where parents answer questions related to the school's parent engagement efforts.

The Court and Community School Site Councils each meet four times throughout the school year. The School Plan for Student Achievement (SPSA) is discussed at each meeting. Data is shared with School Site Council members pertaining to the strategies implemented with CSI funding.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The Alternative Education program consulted with educational partners in the development of this LCAP through the processes listed below.

Parents/Guardians

LCAP promotional materials were created in English and Spanish to provide information regarding accessing the LCAP survey and the various Town Hall meetings. A link was provided to allow parents/guardians to complete the survey online, which was made available from February 1, 2023, through March 3, 2023. Hard copies of the survey were available for those who preferred a paper survey to an electronic survey. Families were encouraged to attend a Town Hall meeting where dinner was made available and they had the opportunity to win a raffle prize. Town Halls were held on the following dates:

- February 28, 2023: Bridges Academy
- February 28, 2023: CLC Tech
- February 28, 2023: Community Learning Center
- March 2, 2023: North Kern Community School

At these meetings, parents/guardians were provided an update on the progress that has been made so far regarding action items in the 2022-23 LCAP. In addition, parents/guardians were asked to complete the LCAP survey if they had not done so already. A total of 22 parents/guardians completed the 2023 LCAP survey.

Certificated and Classified Staff

Between February 1, 2023, and March 3, 2023, certificated staff, including principals and other administrators, and classified staff were asked to complete the online LCAP survey. A total of 54 staff (52%) completed the survey.

Students

Between February 1, 2023, and March 3, 2023, students were given the opportunity to participate in the LCAP survey. A total of 208 students (43%) completed the survey.

Community Partners

Community members and partner agencies from the Kern County Probation Department, School Community Partnerships, mental health agencies, and ten advocacy groups including Dolores Huerta Foundation, Equal Justice Society, and NAACP were invited to attend a Town Hall meeting on March 8, 2023. The focus of the meeting was to discuss progress made toward the 2022-23 LCAP goals and action items. A total of 36 community partners completed the LCAP survey.

SELPA

The Alternative Education program collaborated with representatives from the Special Education Local Plan Area (SELPA) during KCSOS LCAP trainings held on February 28, 2023, and March 22, 2023. Discussions were held related to how the program's LCAP intentionally provides for students with

disabilities as a student group. The Alternative Education program will continue to engage students with disabilities and their families in the LCAP process, ensure LCAP action items support students with disabilities, and connect the LCAP to the Special Education Plan (SEP).

Bargaining Units

Representatives from Kern County Education Association (KCEA) and Superintendent of Schools Classified Association (SOSCA) were invited to attend a meeting on May 2, 2023, to review the LCAP draft. Topics discussed during the meeting included educational partner engagement, highlights of the LCAP, and the need to continue to increase and/or improve services for unduplicated pupils.

Advisory Committees

The Court and Community School Site Councils and English Learner Advisory Committees serve as the program's District Advisory Committee for the purposes of the LCAP. The advisory committees met on the following dates at which time members reviewed various pieces of data, including state and local student academic assessment data, and progress made toward the 2022-23 LCAP goals and action items. These committees also served as the program's Parent Advisory Committee.

Court School Site Council

September 29, 2022

October 27, 2022

March 2, 2023

May 18, 2023

Community School Site Council

September 27, 2022

October 27, 2022

March 14, 2023

May 16, 2023

Court School ELAC

October 12, 2022

May 10, 2023

Community School ELAC

October 12, 2022

May 10, 2023

District ELAC

October 12, 2022

May 10, 2023

Review of LCAP Draft for Advisory Committees

On April 18, 2023, the Advisory Committees were provided information that reviewed LCFF and LCAP, learned about the trends in data and educational partner feedback, and discussed the need to continue to provide increased and/or improved services to the program's students. Participants were given the opportunity to ask any questions or provide comments related to the LCAP.

A summary of the feedback provided by specific educational partners.

Parents/Guardians

All parents/guardians that completed the LCAP survey agreed that the school engages them in their child's education, values their input, and communicates with them regularly. Of parents/guardians surveyed, 100% agreed the school actively seeks parent/guardian input into decisions related to their child's education through surveys, IEP meetings, parent conferences, etc. In addition, 100% of parents/guardians surveyed agreed the school values parents/guardians as important partners in their child's education.

Overall, parents/guardians are satisfied with the education their child is receiving in the Alternative Education program. Of parents/guardians surveyed, 72.7% agreed (18.2% undecided) instruction at their child's school is challenging and interesting and 84.2% agreed (15.8% undecided) their child's school is preparing students for future college and/or career paths. Parents/guardians of English learners received additional LCAP survey questions. Of English learner parents/guardians surveyed, 87.5% agreed (12.5% undecided) that teachers at the school ensure EL students are provided with and understand coursework that is appropriate for their grade level. In addition, 87.5% agreed (12.5% undecided) that teachers at the school ensure EL students are provided with instruction that helps them to better understand and use English to improve their listening, speaking, reading, and writing skills.

On LCAP survey questions related to school engagement and connectedness, 100% of parents/guardians surveyed agreed the school encourages regular student attendance through parent conferences, phone calls, postcards, etc. In addition, 94.4% of parents/guardians surveyed agreed, with 5.6% being undecided, that the school provides students with a safe place to learn. In addition, 83.3% agreed, with 5.6% being undecided, that students look forward to attending school each day.

Certificated Staff

A high percentage of certificated staff feel parent engagement is a strength of the Alternative Education program. Of certificated staff surveyed, 94.1% agreed (5.9% undecided) the school values parents/guardians as important partners in their child's education. In addition, 91.2% agreed (8.8% undecided) the school actively seeks parent/guardian input into decisions related to their child's education through surveys, IEP meetings, parent conferences, etc.

While most certificated staff surveyed believe instruction at their school site is grade-level appropriate and aligned to the Common Core State Standards (74.4% agreed; 18.0% undecided), less agree that instruction is differentiated for the individual needs of students (69.2% agreed; 15.4% undecided) or that instruction is rigorous (43.6% agree; 30.8% undecided). Specific to instruction for English learners, 68.4% of certificated staff surveyed agreed, with 21.1% being undecided, that teachers ensure EL students are provided with and understand coursework that is appropriate for their grade level. In addition, 70.3% agreed, with 21.6% being undecided, that teachers ensure EL students are provided with instruction that helps them to better understand and use English to improve their listening, speaking, reading, and writing skills.

Of certificated staff surveyed, 80.0% agreed (8.6% undecided) their school provides students with a safe place to learn. The majority of certificated staff believe their school encourages regular student attendance through parent conferences, phone calls, postcards, etc., with 77.1% agreeing and 17.1% being undecided. A total of 68.6% of certificated staff surveyed agreed that students look forward to attending school each day, with 28.6% being undecided.

Classified Staff

As with certificated staff, classified staff surveyed indicated the program excels in attempting to engage parents/guardians. Of those surveyed, 95.5% agreed, with 0% being undecided, the school values parents/guardians as important partners in their child's education. In addition, 86.4% agreed, with 13.6% being undecided, the school actively seeks parent/guardian input into decisions related to their child's education through surveys, IEP meetings, parent conferences, etc.

Classified staff surveyed did not feel as strongly as certificated staff regarding the quality of instruction. Some classified staff feel instruction at their school site is grade-level appropriate and aligned to the Common Core State Standards, with 63.6% agreeing and 13.6% being undecided. However, only 50.0% agreed, with 22.7% being undecided, that instruction is differentiated for the individual needs of students. In addition, 50.0% agreed that instruction is rigorous, with 13.6% being undecided.

Of classified staff surveyed, 72.7% agreed (13.6% undecided) their school provides students with a safe place to learn. The majority of classified staff believe their school encourages regular student attendance through parent conferences, phone calls, postcards, etc., with 68.2% agreeing and 13.6% being undecided. Of classified staff surveyed, 45.5% agreed that students look forward to attending school each day, with 36.4% being undecided.

Students

Of students surveyed, 72.1% believe the staff at their school cares about them, with 13.7% being undecided. In addition, 73.0% of students indicated there is at least one adult at their school with whom they have a positive connection/relationship, with 14.7% being undecided. While 77.6% of students surveyed feel their school provides students with a safe place to learn, with 14.8% being undecided, only 49.5% say they look forward to attending school each day, with 24.5% being undecided.

Students who participated in the survey indicated there is room for improvement in the area of academic engagement and instruction. Of students surveyed, 53.7% agreed, with 25.9% being undecided, that instruction at their school is challenging and interesting. While 71.8% of students agreed they learn a lot in their classes, with 13.9% being undecided, only 52.5% agreed, with 23.3% being undecided, that their teachers make them excited about learning. A total of 66.5% of students agreed their school is preparing them for future college and/or career paths, with 21.3% being undecided.

Community Partner Agencies

The majority of community partners surveyed indicated parent engagement is a strength of the program. Of those surveyed, 87.9% agreed, with 6.1% being undecided, that the school values parents/guardians as important partners in students' education. In addition, 87.9% agreed, with 9.1% being undecided, that the school actively seeks parent/guardian involvement into decisions related to students' education through surveys, IEP meetings, parent conferences, etc.

Of community partners surveyed, 91.2% agreed, with 2.9% being undecided, that the school provides students with a safe place to learn. A total of 64.7% of community partners agreed students look forward to attending school each day, with 20.6% being undecided.

Advisory Committees

Members of the Advisory Committee were supportive of the LCAP goals, metrics, and action items. No additional input was provided from members of the committee.

SELPA

SELPA representatives were encouraged by the inclusion of students with disabilities and families of students with disabilities in the LCAP educational partners engagement process. Many of the Special Education Plan (SEP) activities for improvement have been included in the LCAP.

Bargaining Units

Representatives from the bargaining units were supportive of continuing to focus LCAP goals on students' social emotional well-being and academic achievement. Clarifying questions were asked regarding Goal 3, which supports low-performing student groups, but members of the bargaining units provided no specific feedback.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Parents/Guardians

The Alternative Education program will continue to invite parents/guardians to school events and to participate in advisory committee meetings to help support the academic needs of their children. Metrics and action items in the LCAP that speak to parent/guardian engagement include encouraging the use of Parent Portal by all parents/guardians and utilizing School Messenger as a way to quickly distribute information to families. Some parents/guardians indicated on the LCAP survey that they would like their child to be more academically engaged. Instructional staff will continue to receive training related to *Edmentum*, the program's online curriculum, during the 2023-24 school year. The program is in the process of training instructional staff in Universal Design for Learning (UDL) in order to support the diverse learning needs of students, improve accessibility to learning opportunities, and increase student success. The program will begin training instructional staff in Project Based Learning (PBL) during the 2023-24 school year. PBL is an instructional approach in which students explore real-world problems and challenges and acquire transferable knowledge.

Certificated and Classified Staff

Staff comments on the LCAP survey spoke to needing to increase rigor and expectations of students while providing appropriate differentiation as well as a need for further professional learning and coaching to support English learners. Staff comments also indicate that school social workers play an important role in supporting the social emotional needs of students and re-engaging students when they are absent from school. Action items in the LCAP that speak to supporting instructional practices include professional learning in the areas of *Edmentum*, UDL, and PBL. In order to strengthen academic supports for English learners, the program will continue to employ a Teacher – EL Specialist to provide support to staff and students. The program has contracted with the Instructional Services Department of KCSOS for three years of ELD professional learning. Year one, which was the 2022-23 school year, focused on administrators to enable them to support their instructional staff. Year two, which is the 2023-24 school year, will focus on supporting teachers and administrators in order to build educator capacity in delivering engaging curriculum that address English learner language development needs. Year three will engage paraprofessionals in the professional learning. During the 2023-24 school year, the program will expand from three school social workers to five in order to support the needs of students and their families. The program will continue to contract with Center for Safe and Resilient Schools and Workplaces to educate staff on how to support students' social emotional health.

Students

Student comments on the LCAP survey indicate many feel their instruction and coursework could be more engaging. Other student comments on the LCAP survey indicate they have positive relationships with staff, even calling some staff out by name. Also mentioned by students were the benefits of the program's social emotional curriculum. With the implementation of UDL, PBL, and further *Edmentum* training for staff, students should feel more challenged by and interested in their coursework and find instruction more engaging. Metrics and action items in the LCAP related to instructional engagement include renewing *Edmentum* licenses, offering a variety of CTE pathways, and analyzing LCAP survey data. Although a large percentage of students believe the program is supporting their social emotional needs, the program will continue to build upon this success through LCAP action items such as utilizing a social emotional curriculum, maintaining a MTSS Program Specialist, and expanding the number of school social workers. Half of the students surveyed indicated they look forward to attending school each day. In an effort to increase this percentage, action items such as supporting students' social emotional needs through MTSS practices and maintaining AmeriCorps mentors have been included in the LCAP.

