2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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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.

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	4
Outcome #2 Number of Community School Back to School Night events, as measured by sign in sheets	4	4	3	4	4
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%	29.3%	At least 30.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%	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%	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%	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%	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%	100%
Priority 6(a): School Climate – Suspension Rate Outcome #9 Suspension rate, as measured by Aeries	<u>Data from 2019-20</u> Court: 5.0% Community: 7.0%	Court: 6.4% Community: 8.9%	<u>As of 3/31/23 in KiDS</u> Court: 2.65% Community: 9.36%	<u>As of 3/29/24 in KiDS</u> Court: 8.9% Community: 10.7%	Court: 3.0% Community: 5.0%
Priority 6(b): School Climate – Expulsion Rate Outcome #10 Expulsion rate, as measured by Aeries	The Alternative Education program does not expel students.	N/A	N/A	N/A	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6(c): School Climate – Other local measures on sense of safety and school connectedness 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	Agree: 93.4% (Undecided: 2.9%)	Agree: 88.1% (Undecided: 7.6%)	Agree: 77.2% (Undecided: 10.5%)	Agree: 91.1% (Undecided: 2.2%)	At least 95.0%
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	Agree: 82.9% (Undecided: 8.3%)	Agree: 74.0% (Undecided: 15.5%)	Agree: 77.6% (Undecided: 14.80%)	Agree: 71.0% (Undecided: 17.4%)	86.0%
Outcome #13 Percentage of students who agree with the statement, "The staff at this school cares about me," as measured by the LCAP survey	Agree: 74.8% (Undecided: 16.8%)	Agree: 67.0% (Undecided: 22.7%)	Agree: 72.1% (Undecided: 13.73%)	Agree: 62.3% (Undecided: 22.4%)	81.0%
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	Agree: 71.4% (Undecided: 19.0%)	Agree: 68.3% (Undecided: 16.4%)	Agree: 73.0% (Undecided: 14.7%)	Agree: 72.8% (Undecided: 12.7%)	78.0%
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	Agree: 78.5% (Undecided: 11.5%)	Agree: 73.5% (Undecided: 18.9%)	Agree: 81.8% (Undecided: 13.2%)	Agree: 75.6% (Undecided: 13.3%)	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 of 40% of SWIFT-FIA items Community: Installing stage of 45% 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

Goal Analysis

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

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

The Alternative Education program was successful in implementing all action items under Goal 1 in the 2023-24 LCAP. The program supported the social emotional needs of students through staffing, professional learning, curriculum implementation, contracts, and parent engagement. By the end of the school year, staff will have attended five trainings related to Restorative Justice practices and four trainings related to de-escalation techniques. Staff continued to receive support related to the trauma informed practice trainings they received over the last several years. Additional successes related to Goal 1 include daily social emotional lessons for students through the use of RULER curriculum, providing students with school site specific merchandise to foster a sense of community, and employing staff to further MTSS efforts.

Action 7 (BrightBytes Contract) was implemented but not as planned. The program previously contracted with BrightBytes to biannually survey staff, students, and parents/guardians in the areas of technology and social emotional learning. During the summer of 2023, BrightBytes informed the program it would no longer be providing this service. The Teacher-Technology Specialist was able to create a similar survey to distribute to educational partners in order to complete the action item and meet the needs of the program. Action 15 (Parent Engagement) and Action 16 (Parenting Classes) were implemented. However, low parent/guardian attendance at events and workshops continues to be a challenge for the Alternative Education program. While there are many opportunities for parents/guardians to attend school events and participate in committees, the program has historically struggled to secure consistent involvement due to the high turnover rate of students.

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 2023-24 LCAP totaled $794,285 (LCFF funds only). Actual expenditures were approximately $803,000 (LCFF funds only). Minimal differences were experienced between budgeted expenditures and estimated actual expenditures. As mentioned above, Action 7 (BrightBytes Contract) was completed without the use of funds.

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

The Alternative Education program has shown tremendous growth in the area of social emotional learning over the last three years due to staff training and implementation of MTSS practices. Court and Community Schools do not function like traditional schools where the majority of students attend the same school year after year. Over the three-year LCAP cycle, the average length of enrollment was 45 days for Court School and 79 days for Community School. When comparing metrics such as suspension rate and survey data from year to year, it must be acknowledged that different students are being compared from one year to the next. Therefore, data may not consistently increase or decrease as would be expected in a traditional school that compares the same students over time. Short enrollment periods can make it challenging to determine if an action is effective or ineffective.