Community Partner Agencies

In an effort to maintain a high level of parent/guardian engagement efforts, the program will continue to involve parents/guardians in all aspects of their child's education, including inviting parents/guardians to various school events. The Alternative Education program will continue to collaborate with partner agencies to provide for students' academic and social emotional needs. LCAP action items related to coordinating support with community partners include increasing the number of school social workers, contracting with the Kern County Probation Department, and maintaining an Outreach and Engagement Facilitator.

Advisory Committees

Members of the Advisory Committee who were in attendance at the LCAP Advisory Committee meeting did not provide additional input related to the goals, metrics, and action items in the LCAP.

SELPA

The Alternative Education program will continue to highlight students with disabilities as a student group, where appropriate, throughout the LCAP. The program will utilize the SEP to ensure actions that benefit students with disabilities are included in the LCAP.

Bargaining Units

Bargaining unit representatives in attendance at the meeting did not provide additional input related to the goals and action items within the LCAP.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

Students who enroll in the Alternative Education program typically have a history of behavioral issues, substance abuse issues, and/or trauma. Due to this, the program has elected to include a social emotional goal in the LCAP for several years. According to 2023 LCAP survey results, 81.8% of students indicated the social emotional skills they have been learning in school through the use of RULER social emotional curriculum have been helpful, with an additional 13.2% being undecided. Providing students with social emotional supports can increase prosocial behaviors, improve academic achievement, and improve student attitudes toward school. Greater social emotional competence can increase the likelihood of high school graduation, readiness for postsecondary education, career success, positive work and family relationships, better mental health, and engaged citizenship. Social emotional learning provides a foundation for a positive learning environment and can enhance students' abilities to succeed in school. The metrics and action items included in Goal 1 will continue to build upon the progress the Alternative Education program has made by utilizing a tiered approach to help students become more connected to their social emotional development.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3(b): Parental Involvement – Efforts to seek participation of parents of unduplicated pupils					
Outcome #1 Number of Court School Back to School Night events, as measured by sign in sheets	4	4	4		4
Outcome #2 Number of Community School Back to School Night events, as measured by sign in sheets	4	4	3		4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Outcome #3 EL students: Percentage of parents/guardians present at Back to School Night meetings were parents/guardians of EL students, as measured by sign in sheets	27.3%	38.2%	21.1% (17.5% were parents/guardians of reclassified students)		At least 30.0%
Outcome #4 EL students: 100% of parents/guardians of this student group receive additional outreach, as measured by call logs	No data (New metric for the 21-22 LCAP)	100%	100%		100%
Outcome #5 Low Income students: 100% of parents/guardians of this student group receive additional outreach, as measured by call logs	No data (New metric for the 21-22 LCAP)	100%	100%		100%
Outcome #6 Homeless/Foster Youth students: 100% of parents/guardians of this student group receive additional outreach, as measured by call logs	No data (New metric for the 21-22 LCAP)	100%	100%		100%
Priority 3(c): Parental Involvement – Efforts to seek participation for pupils with exceptional needs					
Outcome #7 Students with Disabilities: 100% of parents/guardians of this student group receive additional outreach, as measured by call logs	No data (New metric for the 21-22 LCAP)	100%	100%		100%
Outcome #8 100% of parents/guardians are invited to attend 30 day, annual, and triennial IEPs, as measured by a Team Meeting Notice	100%	100%	100%		100%
Priority 6(a): School Climate – Suspension Rate	Data from 2019-20		As of 3/31/23 in KiDS		
Outcome #9 Suspension rate, as measured by Aeries	Court: 5.0% Community: 7.0%	Court: 6.4% Community: 8.9%	Court: 2.65% Community: 9.36%		Court: 3.0% Community: 5.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 6(b): School Climate – Expulsion Rate</p> <p>Outcome #10 Expulsion rate, as measured by Aeries</p>	The Alternative Education program does not expel students.	N/A	N/A		N/A
<p>Priority 6(c): School Climate – Other local measures on sense of safety and school connectedness</p> <p>Outcome #11 Percentage of staff who agree with the statement, “My school provides students with a safe place to learn,” as measured by the LCAP survey</p>	Agree: 93.4% (Undecided: 2.9%)	Agree: 88.1% (Undecided: 7.6%)	Agree: 77.2% (Undecided: 10.5%)		At least 95.0%
<p>Outcome #12 Percentage of students who agree with the statement, “My school provides students with a safe place to learn,” as measured by the LCAP survey</p>	Agree: 82.9% (Undecided: 8.3%)	Agree: 74.0% (Undecided: 15.5%)	Agree: 77.6% (Undecided: 14.80%)		86.0%
<p>Outcome #13 Percentage of students who agree with the statement, “The staff at this school cares about me,” as measured by the LCAP survey</p>	Agree: 74.8% (Undecided: 16.8%)	Agree: 67.0% (Undecided: 22.7%)	Agree: 72.1% (Undecided: 13.73%)		81.0%
<p>Outcome #14 Percentage of students who agree with the statement, “There is at least one adult at my school with whom I have a positive connection/relationship,” as measured by the LCAP survey</p>	Agree: 71.4% (Undecided: 19.0%)	Agree: 68.3% (Undecided: 16.4%)	Agree: 73.0% (Undecided: 14.7%)		78.0%
<p>Outcome #15 Percentage of students who agree with the statement, “The social emotional skills that I’m learning at school have been helpful,” as measured by the LCAP survey</p>	Agree: 78.5% (Undecided: 11.5%)	Agree: 73.5% (Undecided: 18.9%)	Agree: 81.8% (Undecided: 13.2%)		85.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Outcome #16 Implementation of Multi-Tiered Systems of Support, as measured by the SWIFT (Schoolwide Integrated Framework for Transformation)-Fidelity Integrity Assessment (FIA)	No data	Court: implementation stage of 25% of SWIFT-FIA items Community: installing stage of 5% of SWIFT-FIA items	Court: implementation stage of 71% of SWIFT-FIA items Community: installing stage of 25% of SWIFT-FIA items		Court: implementation stage or higher in 70% of SWIFT-FIA items Community: installing stage or higher in 75% of SWIFT-FIA items

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning and Coaching	Provide professional learning to further advance staff’s knowledge in a variety of areas, including Check-In Check-Out behavior intervention, Trauma Informed Skills for Educators (TISE), RULER social emotional curriculum, and threat assessments related to school culture and climate.	\$30,000.00	N
2	MTSS Program Specialist	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.	\$143,582.00	N
3	Multi-Tiered Systems of Support (MTSS)	School sites will expand implementation of Multi-Tiered Systems of Support (MTSS), including Positive Behavioral Interventions and Support (PBIS), to support students’ social emotional well-being.	\$10,000.00	N

Action #	Title	Description	Total Funds	Contributing
4	MTSS School Site Teams	MTSS school site teams will meet regularly to reflect on aggregate data, look at school wide trends, problem solve using tiered supports, monitor progress, and address student needs with the goal of improving the MTSS framework to meet the academic, behavioral, and social emotional needs of students.	Cost of this action is included as part of regular staff duties.	N
5	RULER Curriculum	Continue to utilize RULER as the program's evidence-based social emotional curriculum. RULER helps support staff and students in understanding the value of emotions, building emotional intelligence skills, and creating and maintaining a positive school climate.	\$15,000.00	Y
6	AmeriCorps Mentors	Contract with AmeriCorps to place mentors at school sites to support students' social emotional well-being and assist students with completing graduation requirements and improving college eligibility.	\$95,000.00	N
7	BrightBytes Contract	Contract with BrightBytes to biannually survey staff and students to determine supports needed related to social emotional learning.	\$4,000.00	Y
8	School Social Workers	School social workers will consult and collaborate with school personnel, promote a school environment that is responsive to the needs of students, and provide individual, group, and family counseling to support the needs of students and their families.	\$713,362.83	N
9	Contract with Kern County Probation Department	Contract with Kern County Probation Department to provide additional intensive intervention and educational support for court-ordered and probation referred students through transportation, re-engagement, and MTSS strategies.	\$350,000.00	Y
10	Campus Supervisors	Continue to utilize campus supervisors at various Community School sites to improve school climate through regular classroom visits, building relationships with students, and helping to ensure campus safety.	\$362,285.85	Y
11	Nonviolent Crisis Response Training (CPI)	Provide Community School staff with CPI training in order to equip staff with the necessary skills related to crisis prevention and intervention.	\$3,000.00	Y

Action #	Title	Description	Total Funds	Contributing
12	School Engagement	Provide students with opportunities for field trips to places such as museums, leadership conferences, and college campuses in order to increase student engagement.	\$5,000.00	Y
13	School Connectedness	Provide merchandise specific to each school site and its mascot to foster a sense of community among students.	\$10,000.00	Y
14	Health and Wellness Program	Contract with R-12 Fitness to implement a health and wellness program. R-12 Fitness will provide physical training instruction and mindfulness practices to students. Teachers will expand on the mindfulness components in their classrooms in an effort to reduce students' anxiety and stress, increase their emotional regulation, and decrease depression.	\$14,000.00	N
15	Parent Engagement	Provide outreach opportunities to parents/guardians of students identified as foster youth, low income, English learner, homeless, and/or with exceptional needs in order to increase parent/guardian engagement.	\$20,000.00	Y
16	Parenting Classes	Refer parents/guardians to classes offered by School Community Partnerships to help parents/guardians learn specific skills to work with their child.	Cost of this action is included as part of regular staff duties.	N
17	Community Schools Outreach and Engagement Facilitator	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.	\$120,012.46	N
18	TRACK	Collaborate with Truancy Reduction and Attendance Coalition of Kern (TRACK) to help ensure parent/guardian involvement in students' regular attendance at school.	Cost of this action is included as part of regular staff duties.	N

Action #	Title	Description	Total Funds	Contributing
19	Aeries	Utilize available functions in Aeries to allow parents/guardians online access to their student's progress.	\$20,000.00	Y
20	School Messenger	Utilize School Messenger to increase and improve communication with parents/guardians.	\$5,000.00	Y

Goal Analysis for 2022-23

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

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

The Alternative Education program was successful in implementing the majority of action items under Goal 1 in the 2022-23 LCAP. The program supported the social emotional needs of students through staffing, professional learning, curriculum implementation, contracts, leadership conferences, and parent engagement. After receiving training in Trauma Informed Skills for Educators (TISE) during the 2021-22 school year, MTSS teams continued to receive support and coaching from the Center for Safe and Resilient Schools and Workplaces to help implement and expand this work. Additional successes include daily social emotional lessons for students through the use of RULER curriculum and providing students with school site specific merchandise to foster a sense of community among students.

Two action items under Goal 1 were not implemented as planned. Non-Violent Crisis Response Training was not provided to staff during the 2022-23 school year. Trainer of trainers professional development and curriculum purchases were completed during the 2021-22 school year and only memberships fees were paid for during the 2022-23 school year. Due to not receiving anticipated funding, the program was unable to re-implement the contract with R-12 Fitness after the COVID hiatus. Using different funding, Alternative Education plans to resume the contract with R-12 Fitness in the 2023-24 school year. In the absence of a R-12 Fitness contract during the 2022-23 school year, a campus supervisor at one school site continued to implement an after-school workout program.

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

Budgeted expenditures for Goal 1 of the 2022-23 LCAP totaled \$796,903.67 (LCFF funds only). Actual expenditures were approximately \$776,397.62 (LCFF funds only). There were four actions in Goal 1 that had material differences between budgeted expenditures and estimated actual expenditures. Action 3 (Multi-Tiered Systems of Support – MTSS) was completed but the program utilized newly received MTSS grant funds. Less than anticipated funds were spent on Action 11 (Nonviolent Crisis Response Training – CPI) as only membership fees were due during the 2022-23 school year. Actions 12 (School Engagement) and 14 (School Connectedness) were implemented but not all funding was utilized.

An explanation of how effective the specific actions were in making progress toward the goal.

The combined impact of the actions in Goal 1 of the 2022-23 LCAP were implemented in an effort to support the metrics associated with showing growth and improvement in the area of students' social emotional development. Actions 1-7 in Goal 1 all support the Multi-Tiered Systems of Support (MTSS) the Alternative Education program has been implementing over the last few years. These actions support metrics 9 and 13-16 in Goal 1. The program is continuing to work toward decreasing the suspension rate in both Court and Community Schools through the implementation of MTSS practices. Compared to the 2022 LCAP survey, the 2023 LCAP survey saw an increase of 4.7% of students who agree there is at least one adult at their school with whom they have a positive connection/relationship and an increase of 5.1% of students who agree the staff at their school cares about them. In addition, 81.2% of students agreed that the social emotional skills they are learning in school are helpful. Based on this data, the Alternative Education program believes the actions that support MTSS are effective and necessary.

Actions 8-15 in Goal 1 of the 2022-23 LCAP are related to school climate efforts and support metrics 11-14 in Goal 1. The LCAP survey asks educational partners if they feel their school provides students with a safe place to learn. The 2023 survey saw a decrease in the percentage of staff who agreed with the statement but an increase in the percentage of students who agreed. The Alternative Education program will continue to partner with the Kern County Probation Department, employ campus supervisors and school social workers, provide staff with CPI training, and purchase school merchandise for students in an effort to support a positive school climate.

Actions 15-20 in Goal 1 of the 2022-23 LCAP directly support metrics 1-8. Parent involvement has historically been a challenge for the Alternative Education program due to short enrollment periods and lack of access to parents/guardians at residential Court schools. The program attempts to engage parents/guardians by hosting Back to School Night events at school sites each fall. These events provide parents/guardians with the opportunity to connect with school staff and learn more about how they can be involved in their child's education. Parents/guardians are also recruited to participate in School Site Councils and English Learner Advisory Committees, if appropriate. All parents/guardians who participated in the 2023 LCAP survey agreed that the school values them as important partners in their child's education and the school actively seeks their input into decisions related to their child's education. The Alternative Education program will continue outreach efforts to engage parents/guardians.

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

The Alternative Education program will continue with the same metrics and most of the same actions from Goal 1 of the 2022-23 LCAP in the 2023-24 LCAP. The program will be replacing transition counselors with school social workers in the 2023-24 school year. Progress was made toward implementation of MTSS practices in addition to supporting students' social emotional needs and the program will continue to build upon existing efforts.

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

Goal

Goal #	Description
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 action items that support the academic achievement of all students.

An explanation of why the LEA has developed this goal.

The average high school student enrolls in the Alternative Education program deficient 50 credits and reading at a 5th grade level. Since the majority of the program’s students have reading and mathematics ability levels below their actual grade levels, the program has placed an emphasis on providing high quality instruction in literacy and numeracy to improve students’ understanding, comprehension, and ability levels. The gains acquired in these skill sets will prepare students for post-graduation education and career options. LCAP survey results indicate that of staff who participated in the survey, 54.4% agree with the statement, “My school is preparing students for future college and/or career paths,” with 22.8% being undecided. In response to this same statement, 66.5% students agreed with 21.3% being undecided. The metrics and actions included in Goal 2 will support the academic needs of all students in order to prepare them for post-high school opportunities. This will be done through providing a low student-to-teacher ratio in all classes, ensuring additional academic support through the use of paraprofessionals, maintaining functioning technology to provide access to curriculum, supporting instructional staff in the use of instructional technology, and providing students with a variety of CTE options.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1(a): Basic Services – Teacher are appropriately assigned and fully credentialed					
Outcome #1 Percentage of teachers that are fully credentialed, as measured by teacher accreditation	100%	98.3%	95.6%		100%
Outcome #2 Percentage of teachers appropriately assigned, as measured by teacher accreditation	100%	100%	100%		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Outcome #3 Percentage of teachers who hold appropriate EL authorization, as measured by teacher accreditation</p>	100%	98.3%	95.6%		100%
<p>Priority 1(b): Basic Services – Pupil access to standards-aligned materials</p>					
<p>Outcome #4 Percentage of students that have access to standards-aligned materials, as measured by curriculum and supplemental materials</p>	100%	100%	100%		100%
<p>Priority 1(c): Basic Services – School facilities maintained in good repair</p>					
<p>Outcome #5 All facilities will have an overall rating of “Good,” as measured by the Facilities Inspection Tool (FIT)</p>	“Good” rating for all facilities	“Good” rating for all facilities	“Good” rating for all facilities		“Good” rating for all facilities
<p>Priority 2(a): Implementation of State Standards – Implementation of CA academic and performance standards</p>					
<p>Outcome #6 Percentage of certificated staff who agree with the statement, “Instruction at my school is grade-level appropriate and aligned to the Common Core State Standards,” as measured by the LCAP survey</p>	Agree: 81.7% (Undecided: 11.7%)	Agree: 72.9% (Undecided: 20.3%)	Agree: 75.0% (Undecided: 18.8%)		Agree: 88.0%
<p>Outcome #7 Percentage of administrators who agree with the statement, “Instruction at my school is grade-level appropriate and aligned to the Common Core State Standards,” as measured by the LCAP survey</p>	Agree: 91.7% (Undecided: 0%)	Agree: 90.0% (Undecided: 10.0%)	Agree: 71.4% (Undecided: 14.3%)		Agree: 95.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Outcome #8 Percentage of certificated staff who agree with the statement, “Instruction at my school is rigorous,” as measured by the LCAP survey	Agree: 57.4% (Undecided: 19.7%)	Agree: 52.5% (Undecided: 20.3%)	Agree: 43.8% (Undecided: 28.1%)		Agree: 70.0%
Outcome #9 Percentage of administrators who agree with the statement, “Instruction at my school is rigorous,” as measured by the LCAP survey	Agree: 50.0% (Undecided: 25.0%)	Agree: 70.00% (Undecided: 20.0%)	Agree: 42.9% (Undecided: 42.9%)		Agree: 70.0%
Outcome #10 Percentage of certificated staff who agree with the statement, “Instruction at my school is differentiated for the individual needs of students,” as measured by the LCAP survey	Agree: 80.0% (Undecided: 10.0%)	Agree: 74.6% (Undecided: 11.9%)	Agree: 75.0% (Undecided: 12.5%)		Agree: 85.0%
Outcome #11 Percentage of administrators who agree with the statement, “Instruction at my school is differentiated for the individual needs of students,” as measured by the LCAP survey	Agree: 75.0% (Undecided: 8.33%)	Agree: 100.0%	Agree: 42.9% (Undecided: 28.6%)		Agree: 85.5%
Outcome #12 Percentage of certificated and classified staff who agree with the statement, “I received the professional development needed to provide and/or support effective remote instruction,” as measured by the LCAP survey	Agree: 77.0% (Undecided: 12.2%)	This question was removed from the 2022 LCAP survey as students are no longer receiving instruction through distance learning.	N/A		N/A
Priority 2(b): Implementation of State Standards – Programs/Services to enable English learners to access to CCSS and ELD Standards Outcome #13 Percentage of teachers that received professional learning training related to EL supports and resources in <i>Edmentum</i> , as measured by sign in sheets	No data	100% of teachers who use <i>Edmentum</i> received training. (CTE teachers do not use <i>Edmentum</i> .)	Professional learning previously completed.		N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 3(a): Parental Involvement – Efforts to seek parent input in making decisions for districts and school sites</p> <p>Outcome #14 Percentage of parents/guardians who agree with the statement, “My school actively seeks parent/guardian input into decisions related to my student’s education through surveys, IEP meetings, parent conferences, etc.,” as measured by the LCAP survey</p>	96.2%	Agree: 82.4% (Undecided: 13.7%)	100%		Agree: 95.0%
<p>Outcome #15 Percentage of parents/guardians who agree with the statement, “My school values parents/guardians as important partners in my student’s education,” as measured by the LCAP survey</p>	94.2%	Agree: 86.3% (Undecided: 11.8%)	100%		Agree: 95.0%
<p>Outcome #16 Number of LCAP Town Hall meetings, as measured by sign in sheets</p>	7	5	4		7
<p>Outcome #17 Number of parent/guardian participants at LCAP Town Hall meetings, as measured by sign in sheets</p>	23	8	15		28
<p>Outcome #18 Number of parent/guardian LCAP survey respondents, as measured by the LCAP survey</p>	52	59	22		62
<p>Priority 4(a): Pupil Achievement – Statewide Assessments</p> <p>Outcome #19 Percentage of Court and Community School English learners that increase their English proficiency by at least one level over the previous administration, as measured by ELPAC</p>	20%	<p>Court: 57.1% increased their Overall performance from 2019 to 2021</p> <p>Community: 47.6% increased their Overall performance from 2019 to 2021</p>	<p>Court: 30.8% increased their Overall performance from 2021 to 2022</p> <p>Community: 40.7% increased their Overall performance from 2021 to 2022</p>		At least 25.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Outcome #20 CAASPP Standard Met/Standard Exceeded rate, as measured by CAASPP	2019 Results Court English: 6.25% Math: 0% Community English: 4.17% Math: 0.85%	Court English: 0% Math: 0% Community English: 11.90% Math: 0%	Court English: 1.75% Math: 0% Community English: 8.02% Math: 1.90%		Court English: 7.75% Math: 2.00% Community English: 5.75% Math: 2.50%
Outcome #21 Percentage of students that scored Near Standard or Above Standard in Reading, as measured by CAASPP	2019 Results Court: 17.50% Community: 22.78%	Court: 31.48% Community: 51.78%	Court: 31.58% Community: 44.10%		Court: 19.00% Community: 24.00%
Outcome #22 Percentage of students that scored Near Standard or Above Standard in Writing, as measured by CAASPP	2019 Results Court: 11.25% Community: 18.89%	Court: 11.11% Community: 30.54%	Court: 3.51% Community: 21.74%		Court: 12.75% Community: 20.50%
Outcome #23 Percentage of students that scored Near Standard or Above Standard in Math Concepts and Procedures, as measured by CAASPP	2019 Results Court: 0% Community: 3.39%	Court: 5.66% Community: 17.47%	Court: 5.08% Community: 13.29%		Court: 1.50% Community: 5.00%
Outcome #24 Percentage of students that scored Near Standard or Above Standard in Problem Solving and Modeling/Data Analysis, as measured by CAASPP	2019 Results Court: 2.19% Community: 14.41%	Court: 41.51% Community: 48.19%	Court: 25.42% Community: 34.18%		Court: 3.50% Community: 16.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Outcome #25 Percentage of students that scored Proficient/Advanced on the California Science Test, as measured by CAST</p>	<p>2019 Results</p> <p>Court 12th grade: 0%</p> <p>Community 8th grade: 0% 12th grade: 1.72%</p>	<p>Court 12th grade: Standard Met/ Exceeded: 0% Standard Nearly Met: 70.59%</p> <p>Community 8th grade: Standard Met/ Exceeded: 0% Standard Nearly Met: 45.45%</p> <p>12th grade: Standard Met/ Exceeded: 5.56% Standard Nearly Met: 61.11%</p>	<p>Court 12th grade: Standard Met/ Exceeded: 4.17% Standard Nearly Met: 58.33%</p> <p>Community 8th grade: Standard Met/ Exceeded: 6.45% Standard Nearly Met: 35.48%</p> <p>12th grade: Standard Met/ Exceeded: 7.14% Standard Nearly Met: 42.86%</p>		<p>Court 12th grade: 1.50%</p> <p>Community 8th grade: 1.50% 12th grade: 3.00%</p>
<p>Priority 4(b): Pupil Achievement – Percentage of pupils completing a-g requirements</p> <p>Outcome #26 Number of students that earned academic credit in an a-g course, as measured by course enrollment</p>	38	32 (3.3% of students enrolled for at least 30 days through 4/1/22)	29 (3.0% of students enrolled for at least 30 days through 3/31/23)		5% of enrolled students (This metric depends on the number of students enrolled during the school year.)
<p>Priority 4(c): Pupil Achievement – Percentage of pupils completing CTE sequences/programs</p> <p>Outcome #27 Number of students that completed a CTE pathway</p>	0 This is a required metric but not applicable to Alternative Education due to short enrollment periods.	0	0		0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 4(d): Pupil Achievement – Percentage of pupils completing both a-g requirements and CTE sequences/programs</p> <p>Outcome #28 Number of students completing both a-g requirements and CTE sequences/programs</p>	<p>0</p> <p>This is a required metric but not applicable to Alternative Education due to short enrollment periods.</p>	0	0		0
<p>Priority 4(e): Pupil Achievement – Percentage of ELs making progress toward English proficiency</p> <p>Outcome #29 Percentage of ELs making progress toward English language proficiency, as measured by ELPAC</p>	<p>Court: 62.5% Community: 32.5%</p>	<p>Court: 20.0% Community: 36.1%</p>	<p>Court: 40.9% Community: 38.8%</p>		<p>Court: At least 50.0% Community: At least 30.0%</p>
<p>Priority 4(f): Pupil Achievement – English learner reclassification rate</p> <p>Outcome #30 Reclassification rate, as measured by ELPAC scores and the program’s reclassification recommendation criteria</p>	7.5%	0.3%	0.5%		At least 5.0%
<p>Priority 4(g): Pupil Achievement – Percentage of pupils passing AP exam with a 3 or higher</p> <p>Outcome #31 Percentage of pupils passing AP exam with a 3 or higher</p>	<p>The Alternative Education program does not offer AP classes in its Course of Study.</p>	N/A	N/A		N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 4(h): Pupil Achievement – Percentage of pupils who participate in and demonstrate college preparedness on EAP Early Assessment Program (or other)</p> <p>Outcome #32 Percentage of students who score at the Standard Exceeded rate, as measured by CAASPP</p>	<p>2019 Results</p> <p>Court English: 0% Math: 0%</p> <p>Community English: 0.56% Math: 0%</p>	<p>Court English: 0% Math: 0%</p> <p>Community English: 1.19% Math: 0%</p>	<p>Court English: 0% Math: 0%</p> <p>Community English: 1.85% Math: 0%</p>		<p>Court English: 1.50% Math: 1.50%</p> <p>Community English: 2.00% Math: 1.50%</p>
<p>Priority 5(a): Pupil Engagement – School Attendance Rate</p> <p>Outcome #33 School attendance data, as measured by Kern Integrated Data System</p>	<p>Through 4/2/21</p> <p>Court: 86.0% Community: 79.0%</p>	<p>Through 4/8/22</p> <p>Court: 87.2% Community: 78.2%</p>	<p>Through 3/31/23</p> <p>Court: 85.0% Community: 87.5%</p>		<p>Court: 90.0% Community: 85.0%</p>
<p>Priority 5(b): Pupil Engagement – Chronic Absenteeism Rate</p> <p>Outcome #34 Chronic absenteeism rate, as measured by the California School Dashboard and DataQuest</p>	<p>2019 Dashboard</p> <p>Court: 8.3% Community: 74.5%</p>	<p>2020-21 DataQuest Data</p> <p>Court: 30.5% Community: 88.0%</p>	<p>2022 Dashboard</p> <p>Court: 12.5% Community: 69.6%</p>		<p>Court: 6.3% Community: 54.5%</p>
<p>Priority 5(c): Pupil Engagement – Middle School Dropout Rate</p> <p>Outcome #35 Middle school dropout rate, as measured by student attendance data</p>	N/A	N/A	N/A		N/A
<p>Priority 5(d): Pupil Engagement – High School Dropout Rate</p> <p>Outcome #36 High school dropout rate, as measured by countywide data</p>	<p>County offices of education are assigned the countywide dropout rate.</p> <p>32.5%</p>	<p>Countywide rate: 38.2%</p>	<p>Countywide rate: 32.8%</p>		<p>County offices of education are assigned the countywide dropout rate.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 5(e): Pupil Engagement – High School Graduation Rate</p> <p>Outcome #37 High school graduation rate, as measured by the California School Dashboard</p>	<p>2020 Data</p> <p>Court: 69.0% Community: 76.5%</p>	<p>Court: 66.7% Community: 74.5%</p>	<p>Court: 32.6% Community: 44.4%</p> <p>DASS Rate: Court: 59.1% Community: 82.5%</p>		<p>Court: 71.0% Community: 78.5%</p>
<p>Priority 7(a): Course Access – Extent to which pupils have access to and are enrolled in a broad course of study</p> <p>Outcome #38 Number of students enrolled in CTE, as measured by course enrollment</p>	168	291	<p>223 (11.5% of students enrolled through 3/31/23)</p>		<p>40% of enrolled students</p> <p>(This metric depends on the number of students enrolled during the school year.)</p>
<p>Outcome #39 Number of students enrolled in exploratory career pathways, as measured by course enrollment</p>	144	<p>498 (30.2% of students enrolled through 4/1/22)</p>	<p>442 (22.8% of students enrolled through 3/31/23)</p>		<p>40% of enrolled students</p> <p>(This metric depends on the number of students enrolled during the school year.)</p>
<p>Outcome #40 Number of students enrolled in UC/CSU required courses, as measured by course enrollment</p>	This data is not tracked by the Alternative Education program.	N/A	N/A		N/A
<p>Outcome #41 Number of AP courses offered</p>	The Alternative Education program does not offer AP courses in its Course of Study.	N/A	N/A		N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 7(b): Course Access – Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils</p> <p>Outcome #42 Course access for unduplicated pupils, as measured by course enrollment</p>	All courses of study are offered to all student populations.	All courses of study are offered to all student populations.	All courses of study are offered to all student populations.		All courses of study will continue to be offered to all student populations.
<p>Outcome #43 Teacher reported frequency of student computer use in the classroom, as measured by the BrightBytes survey</p>	Almost daily: 81% Weekly: 15%	Daily: 79% Weekly: 11%	Daily: 72% Weekly: 19%		Daily: 90% Weekly: 10%
<p>Priority 7(c): Course Access – Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs</p> <p>Outcome #44 Course access for pupils with exceptional needs, as measured by course enrollment</p>	Students are ensured all services and programs identified in their IEPs.	Students are ensured all services and programs identified in their IEPs.	Students are ensured all services and programs identified in their IEPs.		Students will continue to be ensured all services and programs identified in their IEPs.
<p>Outcome #45 Number/rate of course offerings for students with exceptional needs, as measured by the number of Learning Centers</p>	10 Learning Centers	10 Learning Centers	10 Learning Centers		10 Learning Centers
<p>Priority 8: Other Pupil Outcomes</p> <p>Outcome #46 STAR Renaissance Pre/Post average growth, as measured by STAR</p>	2019-20 Data Court Reading: 7 months Math: 4.5 months Community Reading: 22 days Math: 3 months	Fall 2021 Data Court Reading: 8.4 months Math: 9.4 months Community Reading: 5.6 months Math: 11 months	Fall 2022 Data Court Reading: 10 months Math: 9 months Community Reading: 5 months Math: 6 months		Court Reading: 7 months Math: 5 months Community Reading: 3 months Math: 4 months
<p>Outcome #47 Percentage of staff who agree with the statement, “My school is preparing students for future college and/or career paths,” as measured by the LCAP survey</p>	Agree: 73.3% (Undecided: 16.3%)	Agree: 65.3% (Undecided: 17.0%)	Agree: 54.4% (Undecided: 22.8%)		Agree: 81.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Outcome #48 Percentage of students who agree with the statement, “My school is preparing students for future college and/or career paths,” as measured by the LCAP survey	Agree: 71.0% (Undecided: 18.8%)	Agree: 64.7% (Undecided: 22.6%)	Agree: 66.5% (Undecided: 21.3%)		Agree: 75.0%
Outcome #49 Percentage of students who agree with the statement, “I learn a lot in my classes,” as measured by the LCAP survey	Agree: 72.4% (Undecided: 14.4%)	Agree: 64.5% (Undecided: 20.4%)	Agree: 71.8% (Undecided: 13.9%)		Agree: 75.5%
Outcome #50 Percentage of students who agree with the statement, “My teachers make me excited about learning,” as measured by the LCAP survey	Agree: 57.0% (Undecided: 25.3%)	Agree: 44.9% (Undecided: 28.5%)	Agree: 52.5% (Undecided: 23.3%)		Agree: 70.0%
Priority 9: Coordination of Services for Expelled Youth					
Outcome #51 Frequency of meetings held with referring district personnel, as measured by email invitations	Quarterly	Quarterly	Quarterly		Quarterly
Outcome #52 Frequency of meetings held with superintendents of Kern County districts, as measured by email invitations	Monthly	Monthly	Monthly		Monthly
Outcome #53 Frequency of District Student Tracking List, as measured by student database queries	Monthly	Monthly	Monthly		Monthly
Outcome #54 Frequency of KHSD Referral List monitoring, as measured by student database queries	Monthly	Monthly	Monthly		Monthly