Action 1 (Professional Learning and Coaching) effectively equipped staff to support the increased level of need students are exhibiting related to their mental health and social emotional well-being. Action 2 (MTSS Program Specialist), Action 3 (Multi-Tiered Systems of Support), Action 4 (MTSS School Site Teams), Action 6 (AmeriCorps Mentors), and Action 8 (School Social Workers) worked in conjunction to effectively support MTSS implementation at school sites. As evidenced in the metric section, the majority of students surveyed each year feel the staff at their school cares about them and they have a positive connection/relationship with at least one adult at their school. Data related to the SWIFT-FIA indicates a positive trend in MTSS implementation practices. Action 5 (RULER Curriculum) provided students with daily social emotional lessons. The last three LCAP surveys indicate the percentage of students who feel learning these skills has been helpful for them is strong, from the lower end of 73.5% to the higher end of 82.0%. Program data indicates the combined efforts of Actions 1-6 and 8 had a positive correlation with the social emotional well-being of students.

Action 9 (Contract with Kern County Probation Department), Action 10 (Campus Supervisors), Action 11 (Nonviolent Crisis Response Training), Action 12 (School Engagement), Action 13 (School Connectedness), and Action 14 (Health and Wellness Program) worked together to effectively help support schools in having a positive climate and students feeling connected to their school. Overall, the established metrics support these actions. Over the three-year LCAP cycle, student responses on the LCAP survey in regard to feeling safe at school have fluctuated between 71.0% and 77.7% and the majority of students indicate they feel connected to at least one staff member. An outlier metric is the suspension rate, which has seen variability in Court School and an increase in Community School over the last three years. Program data indicates that over 54% of students who enroll in Community School were referred due to a California Education Code violation, of which a student can be suspended for. The program provided other means of corrective action when possible in lieu of suspension and worked with students and families to provide supports needed to help students reduce behaviors for which they could be suspended, including Aggression Replacement Training and substance abuse counseling. The combined impact of Actions 9-14 supported a positive school climate and a feeling of connectedness for students.

Action 15 (Parent Engagement), Action 16 (Parenting Classes), Action 17 (Community Schools Outreach and Engagement Facilitator), Action 18 (TRACK), Action 19 (Aeries), and Action 20 (School Messenger) worked in conjunction to effectively support parent/guardian involvement. Specifically, parents/guardians of students who are identified as English learners, low income, homeless, foster youth, or have a disability received additional outreach related to attendance at school events and meetings. Aeries Parent Portal and School Messenger are added layers of communication with parents/guardians. The program saw an increase in both parent/guardian attendance at Town Hall meetings and parent/guardian participation in the LCAP survey during the 2023-24 school year. Through the School Wellness department, a variety of parent courses are offered annually, including Parent Project. The Community Schools Outreach and Engagement Facilitator has been in place since February 2023 and has strengthened ties between schools, families, and the community as evidenced by the offering of community events. The Alternative Education program believes the impact of Actions 15-20 has had a positive correlation to parent/guardian engagement while acknowledging that continued efforts need to be made in this area.

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.

Due to the increase in requirements associated with the LCAP, the Alternative Education program will focus predominately on including actions that are contributing to increased or improved services for students, required actions for Differentiated Assistance, English learners and long-term English learners, and 2023 Dashboard performance, and those that are funded by Equity Multiplier funds. Therefore, Action 1 (Teacher Staffing), Action 2 (Paraprofessionals), Action 3 (Outlying School Sites), Action 4 (*Edmentum* Curriculum), Action 8 (Project Based Learning), Action 12 (Educational Associates – Technology), Action 14 (Impero Contract), Action 15 (Hardware Update), Action 17 (CTE Building and Construction Trades), Action 26 (Academic Advisors), Action 27 (Teacher – EL Specialist), Action 29 (English Learner Professional Development), Action 31 (Transportation), Action 32 (Frontline), and Action 33 (Aeries) will remain in the LCAP. Metrics will be updated to reflect the data needs of the included actions. In addition, desired outcomes will be updated to reflect appropriate growth from baseline data over the three-year LCAP cycle.

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.