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 10: Coordination of Services for Foster Youth					
Outcome #55 Frequency of meetings held between Administrator and Foster Youth Services Liaison, as measured by email invitations	Monthly	Monthly	Quarterly		Monthly
Outcome #56 Frequency of meetings held between school site administrators and Foster Youth Services Liaison, as measured by email invitations	Quarterly	Biannually	Biannually		Quarterly
Outcome #57 Frequency of transition counselors' attendance at AB 490 Liaison meetings, as measured by sign in sheets	Quarterly	Quarterly	Quarterly		Quarterly
Outcome #58 In compliance with EC 42921(d), all foster youth receive the following services: prompt foster youth evaluation; referrals/ linkages to tutoring/mentoring, counseling, transitional, and emancipation services; facilitation of timely individualized education programs and all Special Education services; efficient and expeditious transfer of health and education records and the health and education passport, as measured by Foster Focus	All services maintained	All services maintained	All services maintained		All services maintained

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Staffing	Maintain a low student-to-teacher ratio in order to continue to provide a safe and effective learning environment, allowing for specialized instruction, intervention, and support for Tier 3 students.	\$1,533,358.25	Y

Action #	Title	Description	Total Funds	Contributing
2	Paraprofessionals	Paraprofessionals will be utilized program wide in order to provide individual and small group instructional support to assist students in achieving academic success and to ensure student attendance and participation.	\$1,629,565.19	Y
3	Outlying School Sites	Maintain Community School sites in Lake Isabella and Taft to support the educational needs of students in outlying areas.	\$50,000.00	Y
4	<i>Edmentum</i> Curriculum	Renew <i>Edmentum</i> licenses to provide students with engaging, grade-level appropriate, and standards-aligned curriculum and intervention to assist students with mastering academic content.	\$75,000.00	Y
5	<i>Edmentum</i> Training	Provide ongoing training and support related to the implementation of <i>Edmentum</i> , the program's curriculum.	Cost of this action is included as part of regular staff duties.	N
6	Common Core Implementation	School site administrators will ensure the implementation of adopted curriculum, Common Core State Standards strategies, and technology in support of student learning.	Cost of this action is included as part of regular staff duties.	N
7	Universal Design for Learning	Provide instructional staff with Universal Design for Learning (UDL) training. UDL uses a variety of strategies and resources to help meet the diverse learning needs of students, improve accessibility to learning opportunities, and increase student success. UDL removes barriers in learning and provides all students with an equal opportunity to succeed.	Two-year contract paid for during the 2022-23 school year.	N
8	Project Based Learning	Provide instructional staff with Project Based Learning (PBL) training. PBL is a student-centered teaching method in which students learn by actively engaging in real-world and personally meaningful projects.	\$50,000.00	N

Action #	Title	Description	Total Funds	Contributing
9	AmeriCorps Mentors	Contract with AmeriCorps to place mentors at school sites to support students' social emotional well-being and assist students with completing graduation requirements and improving college eligibility.	Duplicative of Action 6 in Goal 1	N
10	Program Specialist – Alternative Education	The Program Specialist will support Special Education and general education instructional staff through professional learning and providing academic resources to enable them to better serve students.	\$167,745.71	N
11	Teacher – Technology Specialist	The Teacher – Technology Specialist will provide small group and one-on-one support to instructional staff to increase their expertise in using technology as an instructional tool.	\$151,105.78	N
12	Educational Associates - Technology	Two Educational Associates – Technology will provide the necessary support in order to maintain instructional technology and troubleshoot technology issues as they arise to limit interruptions to instruction and learning.	\$296,458.81	Y
13	BrightBytes Contract	Contract with BrightBytes to determine technology needs of staff and students in order to provide necessary supports and professional learning.	Duplicative of Action 7 in Goal 1	Y
14	Impero Contract	Contract with Impero to provide teachers with the ability to define which websites students can visit during instruction, ensuring a safe and secure teaching and learning environment.	\$20,000.00	Y
15	Hardware Update	Update hardware that is more than six years old at Court and Community School sites to support teaching and learning practices.	\$100,000.00	Y
16	CTE Program Specialist	The CTE Program Specialist will use evidence-based interventions to develop high-interest curriculum materials, design innovative and engaging programs, provide guidance for implementation, and be responsible for securing grants to continue implementing programs.	\$161,278.24	N