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%	97%	100%
Outcome #2 Percentage of teachers appropriately assigned, as measured by teacher accreditation	100%	100%	100%	100%	100%
Outcome #3 Percentage of teachers who hold appropriate EL authorization, as measured by teacher accreditation	100%	98.3%	95.6%	100%	100%
Priority 1(b): Basic Services – Pupil access to standards-aligned materials Outcome #4 Percentage of students that have access to standards-aligned materials, as measured by curriculum and supplemental materials	100%	100%	100%	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1(c): Basic Services – School facilities maintained in good repair Outcome #5 All facilities will have an overall rating of "Good," as measured by the Facilities Inspection Tool (FIT)	"Good" rating for all facilities	"Good" rating for all facilities	"Good" rating for all facilities	Average of "Good" rating for all facilities	"Good" rating for all facilities
Priority 2(a): Implementation of State Standards – Implementation of CA academic and performance standards 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	Agree: 81.7% (Undecided: 11.7%)	Agree: 72.9% (Undecided: 20.3%)	Agree: 75.0% (Undecided: 18.8%)	Agree: 61.1% (Undecided: 33.3%)	Agree: 88.0%
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	Agree: 91.7% (Undecided: 0%)	Agree: 90.0% (Undecided: 10.0%)	Agree: 71.4% (Undecided: 14.3%)	Agree: 75.0% (Undecided: 0%)	Agree: 95.0%
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: 50.0% (Undecided: 33.3%)	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: 75.0% (Undecided: 0%)	Agree: 70.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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: 61.1% (Undecided: 33.3%)	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: 50.0% (Undecided: 25.0%)	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	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 *Edmentum*, as measured by sign in sheets	No data	100% of teachers who use *Edmentum* received training. (CTE teachers do not use *Edmentum*.)	Professional learning previously completed.	N/A	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3(a): Parental Involvement – Efforts to seek parent input in making decisions for districts and school sites 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	96.2%	Agree: 82.4% (Undecided: 13.7%)	100%	Agree: 87.1% (Undecided: 5.7%)	Agree: 95.0%
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	94.2%	Agree: 86.3% (Undecided: 11.8%)	100%	Agree: 91.6% (Undecided: 4.2%)	Agree: 95.0%
Outcome #16 Number of LCAP Town Hall meetings, as measured by sign in sheets	7	5	4	8	7
Outcome #17 Number of parent/guardian participants at LCAP Town Hall meetings, as measured by sign in sheets	23	8	15	30	28
Outcome #18 Number of parent/guardian LCAP survey respondents, as measured by the LCAP survey	52	59	22	73	62