Action #	Title	Description	Total Funds	Contributing
17	CTE Building and Construction Trades	The CTE Building and Construction Trades teacher will provide instruction aligned with National Center for Construction Education and Research (NCCER) and OSHA to prepare students for employment in this industry sector.	\$139,877.26	Y
18	CTE Culinary and Hospitality	The CTE culinary teacher will provide instruction and certification in food handling and guest service skills.	\$114,388.00	N
19	CTE Medical	The CTE Medical pathway will utilize a medical careers STEM lab, incorporating hands-on experiences, to expose students to various medical careers. Students will also be trained in CPR.	\$44,316.00	N
20	CTE Career Exploration – Trades Workshops	CTE Trades Workshops offer real world skills tied to trades careers, such as welding, logistics, electric vehicles, solar and electrical, and woodworking.	\$164,113.00	N
21	Vocational Automotive	The automotive teacher will prepare students with basic skills necessary for careers in the automotive industry, including electrical, brakes, and troubleshooting engines.	\$125,849.89	N
22	JobsPlus! Job Ready Work-Based Learning	This WIOA-funded (Workforce Innovation and Opportunity Act) program will offer transitioning students training in soft skills and team building and provide industry certifications and paid work-based learning.	\$311,521.00	N
23	Intervention/Enrichment Teachers	Select teachers will provide intervention and enrichment as well as transition services related to college and career readiness.	\$535,146.24	N
24	College and Career Readiness Facilitator	The College and Career Readiness Facilitator will be the liaison for staff and student support related to college and transitioning, career readiness, and career pathway startup.	\$105,333.70	N
25	Career Associates	Career Associates will conduct interviews with students, maintain files and records, assist in the recruitment and selection of students, and track student progress while enrolled in school and the program.	\$159,609.27	N

Action #	Title	Description	Total Funds	Contributing
26	Academic Advisors	Academic Advisors will create Education Plans to determine the academic standing of all students. Academic Advisors will meet with students to ensure their understanding of credit needs and progress toward graduation.	\$325,830.64	Y
27	Teacher – EL Specialist	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.	\$167,109.96	N
28	Redesignated Students Monitoring	Biannually monitor the progress of redesignated students to ensure correct classification, placement, and additional support, if needed.	Cost of this action is included as part of regular staff duties.	N
29	English Learner Professional Development	Provide professional development to teachers and administrators targeted to building capacity in delivering engaging curriculum that addresses English learners' language development needs using integrated and designated ELD instruction.	\$50,000.00	N
30	Student Incentives	Provide incentives to increase student engagement/improvement in the following areas: <ul style="list-style-type: none"> • Growth on ELPAC • Growth in STAR Renaissance reading/math scores • School attendance 	\$10,000.00	Y
31	Transportation	Provide bus passes to students with extenuating transportation challenges to ensure regular school attendance.	\$5,000.00	Y
32	Frontline	Utilize Frontline, the automated substitute placement and absence management system, to provide qualified substitutes to deliver quality instruction.	\$8,000.00	Y

Action #	Title	Description	Total Funds	Contributing
33	Aeries	Utilize Aeries as the program's student information system. Aeries allows school staff and parents/guardians to view student information such as attendance records, grades, and assignments.	Duplicative of Action 19 in Goal 1	Y

Goal Analysis for 2022-23

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

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

The Alternative Education program was successful in implementing the vast majority of actions under Goal 2 in the 2022-23 LCAP. The program supported the academic needs of students through staffing, professional development, curriculum implementation, professional contracts, and assisting with transportation needs. A strength in this area was providing Universal Design for Learning (UDL) training for Court School instructional staff, with Community School instructional staff to be trained in 2023-24. Additional successes include resource support and instructional coaching related to *Edmentum*, continued implementation of CTE programs, and supporting the technology needs of staff and students.

There were two action items in Goal 2 of the 2022-23 LCAP that were partially implemented. The CTE Health Science and Medical Pathways teacher resigned and the position was not backfilled. Using grant funds that support this pathway, the Alternative Education program contracted for services that required a healthcare professional and provided professional learning for staff to receive certifications to enable them to teach courses that do not require a healthcare professional, such as CPR. The Educational Associate applied for and was awarded a new position in February of 2023. That position was not backfilled.

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

After the 2022-23 LCAP was approved, the Alternative Education program learned it was set to receive \$800,000 more in supplemental and concentration funds than originally expected. Due to this increase, additional funding was spent on action items that were already included in the 2022-23 LCAP. Budgeted expenditures for Goal 2 of the 2022-23 LCAP totaled \$2,800,276.32 (LCFF funds only). Actual expenditures were approximately \$3,510,211.75 (LCFF funds only). The most significant material differences between budgeted expenditures and actual expenditures were related to employee salaries and benefits. More than expected funds were used on Action 1 (Teacher Staffing) and Action 2 (Paraprofessionals) due to an increase in salary and benefits and increased funding. Action 12 (Educational Associate) was implemented for only part of the school year. When the employee secured a different position, the previous position was not backfilled. Less than expected funds were utilized to support Action 25 (Student Incentives) and Action 26 (Transportation).

An explanation of how effective the specific actions were in making progress toward the goal.

Actions 1-2, 7-21, and 25-28 in Goal 2 of the 2022-23 LCAP support the initiative of preparing students academically for college and/or a career. These action items support metrics 1-2, 20-28, 31-32, 37-39, 42-43, and 46-50. Appropriate low-level student to teacher ratio staffing is critical for the academic success of Alternative Education students. Academic intervention staff support the individual needs of students and CTE staff support the college and career initiative by allowing students to access needed skills. Ensuring student attendance and quality substitutes when needed tie into the academic success of students. These actions combined support the efforts to increase CAASPP and STAR Renaissance scores, a-g completion rate, graduation rate, student access to all courses including CTE programs, and perception data on the LCAP survey. Although it is challenging to correlate state assessment data to academic success based on short periods of enrollment, students in the Alternative Education program made great progress in many measurable areas. As reflected in the outcomes for STAR Renaissance English and math scores and the number of students participating in CTE programs and exploratory career pathways, the program believes these action items are effective in making progress toward the goal. Further explanation of this success is captured in the Reflections: Successes section of the Plan Summary in the LCAP (pages 2-3). The program's graduation rate depends on the number of seniors that are enrolled in the program. However, through engaging academic opportunities, the program expects to continue to graduate a high number of students each school year. Future LCAP survey results should indicate that students feel engaged in their learning while working toward college and career readiness.

Actions 3-6 in Goal 2 of the 2022-23 LCAP support quality instruction and the implementation of Common Core State Standards-aligned curriculum. These action items are tied to metrics 4 and 6-11. The Alternative Education program ensures all students have access to curriculum that is appropriate to their individual educational path. Professional learning related to curriculum and instructional strategies is regularly provided to instructional staff. The program expects future LCAP survey results to speak to the efforts of increasing rigor, providing differentiated instruction, and ensuring grade-level appropriate content that is aligned to the state standards.

Actions 22-24 in Goal 2 of the 2022-23 LCAP support instruction of the program's English learners and are tied to metrics 3, 19-25, and 29-30. The Teacher – EL Specialist works with instructional staff and students to ensure the academic needs of English learners are met. The EL Specialist provides formal professional development as well as individual coaching, as needed. The Alternative Education program has deemed these actions effective and will continue to implement them moving forward in order to increase English Learners' CAASPP scores, increase the number of EL's making progress toward English language proficiency, and support the reclassification of English learners, when warranted.

Metrics 51-54 in Goal 2 of the 2022-23 LCAP support the coordination of educational services for expelled students. By maintaining communication with referring school districts, the Alternative Education program is able to provide streamlined services for students during their expulsion period. The goal of the program is to return students to their home district in good standing, both academically and behaviorally.

Metrics 55-58 in Goal 2 of the 2022-23 LCAP support the educational needs of foster youth students while enrolled in the Alternative Education program. The program works closely with Dream Center staff to ensure students are appropriately identified for services and have the academic and personal supports needed to be successful in school. Coordination with the Dream Center allows for foster youth students to move between the Alternative Education program and school districts seamlessly, ensuring their educational rights are protected.

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

The Alternative Education program will continue with the same metrics and many of the same actions from Goal 2 of the 2022-23 LCAP in the 2023-24 LCAP. Action items added to the 2023-24 LCAP include Project Based Learning and Academic Advisors. Also added to the 2023-24 LCAP are grant-funded CTE programs. The action item associated with the Educational Associate has been removed.

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

Goal

Goal #	Description
3	Specific student groups will demonstrate an annual increase in CAASPP scores and graduation rates and an annual decrease in chronic absenteeism as measured by an analysis of data relating to pupil achievement, pupil engagement, and school climate through action items that support the academic achievement, attendance rate, and suspension rate of designated student groups.

An explanation of why the LEA has developed this goal.

Based on the results of the 2022 California School Dashboard, the Alternative Education program qualified for Differentiated Assistance due to consistently low-performing student groups in Community School. Areas for focus include:

- CAASPP scores for Hispanic and Socioeconomically Disadvantaged student groups
- Chronic absenteeism for Hispanic and Socioeconomically Disadvantaged student groups
- Graduation rate for Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities student groups
- Suspension rate for Socioeconomically Disadvantaged and Students with Disabilities student groups

The Alternative Education program will narrow its focus when analyzing metrics in the designated areas of need for the student groups listed above in order to increase CAASPP ELA and mathematics scores, increase graduation rates, and decrease chronic absenteeism. In looking at these student groups separately from all students, the program will be able to track successes and needs multiple times throughout the school year. Quarterly reviews of Kern Integrated Data System (KiDS) in the areas of chronic absenteeism, suspension rate, and academics based on specific student groups will allow the program to determine if progress is being made in these areas. Given that socioeconomically disadvantaged students comprise 91.3% of the Community School population and are a consistently low-performing student group in the areas of CAASPP, chronic absenteeism, graduation rate, and suspension rate, the Alternative Education program believes the quarterly review of metrics and implementation of actions will benefit all students, including the specific student groups that are supported by Goal 3.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4(a): Pupil Achievement – Statewide Assessments Outcome #1 Hispanic student group CAASPP Standard Met/Standard Exceeded rate, as measured by CAASPP	2021-22 CAASPP Results ELA: 8.25% Math: 1.89%	New metric to 2023-24 LCAP	New metric to 2023-24 LCAP		ELA: 8.75% Math: 2.39%
Outcome #2 Socioeconomically Disadvantaged student group CAASPP Standard Met/Standard Exceeded rate, as measured by CAASPP	2021-22 CAASPP Results ELA: 8.45% Math: 1.45%	New metric to 2023-24 LCAP	New metric to 2023-24 LCAP		ELA: 8.95% Math: 1.95%
Priority 5(b): Pupil Engagement – Chronic Absenteeism Rate Outcome #3 Hispanic student group chronic absenteeism rate, as measured by Kern Integrated Data System	Through 3/31/23 52%	New metric to 2023-24 LCAP	New metric to 2023-24 LCAP		51%
Outcome #4 Socioeconomically Disadvantaged student group chronic absenteeism rate, as measured by Kern Integrated Data System	Through 3/31/23 56%	New metric to 2023-24 LCAP	New metric to 2023-24 LCAP		55%
Priority 5(e): Pupil Engagement – High School Graduation Rate Outcome #5 Hispanic student group high school graduation rate, as measured by Aeries	54.1%	New metric to 2023-24 LCAP	New metric to 2023-24 LCAP		55.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Outcome #6 Socioeconomically Disadvantaged student group high school graduation rate, as measured by Aeries	53.0%	New metric to 2023-24 LCAP	New metric to 2023-24 LCAP		54.0%
Outcome #7 Students with Disabilities student group high school graduation rate, as measured by Aeries	30.8%	New metric to 2023-24 LCAP	New metric to 2023-24 LCAP		31.8%
Priority 6(a): School Climate – Suspension Rate Outcome #8 Socioeconomically Disadvantaged student group suspension rate, as measured by Kern Integrated Data System	Through 3/31/23 10.3%	New metric to 2023-24 LCAP	New metric to 2023-24 LCAP		9.8%
Outcome #9 Students with Disabilities student group suspension rate, as measured by Kern Integrated Data System	Through 3/31/23 14.9%	New metric to 2023-24 LCAP	New metric to 2023-24 LCAP		14.4%

Actions

Action #	Title	Description	Total Funds	Contributing
1	After School Tutoring	Provide students with the opportunity to participate in after school tutoring in order to personalize learning, increase academic achievement, and make progress toward graduation requirements.	Duplicative of Action 6 in Goal 1	N
2	Transportation	Provide students in grades K-8 enrolled in the classroom program at Community Learning Center with bus passes, as needed, to ensure daily school attendance.	\$10,000.00	Y

Action #	Title	Description	Total Funds	Contributing
3	School Social Workers	School social workers will conduct home visits to support daily attendance and assist students in achieving academic success, work with families to correlate attendance and academic achievement, and will oversee and implement components of dropout prevention, positive attendance, and re-engagement incentive programs.	Duplicative of Action 8 in Goal 1	N
4	Program Specialist – Behavior Emphasis	The Program Specialist – Behavior Emphasis will provide support related to behavior intervention methodology in meeting the identified educational goals of students and assist in the development of Behavior Intervention Plans for referred students.	\$172,261.70	Y

Goal Analysis for 2022-23

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

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

This is a new goal for the 2023-24 LCAP.

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

This is a new goal for the 2023-24 LCAP.

An explanation of how effective the specific actions were in making progress toward the goal.

This is a new goal for the 2023-24 LCAP.

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

This is a new goal for the 2023-24 LCAP.

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

Goal

Goal #	Description
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 local education agencies (LEAs), county office of education schools, placement agencies, and communities to eliminate and/or reduce the unique educational barriers that foster youth students may experience when enrolling, attending, and succeeding in school.

An explanation of why the LEA has developed this goal.

Students in foster care face many barriers to educational success, such as frequent changes in home and school placements, inconsistent academic support and guidance, and, for many youths, the impact of trauma on learning and behavior. Together, these and other factors can lead to poor educational outcomes for foster youth, including higher absenteeism and drop-out rates and lower achievement and graduation rates when compared to other at-risk student subgroups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 10(a): Working with the County Child Welfare Agency to minimize changes in school placement Outcome #1 Average changes in school placement per foster youth student enrolled in Kern County, as measured by Foster Focus	0.28 changes in school placement	0.47 changes in school placement	0.62 changes in school placement		0.15 changes in school placement
Priority 10(b): Providing education related information to the County Child Welfare Agency to assist in the delivery of services to foster youth, including court reports Outcome #2 Percentage of Kern County districts with student databases linked to Foster Focus, as measured by Foster Focus	11%	11%	11%		30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Outcome #3 Percentage of foster youth students in Kern County districts with student database linked to Foster Focus, as measured by Foster Focus	53%	55%	62%		70%
Outcome #4 Number of requests of educational records exchanged within 4 days, as measured by email requests	28	30	54		250
Priority 10(c): Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of services Outcome #5 Frequency of meetings conducted by the Foster Youth Services Director in collaboration with the Juvenile Agencies Meeting (JAM), as measured by calendar invitations	Quarterly	Quarterly	Quarterly		Quarterly
Priority 10(d): Establish a mechanism for the efficient expeditious transfer of health and education records and education passport Outcome #6 Percentage of foster youth students with completed electronic school records and/or education rights holder information, as measured by Foster Focus	33%	72%	61%		95%
Outcome #7 Percentage gap in CAASPP ELA scores between foster youth and general population, as measured by CAASPP	2019 CAASPP Data 30% (Foster Youth: 21%; Overall: 51%)	Foster Youth data not available	2022 CAASPP Data 19% (Foster Youth: 19%; Overall: 38%)		20% gap

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Outcome #8 Percentage gap in CAASPP math scores between foster youth and general population, as measured by CAASPP	2019 CAASPP Data 29% (Foster Youth: 11%; Non-Foster: 40%)	Foster Youth data not available	2022 CAASPP Data 14% (Foster Youth: 7%; Overall: 21%)		20% gap
Outcome #9 Percentage gap in four-year cohort graduation rates between foster youth and non-foster youth students, as measured by the graduation rate	24.4% (Foster Youth: 61.7%; Overall: 86.1%)	30.5% (Foster Youth: 53.5%; Non-Foster: 84.0%)	24.1% (Foster Youth: 63.3%; Non-Foster: 87.4%)		20% gap

Actions

Action #	Title	Description	Total Funds	Contributing
1	MOU with Child Welfare Services Agency	Continue a Memorandum of Understanding (MOU) with the Child Welfare Services Agency and maintain a data collection system (Foster Focus) in order to maintain information related to foster youth, co-location of Foster Youth Services Coordinating Program at the Dream Center, and access to the Child Welfare Services/Case Management System (CWS/CMS).	\$6,500.00	N
2	Foster Youth Education Facilitators	Foster Youth Education Facilitators will provide services and resources that support the educational needs of foster youth in collaboration with placement agencies, school districts, and caregivers.	\$251,529.00	N
3	Coordination with Department of Human Services	Foster Youth Services Coordinating Program (FYSCP) will work closely with the Department of Human Services to ensure that records are transferred in a timely manner, foster youth educational needs are met, educational rights are fully understood, and appropriate education placements are made. FYSCP will hold quarterly meetings with the Department of Human Services and Probation in addition to training and supporting their staff on Foster Focus.	Cost of this action is included as part of regular staff duties.	N

Action #	Title	Description	Total Funds	Contributing
4	Prevention Services Facilitator and Clerk	A Program Services Facilitator and Clerk will be stationed at the Dream Center, working daily alongside the Department of Human Services social workers, and eligibility technician, a probation officer, the LCFF FYS, and a TAY clinician to ensure that youth who are preparing for or are in the midst of transitioning have the support necessary to be successful.	\$216,313.00	N
5	Financial Aid Support	FYSCP will ensure that high school seniors in foster care have support and access to resources to complete the FAFSA through educational case management, technical assistance, and collaboration with placement agencies, higher education agencies, and school districts.	Cost of this action is included as part of regular staff duties.	N
6	FYSCP Research Specialist	The Research Specialist will gather, interpret, and analyze data from student databases (i.e., Foster Focus, KiDS, Aeries, CALPADS).	\$148,661.00	N
7	FYSCP Clerk	The Clerk will assure the fidelity of the data extracted from Foster Focus.	\$78,070.00	N
8	Trauma Informed Care Training	A Prevention Specialist will lead training activities in the area of Trauma Informed Care and foster youth needs.	Cost of this action is included as part of regular staff duties.	N
9	YES Conference	FYSCP will oversee and host the annual conference for foster youth.	\$10,000.00	N
10	YES School Site Organizations	FYSCP will provide technical assistance to school districts in developing and supporting 26 Youth Empowering Success (YES) school site organizations for Kern County foster youth students to promote their educational stability, increase graduation rates, assist with college/career transition, and help develop leadership skills.	Cost of this action is included as part of regular staff duties.	N

Goal Analysis for 2022-23

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

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

There were no substantive differences in planned actions and actual implementation for the actions listed in this goal. To develop a comprehensive and responsive program, FYSCP utilizes needs assessments, student voice efforts, school and community data analysis, program observation, and discussions with LEAs to design its program activities and goals. FYSCP assists districts in the areas of coordination of services, professional development, and student support and engagement. Following a continuous improvement model, FYSCP monitors its progress toward project goals, measures the impact of project objectives, and identifies potential best practices and

lessons learned. Overall, FYSCP's efforts to adapt its program following the pandemic have been successful. The FYSCP team continues to routinely meet to reflect on challenges and progress as a group as well as be encouraged to think outside the box for solutions. The program continues to prioritize equity and being student-centered in its service delivery.

Collaboration is also at the core of FYSCP's service delivery. To facilitate communication and collaboration between child welfare and educational systems, FYSCP maintains a contact list of Foster Youth Liaisons and coordinates the county AB490 Foster Youth Liaison Meetings with representation from 46 school districts in addition to child welfare, probation, and community college staff. During the 2021-22 school year, FYSCP hosted eight meetings with education partners to address challenges as foster youth students transitioned back to full-time in-person learning. To strengthen the capacity of educational partners to support the academic success of foster youth students, FYSCP represents the educational interests of foster youth at standing meetings and advisory committees with school boards, school counselors, local group home and foster family home caregiver associations, probation staff, and other agencies serving children in foster care. In addition, FYSCP provided its support and guidance to several state and local education steering committees in the areas of equity, curriculum, culturally sensitive teaching, and higher education to increase academic achievement and educational equity for foster youth during the 2021-22 school year. FYSCP also represented the educational interests of higher-need Kern County students in care at SMART, a multiagency review committee for youth who may have multiple needs and benefit from more coordinated care. FYSCP staff also raised awareness of foster youth educational rights, support, and post-secondary resources with the general public at 19 virtual and in-person community and school outreach events throughout Kern in 2021-22.

FYSCP is one of the Dream Center's founding on-site programs of the Dream Center. The Dream Center is Kern County's only one-stop resource center for foster youth and provides high-quality, personalized services to ensure current and former foster youth ages 12-24 receive the assistance they need to progress and succeed in the areas of independent living, housing, education, and health. FYSCP staff also partner with co-located child welfare social workers, probation placement officers, and Employment Training Resources staff to assist transition-age students with housing, employment, and access to post-secondary education or career technical education programs. FYSCP staff provides social workers with school of origin assistance, referrals, and program navigation in addition to providing training and consultation on specific issues to foster youth education advocacy. Students and youth can also meet with FYSCP staff for direct assistance and referrals to community partners. During the 2021-22 school year, 84 students received services and referrals from FYSCP at the Dream Center.

FYSCP offers schools and placement agencies access to real-time student outcome data from Foster Focus to assist schools, placement workers, and caregivers in providing students in foster care with needed education support, helping with smooth transitions between schools, and coordinating to address attendance and discipline issues. FYSCP serves as the county administrator for Foster Focus, a web-based foster youth data-sharing tool to ensure students receive appropriate educational support. Currently, 79 users from child welfare, 12 users from Probation, and 27 school districts utilize Foster Focus to identify and record services to foster youth, which accounts for 91% of Kern County's students in foster care. Three charter schools also receive specialized Foster Focus student reports from FYSCP. Moreover, five school districts opted to link their student information systems to Foster Focus. This option allows student grades, behavior, and attendance to automatically upload into Foster Focus to help child welfare and probation workers access the most current, detailed data about their students' academic performance. Currently, 11% of Kern County LEAs have their student database linked into Foster Focus. This number

did not grow over the past two years because the Sacramento County Office of Education, the state Foster Focus administrator, has not hired a new developer, so no new districts could be added as a “linked” districts.

COVID-19 tested the ability of FYSCP to effectively deliver timely services and support to students in care. For example, due to the majority of key child welfare and agency partners working remotely part-time until the winter of 2023, responses to requests, coordination of school placements, and sharing of timely information were slowed at times, resulting in delays in assisting students and districts. To assist school stability and inter-agency service coordination, FYSCP staff increased the percentage of foster youth students with completed and updated school records in Foster Focus grew from 33% in 2019-20 to 61% in 2021-22. FYSCP also created a training video specifically for social workers and probation officers on how to use Foster Focus to monitor their youth’s school progress and support educational stability. FYSCP also continues to be part of the Kern County Department of Human Services’ induction training for new social workers to ensure the implementation of Foster Focus into social workers’ workflow. Foster Focus training also includes information on the importance of school stability, school of origin best practices, and transportation protocols to improve collaboration between child welfare and schools.

Access to continuous, high-quality professional development and technical assistance for all involved foster youth educational partners is important to support the educational success of students in foster care. To encourage participation, during the 2021-22 school year, FYSCP offered virtual and in-person training options to agency partners to accommodate staffing shortages and remote working schedules. Training and presentation topics included an overview of the foster care system, the education rights of foster youth, supporting foster youth students in high school, resources for foster youth before and after they turn 18, leveraging youth voice in agency services, trauma-informed care strategies, and post-secondary and career readiness best practices.

During 2021-22, FYSCP stepped up its efforts to raise awareness of foster youth and their needs in education to Kern County Office of Education’s internal departments. These departments included Special Education, Kern Integrated Data System, and the office’s district continuous improvement team. FYSCP also held several trainings on supporting young children in foster care with child care center staff and child care home providers through Kern County’s child care resource and referral agency that operates the county’s Bridge Program.

In addition to conducting trainings, presentations, and workshops or providing technical assistance, FYSCP staff members spent a portion of their time collaborating with other agencies, organizations, or groups as part of committees, boards, meetings, or consortia to build awareness of foster youth education needs and their protections in schools.

FYSCP continued to promote Youth Empowering Success (YES!) chapters as a district best practice for meaningful youth engagement, youth development, and youth voice. YES! chapters are school-site foster youth support organizations created to mentor and empower foster youth in middle school and high school. FYSCP continued to promote YES! as a best practice for districts to integrate social emotional learning (SEL) and offer youth meaningful student engagement, youth leadership, and youth voice during COVID-19. However, the majority of the 23 middle and high school chapters were unable to maintain an active YES! chapter and hold regular student meetings during the 2021-22 school year. On March 25, 2022, FYSCP held its 7th annual YES! Conference virtually. Highlights from the 2022 conference included a motivational, national speaker, a virtual comfort room with mental health professionals for students or adults who may have been emotionally triggered during the event, a digital Q&A session with the speaker, an online resource fair, and several interactive prize drawings.

Most importantly, youth from the Jamison Emergency Child Shelter and Juvenile Hall were able to attend the conference for the second year in a row.

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

This goal does not utilize any LCFF funds. Additional costs were incurred for Action 1 for required annual maintenance fees for Foster Focus.

An explanation of how effective the specific actions were in making progress toward the goal.

A strong education system has the potential to provide foster youth with the necessary academic, vocational, and life skills that lead to successful independent living. FYSCP is designed to primarily increase the overall capacity of Kern County's LEAs to expand access to services and to assist them in the delivery of direct services for foster youth with the goal of improving educational outcomes. In 2021-22 school year, the first full school year in-person since the pandemic, there was a cumulative count of 2,163 students in Kern County schools in foster care. This number made Kern County the 6th largest county foster youth student population in California. During the same year, FYSCP served 564 students in foster care from ages 0 to 22 years old in schools and at the Dream Center. FYSCP provided these students the following services and assistance: college and career transition services, independent living skills including job skills and employment support, transportation, youth workshops, college readiness skills, financial aid application coaching, and assistance with immediate enrollment and school of origin.

Since 2016, FYSCP has hosted an annual YES! Conference, a youth-driven event that brings together foster youth, their caregivers, and community agencies to address the barriers Kern's foster youth experience and create solutions together. On March 25, 2022, FYSCP held its 7th annual YES! Conference virtually to support, empower, and elevate Kern County students who have experienced foster care. A total of 90 middle and high school students attended the virtual event at one of the 16 school sites that hosted a YES! "Watch Party," including KCSOS's Jamison School. The conference featured national motivational speaker Dr. John Gaines, an interactive career exploration workshop, a virtual resource fair, and several opportunity prize drawings. Students reported that they came away with a sense of connection, purpose, and, most important of all, the knowledge that so many in our community care about them.

FYSCP has demonstrated substantial progress in building collaborative relationships among various agencies and systems that work with foster youth, focusing support in data sharing, assistance to ensure school stability, learning support, and student support. FYSCP coordinated services and information with LEAs and other partners to obtain necessary records to determine appropriate school placements and coordinate instruction. FYSCP received 54 requests of educational records during the 2021-22 school year, compared to 30 requests in 2020-21. All records requested were exchanged within four business days. Regarding electronic records, the percentage of foster youth students in Kern County districts with student database linked into Foster Focus rose from 55% in 2020-21 to 62% in 2021-22. However, as previously mentioned, no new LEAs had their student information systems "linked" into Foster Focus during the 2021-22 school year because of staffing shortages at Sacramento County Office of Education.

In addition to coordinating resources to serve foster youth, FYSCP support LEAs in building their capacity to serve foster youth in their schools by providing training and LCAP consultations to LEAs with LCAP compliance to support foster youth. During the 2021-22 school year, FYSCP provided 25 trainings to a total of 720 attendees. Attendees included staff from child welfare and probation, foster caregivers, and foster youth students in addition to staff from 44 school districts, four charter schools, and other California districts. In addition, presentations and training offered by Kern FYSCP were all rated very highly by respondents, with positive ratings averaging 98%. These attendee ratings included increasing their understanding of the topic (98%), helping them perform their duties to a higher standard (99%), and giving them the skills and confidence necessary to apply what they had learned (97%). During the 2021-22 school year, FYSCP provided guidance and support to 46 LEAs and four charter schools on the development of integrated policy and practice for LCAP to engage in effective program planning for foster youth under LCFF, either in-person, virtually, or by phone.

Along with training and technical assistance, FYSCP works to increase collaboration and build capacity among partner agencies and systems in order to increase access to meaningful educational support for foster youth. The FYSCP Director continues to attend meetings in collaboration with the Juvenile Agencies Meeting (JAM) on a quarterly basis to expand Kern County's capacity to provide comprehensive services to foster youth and the improvement in their academic outcomes.

Because of high mobility due to changes in living placements following the pandemic, more foster youth changed schools multiple times in their K-12 education during the 2021-22 school year. As a result, Kern County students in foster care averaged 0.62 changes in school placement in 2021-22 compared to 0.28 in 2019-20. FYSCP seeks to improve foster youth academic outcomes in ELA and mathematics. The most recent CAASSP performance data shows the percentage gap in ELA scores between foster youth students and students overall shrank from 30 percent in 2018-19 to 19 percent in 2021-22. Moreover, the percentage gap in math scores between foster youth students and students overall also narrowed from 29 percent in 2018-19 to 14 percent in 2021-22. FYSCP continues to have concerns about the academic effects of the pandemic and learning loss as a result of the pandemic. Beginning in the 2021-22 school year, the program partnered with Kern Tutoring to provide foster youth students with 40 hours of in-person tutoring. Finally, the percentage gap in the four-year cohort graduation rates between foster youth and non-foster students also closed from 31% in 2020-21 to 24% in 2020-21.

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

No changes are being made to the goal, metrics, desired outcomes, or actions for the 2023-24 LCAP.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$4,756,788	The LEA did not receive additional concentration grant add-on funding.

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.17%	1.01%	\$133,648	34.18%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A review of the needs, conditions, and circumstances of Alternative Education foster youth students indicates the chronic absenteeism rate of foster youth in Community School is nearly 25% higher than the chronic absenteeism rate for all students. In consideration of this performance gap and to address this need, the Alternative Education program has specific action items in the 2023-24 LCAP to support an increase in attendance for foster youth students. School social workers will connect with families to determine barriers to daily attendance (Goal 1, Action 8). In order to engage and connect foster youth to their school campus, the program will promote field trips (Goal 1, Action 12) and purchase school-specific merchandise (Goal 1, Action 13). Parent/guardian engagement is critical to regular attendance. The Alternative Education program will continue to communicate and collaborate with parents/guardians in an effort to boost attendance of foster youth students (Goal 1, Actions 15-20). These actions are being provided on an LEA-wide basis with the expectation that any student with truancy issues will benefit. Due to the significantly higher chronic absenteeism rate of the program’s foster youth students, the chronic absenteeism rate for foster youth students should decrease at a higher rate than the chronic absenteeism rate for all other students.

Although the gap has decreased program wide from the 2022-23 school year, the suspension rate for socioeconomically disadvantaged students and English learners is higher than the suspension rate for all students. In order to address this need, the Alternative Education program has specific items in the 2023-24 LCAP to provide behavior interventions and support for socioeconomically disadvantaged students and English learners, including utilizing school social workers to promote a school environment that is responsive to the needs of students (Goal 1, Action 8), contracting with the Kern County Probation Department to provide intensive supervision and intervention (Goal 1, Action 9), utilizing campus supervisors to improve school climate and help ensure campus safety (Goal 1, Action 10), and providing CPI training to equip staff with crisis prevention and intervention skills (Goal 1, Action 11). These

actions are being provided on an LEA-wide basis with the expectation that all students will benefit from increased intervention and support. Due to a higher suspension rate among socioeconomically disadvantaged students and English learners, the suspension rate among these student groups should decrease at a higher rate than the suspension rate for all students.

It can be challenging to determine the social emotional needs of students based upon unduplicated status. Given that many Alternative Education students have inconsistent school and/or home environments, lack support from the traditional educational system, and are currently or have previously been incarcerated, it is likely that unduplicated students in the program have experienced a high level of trauma in their lives. Due to this, the Alternative Education program will continue to place an emphasis on supporting the social emotional well-being of unduplicated students. By supporting MTSS practices (Goal 1, Actions 1-5), utilizing AmeriCorps mentors (Goal 1, Action 6), contracting for a biannual survey to assess the social emotional needs of students (Goal 1, Action 7), and expanding the number of school social workers (Goal 1, Action 8), the program expects to see an increase in social emotional supports for all students, including unduplicated students.

Community School 2022 CAASPP scores indicate that 77.78% of all students did not meet standards in English and 92.41% of all students did not meet standards in mathematics. Of Community School English learners that tested, 88.46% did not meet standards in English and 96.15% did not meet standards in mathematics. Of Community School socioeconomically disadvantaged students that tested, 78.17% did not meet standards in English and 93.48% did not meet standards in mathematics. CAASPP scores for Foster Youth students in Community School are not available due to the low number of students tested. Court School 2022 CAASPP scores indicate that 89.47% of all students did not meet standards in English and 96.61% of students did not meet standards in mathematics. Of Court School socioeconomically disadvantaged students that tested, 90.20% did not meet standards in English and 96.23% did not meet standards in mathematics. CAASPP scores for Court School English learners and foster youth are not available due to the low number of students tested. Goal 2 of the 2023-24 LCAP consists of a variety of action items to support the academic needs of unduplicated pupils including, but not limited to, instructional support, curriculum, and technology. Action items that support academic instruction include maintaining a low student-to-teacher ratio to support specialized instruction and intervention (Goal 2, Action 1), utilizing paraprofessionals to provide individual and small group support (Goal 2, Action 2), and providing CTE and career-readiness instructional options for students (Goal 2, Actions 16-22). Curriculum support includes implementing a standards-based curriculum with built-in English and mathematics intervention (Goal 2, Action 4), maintaining Educational Associates – Technology to ensure minimal interruptions to instruction and learning (Goal 2, Action 12), contracting with Impero to ensure a safe and secure learning environment (Goal 2, Action 14), and updating hardware as needed to support the academic process (Goal 2, Action 15). Additional supports include purchasing student incentives related to assessments (Goal 2, Action 30), providing bus passes for students with transportation concerns to reduce absences (Goal 2, Action 31), and utilizing an automated substitute system to ensure quality substitutes to deliver instruction and provide support (Goal 2, Action 32). The intent of these actions is to support the academic needs of socioeconomically disadvantaged students and English learners with the expectation that all students will benefit. The program expects to see a greater decrease in the percentage of socioeconomically disadvantaged students and English learners who are not meeting standards when compared to other student groups.

The actions listed below from the 2022-23 LCAP that contributed to increased and improved services to foster youth, English learners, and low-income students were deemed effective based on stakeholder feedback and local data. These actions are also included in the 2023-24 LCAP based on the following rationale:

Goal 1, Action 5: Continue to utilize RULER as the program's evidence-based social emotional curriculum. RULER helps support staff and students in understanding the value of emotions, building emotional intelligence skills, and creating and maintaining a positive school climate. Rationale: This social emotional curriculum assists students with recognizing, understanding, labeling, expressing, and regulating their emotions. According to the 2023 LCAP survey, almost 82% of students indicated the social emotional lessons they have been learning in school are helpful. Continued implementation of this

action will further assist students with regulating their emotions. The program expects to continue to see an increase in the percentage of students who indicate the social emotional lessons they learn at school are beneficial.

Goal 1, Action 7 and Goal 2, Action 13: Contract with BrightBytes to biannually survey staff and students to determine supports needed related to social emotional learning and technology. Rationale: This survey provides the program with data related to the social emotional and technology needs of staff and students. The program utilizes BrightBytes data to inform technology purchases and provide training related to technology and social emotional supports for students. Data from the November 2022 survey indicates students are learning how to manage their emotions, persevere through frustration, and manage excitement. According to this survey, 71% of students agree or strongly agree that their school encourages technology use for learning. Teachers indicated they have received appropriate training to support student use of technology. Continuing with this action will provide the program with needed data related to the social emotional and technology needs of staff and students.

Goal 1, Action 8: School social workers will consult and collaborate with school personnel, promote a school environment that is responsive to the needs of students, and provide individual, group, and family counseling to support the needs of students and their families. Rationale: Data from the 2021-22 and 2022-23 school years indicates the school social worker provided direct services to students in the areas of anger management, brief cognitive behavioral therapy, Forward Thinking interactive journaling, problem solving, conflict resolution, and self care activities. Family referrals to community service providers were given in the areas of pregnancy/parenting, mental health, grief counseling, homeless services, and gang prevention. The intent of continuing this action is to increase the attendance rate and the percentage of parents/guardians who indicate through the LCAP survey that the school values them as important partners in their child's education. The Alternative Education program will increase the number of school social workers for the 2023-24 school year.

Goal 1, Action 9: Contract with Kern County Probation Department to provide additional intensive intervention and educational support for court-ordered and probation referred students through transportation, re-engagement, and MTSS strategies. Rationale: Probation officers provide intervention and educational supports for students as needed and are stakeholders on the MTSS Leadership Teams. Collaboration between school staff and probation staff provides students with the tiered services needed to be successful both behaviorally and academically. SWIFT-FIA data indicates that progress is being made toward full MTSS implementation and probation officers are a key component of that work. Continuing with this action item will further strengthen the MTSS practices already in place.

Goal 1, Action 10: Continue to utilize campus supervisors at various Community School sites to improve school climate through regular classroom visits, building relationships with students, and helping to ensure campus safety. Rationale: Of Community School students who participated in the 2023 LCAP survey, 77.6% agreed with the statement, "My school provides students with a safe place to learn," with an additional 14.8% being undecided. Students need to feel safe at school in order for them to attend regularly and engage in their education. The continued implementation of this action item should correlate to an increase in the attendance rate and the percentage of students who indicate through the LCAP survey that their school provides students with a safe place to learn.

Goal 1, Action 11: Provide Community School staff with CPI training in order to equip staff with the necessary skills related to crisis prevention and intervention. Rationale: CPI training teaches staff best practices for managing difficult situations and disruptive behaviors. Staff learn how to identify at-risk students and use verbal and nonverbal techniques to defuse hostile behaviors. Due to the COVID-19 pandemic, staff CPI certifications expired due to the inability to provide the necessary training. During the 2021-22 school year, three staff members became certified trainers and began training staff. Continued implementation of this training correlates with providing a safe environment for all staff and students. The program expects to see an increase in the percentage of staff and students who indicate through the LCAP survey that their school provides students with a safe place to learn.

Goal 1, Action 12: Provide students with opportunities for field trips to places such as museums, leadership conferences, and college campuses in order to increase student engagement. Rationale: In order to engage students in their education and provide them with options post-graduation, the Alternative Education program offers field trips and leadership opportunities to students. Students were unable to attend field trips in 2021-22 due to the COVID-19 pandemic and attended minimal events in 2022-23. The intent of continuing this action is to see an increase in the graduation rate and an increase in the percentage of students who indicate through the LCAP survey that their school is preparing them for their future.

Goal 1, Action 13: Provide merchandise specific to each school site and its mascot to foster a sense of community among students. Rationale: Building a sense of community supports students' social emotional well-being. Students who feel a connection to their school are more likely to attend on a regular basis and actively engage in their education. Of students who participated in the 2023 LCAP survey, 49.5% agreed with the statement, "Students look forward to attending school each day," with 24.5% being undecided. The intent of continuing this action item is to increase the attendance rate and increase the percentage of students who indicate through the LCAP survey that they look forward to attending school each day.

Goal 1, Action 15: Provide outreach opportunities to parents/guardians of students identified as foster youth, low income, English learner, homeless, and/or with exceptional needs in order to increase parent/guardian engagement. Rationale: Parent/guardian support is critical to the educational process. The Alternative Education program will continue to invite parents/guardians to school functions, such as Back to School Night events and Town Hall meetings, and encourage parents/guardians to participate on an advisory committee. Of parents/guardians who participated in the 2023 LCAP survey, 100% agreed that the school values them as important partners in their child's education. The intent of continuing this action is to increase the number of parents/guardians who participate in school events and activities.

Goal 1, Action 19 and Goal 2, Action 33: Utilize available functions in Aeries to allow parents/guardians online access to their student's progress. Rationale: To help engage parents/guardians in their child's education, school sites encourage parents/guardians to register for access to Parent Portal, which is available through the Aeries student management system. Parent Portal allows parents/guardians to view a variety of factors related to their child's academic progress, including attendance and the completion of assignments. Continued implementation of this action should correlate to maintaining a high percentage of parents/guardians who respond through the LCAP survey that they feel the school values them as important partners in their child's education.

Goal 1, Action 20: Utilize School Messenger to increase and improve communication with parents/guardians. Rationale: School Messenger is used to keep parents/guardians informed of important school information in a timely manner. This is a critical component of the two-way communication between school and home. 100% of parents/guardians who participated in the 2023 LCAP survey believe the school values them as important partners in their child's education. With the continued implementation of this action item, the program expects to maintain a high percentage in this area on the next LCAP survey and also see an increase in the attendance rate.

Goal 2, Action 1: Maintain a low student-to-teacher ratio in order to continue to provide a safe and effective learning environment, allowing for specialized instruction, intervention, and support for Tier 3 students. Rationale: Providing students with a low student-to-teacher ratio in all classes allows for more personalized instruction, which many Alternative Education students need in order to be successful. Teachers have been provided with professional learning in a variety of instructional strategies, social emotional components, and MTSS strategies to support students both behaviorally and academically. With the continued implementation of this action item, the program expects to see an increase in the percentage of students who indicate through the LCAP survey their school cares about them, there is an adult at their school with whom they have a positive connection/relationship, and who feel they learn a lot in their classes.

Goal 2, Action 2: Paraprofessionals will be utilized program wide in order to provide individual and small group instructional support to assist students in achieving academic success and to ensure student attendance and participation. Rationale: Given that the average Alternative Education student is

academically several grade levels behind, intensive support from additional instructional staff can help build the skills needed to close achievement gaps in English Language Arts and mathematics. The intent of continuing this action is to increase the percentage of students who meet standards on ELA and mathematics CAASPP assessments.

Goal 2, Action 4: Renew *Edmentum* licenses to provide students with engaging, grade-level appropriate standards-aligned curriculum and intervention to assist students with mastering academic content. Rationale: When students are engaged in their education, they are more likely to attend school and make progress toward graduation requirements. The use of *Edmentum* is the foundation of each teacher's instruction. Through the use of *Edmentum* and teacher instructional practices, the program expects to see an increase in the percentage of students who indicate through the LCAP survey that their teachers make them excited about learning, they learn a lot in their classes, and instruction at their school is challenging and interesting.

Goal 2, Action 12: Two Educational Associates – Technology will provide the necessary support in order to maintain instructional technology and troubleshoot technology issues as they arise to limit interruptions to instruction and learning. Rationale: During the 2021-22 school year, the Educational Associates – Technology successfully resolved over 1,600 issues related to technology. Quick response to technological concerns allows for minimal disruption to instruction and learning. Continued implementation of this action item will result in maintaining a high percentage of teachers who indicate through the BrightBytes survey that they are satisfied with the technology at their school, as referenced in Goal 2, Action 15.

Goal 2, Action 14: Contract with Impero to provide teachers with the ability to define which websites students can visit during instruction, ensuring a safe and secure teaching and learning environment. Rationale: According to the November 2022 BrightBytes data collection, 72% of teachers indicated students use technology in their classroom daily while 19% indicated they use it weekly. Given that the program uses Google and *Edmentum*, which links to outside sources, it is critical that students are limited in the websites they can access. With the continued implementation of this action item, the program expects to continue to see a minimal number of incidents related to students accessing unauthorized websites, thus increasing instructional time.

Goal 2, Action 15: Update hardware that is more than six years old at Court and Community School sites to support teaching and learning practices. Rationale: With the use of an online curriculum, purchasing new hardware to replace outdated technology is a necessity. Of teachers who participated in the November 2022 BrightBytes survey, 90% indicated the quality of technology devices at their school is average or above average. Due to utilizing an online curriculum, it will be necessary to continue to update and upgrade technology to meet the needs of the students. With the continued implementation of this action, the program expects to see a high percentage of teachers who report through the BrightBytes survey that the quality of technology devices at their school is average or above average.

Goal 2, Action 17: The CTE Building and Construction Trades teacher will provide instruction aligned with National Center for Construction Education and Research (NCCER) and OSHA to prepare students for employment in this industry sector. Rationale: The Alternative Education program offers a variety of CTE options that provide students with the skills needed to obtain employment. The construction pathway consists of a blend of instruction and application. Curriculum modules from NCCER are utilized and, upon completion, students may earn industry-recognized certification in Core Construction. Continued implementation of this action will increase the number of students who participate in CTE and increase the percentage of students who indicate through the LCAP survey that their school is preparing them for a future college and/or career path.

Goal 2, Action 30: Provide incentives to increase student engagement/improvement in the following areas: growth on ELPAC, growth in STAR Renaissance reading/math scores, and school attendance. Rationale: In order to encourage students to attend school daily and give their best effort on assessments, school sites may offer incentives to students. By continuing to implement this action, the program expects to see an increase in the percentage of English learners making progress toward English language proficiency, an increase in reading and mathematics STAR Renaissance scores, and an increase in the attendance rate.

Goal 2, Action 31: Provide bus passes to students with extenuating transportation challenges to ensure regular school attendance. Rationale: Students must attend school on a regular basis in order to receive the social emotional and academic supports needed. Students who have transportation challenges may receive a daily or monthly pass for the city's public transportation system. The program expects to see an increase in the attendance rate by continuing this action.

Goal 2, Action 32: Utilize Frontline, the automated substitute placement and absence management system, to provide qualified substitutes to deliver quality instruction. Rationale: When instructional staff is absent, it is critical that trained personnel are available to substitute in order to limit disruptions to students' education. Frontline allows the program to secure qualified teacher and paraprofessional substitutes. With the continued implementation of this action, the program expects to see an increase in the attendance rate, a decrease in the suspension rate, and an increase in the percentage of students who indicate through the LCAP survey that they look forward to attending school each day.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Through the planned LEA-wide actions in the 2023-24 LCAP, the Alternative Education program is able to meet the required Minimum Proportionality Percentage (MPP) of 34.18%. This requirement is demonstrated through Prompt 1 of the Increased or Improved Services section of the LCAP and in the Contributing Actions Table. The action items listed below are not counted as contributing toward the MPP requirement. However, the Alternative Education program feels it is important to acknowledge these action items as they are improving outcomes for English learners.

Goal 2, Action 7: Provide instructional staff with Universal Design for Learning (UDL) training. UDL uses a variety of strategies and resources to help meet the diverse learning needs of students, improve accessibility to learning opportunities, and increase student success. UDL removes barriers in learning and provides all students with an equal opportunity to succeed. Rationale: In order to support the academic needs of English learners, instructional staff will participate in a seven session UDL training series. Court School staff received training during the 2022-23 school year and Community School staff will receive training in the 2023-24 school year. The three principles of UDL – provide multiple means of representation, provide multiple means of action and expression, and provide multiple means of engagement – allows English learners to use their background knowledge to learn new information. UDL removes barriers in learning and provides English learners with an equal opportunity to succeed. Expected outcomes due to the implementation of this action include an increase in the percentage of English learners who improve by at least one proficiency level over the previous ELPAC administration, an increase in the percentage of English learners making progress toward English language proficiency, an increase in the percentage of English learners who meet standards on ELA and mathematics CAASPP assessments, an increase in the number of teachers using EL supports during instruction, and an increase in the percentage of staff who indicate through the LCAP survey that the program for English learners provides support for these students to improve their English and make progress in achieving academic standards.

Goal 2, Action 8: Provide instructional staff with Project Based Learning (PBL) training. PBL is a student-centered teaching method in which students learn by actively engaging in real-world and personally meaningful projects. Rationale: In order to support the academic needs of English learners, instructional staff will receive PBL training. Court School staff will receive training during the 2023-24 school year and Community School staff will receive training the following school year. PBL engages students in a project over an extended period of time and students then demonstrate their knowledge and skills by creating a public product for an audience. This process allows students to develop deep content knowledge as well as critical thinking, collaboration, creativity, and communication skills. Expected outcomes due to implementation of this action include an increase in the percentage of English learners who improve by at least one proficiency level over the previous ELPAC administration, an increase in the percentage of English learners making progress toward English language proficiency, an increase in the percentage of English learners who meet standards on ELA and mathematics

CAASPP assessments, and an increase in the percentage of staff who indicate through the LCAP survey the program for English learners provides support for these students to improve their English and make progress toward achieving academic standards.

Goal 2, Action 27: 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. Rationale: The Teacher – EL Specialist provides support to teachers and administrators in all areas related to English learners, including lesson planning, small group instruction, and ELPAC training and administration. Expected outcomes due to the implementation of this action include an increase in the percentage of English learners who improve by at least one proficiency level over the previous ELPAC administration, an increase in the percentage of English learners making progress toward English language proficiency, an increase in the percentage of English learners who meet standards on ELA and mathematics CAASPP assessments, an increase in the number of teachers using EL supports during instruction, and an increase in the percentage of staff who indicate through the LCAP survey that the program for English learners provides support for these students to improve their English and make progress in achieving academic standards.

Goal 2, Action 28: Biannually monitor the progress of redesignated students to ensure correct classification, placement, and additional support, if needed. Rationale: The Teacher – EL Specialist works closely with instructional staff to monitor the academic achievement of redesignated students. The expected outcome due to the implementation of this action is an increase in the percentage of redesignated students who meet standards on ELA and mathematics CAASPP assessments.

Goal 2, Action 29: Provide professional development to teachers and administrators targeted to building capacity in delivering engaging curriculum that addresses English learners' language development needs using integrated and designated ELD instruction. Rationale: Professional learning in the area of ELD continues to be a focus for the Alternative Education program. The program contracted with the county office's Instructional Services department for three years of training related to ELD and its components. Expected outcomes due to the implementation of this action include an increase in the number of teachers who utilize designated EL strategies, an increase in the percentage of English learners who improve by at least one proficiency level over the previous ELPAC administration, an increase in the percentage of English learners making progress toward English language proficiency, an increase in the percentage of English learners who meet standards on ELA and mathematics CAASPP assessments, and an increase in the percentage of staff who indicate through the LCAP survey that the program for English learners provides support for these students to improve their English and make progress in achieving academic standards.

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

The LEA did not receive additional concentration grant add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

Instructions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

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

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

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

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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