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4(a): Pupil Achievement – Statewide Assessments 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	20%	Court: 57.1% increased their Overall performance from 2019 to 2021 Community: 47.6% increased their Overall performance from 2019 to 2021	Court: 30.8% increased their Overall performance from 2021 to 2022 Community: 40.7% increased their Overall performance from 2021 to 2022	Court: 57.1% increased their Overall performance from 2022 to 2023 Community: 42.9% increased their Overall performance from 2022 to 2023	At least 25.0%
Outcome #20 CAASPP Standard Met/Standard Exceeded rate, as measured by CAASPP	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: 0% Math: 0% Community English: 7.36% Math: 0%	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	Court: 17.50% Community: 22.78%	Court: 31.48% Community: 51.78%	Court: 31.58% Community: 44.10%	Court: 36.29% Community: 41.10%	Court: 19.00% Community: 24.00%
Outcome #22 Percentage of students that scored Near Standard or Above Standard in Writing, as measured by CAASPP	Court: 11.25% Community: 18.89%	Court: 11.11% Community: 30.54%	Court: 3.51% Community: 21.74%	Court: 7.69% Community: 20.86%	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	Court: 0% Community: 3.39%	Court: 5.66% Community: 17.47%	Court: 5.08% Community: 13.29%	Court: 1.96% Community: 8.64%	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	Court: 2.19% Community: 14.41%	Court: 41.51% Community: 48.19%	Court: 25.42% Community: 34.18%	Court: 17.65% Community: 38.04%	Court: 3.50% Community: 16.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Outcome #25 Percentage of students that scored Proficient/ Advanced on the California Science Test, as measured by CAST	Court 12th grade: 0% Community 8th grade: 0% 12th grade: 1.72%	Court 12th grade: Standard Met/ Exceeded: 0% Standard Nearly Met: 70.59% Community 8th grade: Standard Met/ Exceeded: 0% Standard Nearly Met: 45.45% 12th grade: Standard Met/ Exceeded: 5.56% Standard Nearly Met: 61.11%	Court 12th grade: Standard Met/ Exceeded: 4.17% Standard Nearly Met: 58.33% Community 8th grade: Standard Met/ Exceeded: 6.45% Standard Nearly Met: 35.48% 12th grade: Standard Met/ Exceeded: 7.14% Standard Nearly Met: 42.86%	Court 8th grade: Standard Met/ Exceeded: 0% Standard Nearly Met: 0% 12th grade: Standard Met/ Exceeded: 0% Standard Nearly Met: 66.67% Community 8th grade: Standard Met/ Exceeded: 0% Standard Nearly Met: 19.51% 12th grade: Standard Met/ Exceeded: 7.14% Standard Nearly Met: 64.29%	Court 12th grade: 1.50% Community 8th grade: 1.50% 12th grade: 3.00%
Priority 4(b): Pupil Achievement – Percentage of pupils completing a-g requirements Outcome #26 Number of students that earned academic credit in an a-g course, as measured by course enrollment	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)	27 students (2.8% of students enrolled for at least 30 days through 3/29/24)	5% of enrolled students (This metric depends on the number of students enrolled during the school year.)
Priority 4(c): Pupil Achievement – Percentage of pupils completing CTE sequences/programs Outcome #27 Number of students that completed a CTE pathway	0 This is a required metric but not applicable to Alternative Education due to short enrollment periods.	0	0	0	0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4(d): Pupil Achievement – Percentage of pupils completing both a-g requirements and CTE sequences/programs Outcome #28 Number of students completing both a-g requirements and CTE sequences/programs	0 This is a required metric but not applicable to Alternative Education due to short enrollment periods.	0	0	0	0
Priority 4(e): Pupil Achievement – Percentage of ELs making progress toward English proficiency Outcome #29 Percentage of ELs making progress toward English language proficiency, as measured by ELPAC	Court: 62.5% Community: 32.5%	Court: 20.0% Community: 36.1%	Court: 40.9% Community: 38.8%	Court: 53.3% Community: 41.4%	Court: At least 50.0% Community: At least 30.0%
Priority 4(f): Pupil Achievement – English learner reclassification rate Outcome #30 Reclassification rate, as measured by ELPAC scores and the program's reclassification recommendation criteria	7.5%	0.3%	0.5%	1.1%	At least 5.0%
Priority 4(g): Pupil Achievement – Percentage of pupils passing AP exam with a 3 or higher Outcome #31 Percentage of pupils passing AP exam with a 3 or higher	The Alternative Education program does not offer AP classes in its Course of Study.	N/A	N/A	N/A	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4(h): Pupil Achievement – Percentage of pupils who participate in and demonstrate college preparedness on EAP Early Assessment Program (or other) Outcome #32 Percentage of students who score at the Standard Exceeded rate, as measured by CAASPP	Court English: 0% Math: 0% Community English: 0.56% Math: 0%	Court English: 0% Math: 0% Community English: 1.19% Math: 0%	Court English: 0% Math: 0% Community English: 1.85% Math: 0%	Court English: 0% Math: 0% Community English: 1.23% Math: 0%	Court English: 1.50% Math: 1.50% Community English: 2.00% Math: 1.50%
Priority 5(a): Pupil Engagement – School Attendance Rate Outcome #33 School attendance data, as measured by Kern Integrated Data System	Through 4/2/21 Court: 86.0% Community: 79.0%	Through 4/8/22 Court: 87.2% Community: 78.2%	Through 3/31/23 Court: 85.0% Community: 87.5%	Through 3/29/24 Court: 85.1% Community: 84.8%	Court: 90.0% Community: 85.0%
Priority 5(b): Pupil Engagement – Chronic Absenteeism Rate Outcome #34 Chronic absenteeism rate, as measured by the California School Dashboard and DataQuest	2019 Dashboard Court: 8.3% Community: 74.5%	2020-21 DataQuest Data Court: 30.5% Community: 88.0%	2022 Dashboard Court: 12.5% Community: 69.6%	2023 Dashboard Court: 6.1% Community: 77.7%	Court: 6.3% Community: 54.5%
Priority 5(c): Pupil Engagement – Middle School Dropout Rate Outcome #35 Middle school dropout rate, as measured by student attendance data	N/A	N/A	N/A	N/A	N/A
Priority 5(d): Pupil Engagement – High School Dropout Rate Outcome #36 High school dropout rate, as measured by countywide data	County offices of education are assigned the countywide dropout rate. 32.5%	Countywide rate: 38.2%	Countywide rate: 32.8%	Countywide rate: 33.2%	County offices of education are assigned the countywide dropout rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5(e): Pupil Engagement – High School Graduation Rate Outcome #37 High school graduation rate, as measured by the California School Dashboard	Court: 69.0% Community: 76.5%	Court: 66.7% Community: 74.5%	Court: 32.6% Community: 44.4% DASS Rate: Court: 59.1% Community: 82.5%	Court: 28.3% Community: 34.6% 2022 DASS Rate: Court: 59.1% Community: 82.5%	Court: 71.0% Community: 78.5%
Priority 7(a): Course Access – Extent to which pupils have access to and are enrolled in a broad course of study Outcome #38 Number of students enrolled in CTE, as measured by course enrollment	138	291	223 (11.5% of students enrolled through 3/31/23)	262 (26.4% of students enrolled through 3/29/24)	40% of enrolled students (This metric depends on the number of students enrolled during the school year.)
Outcome #39 Number of students enrolled in exploratory career pathways, as measured by course enrollment	144	498 (30.2% of students enrolled through 4/1/22)	442 (22.8% of students enrolled through 3/31/23)	588 (59.2% of students enrolled through 3/29/24)	40% of enrolled students (This metric depends on the number of students enrolled during the school year.)
Outcome #40 Number of students enrolled in UC/CSU required courses, as measured by course enrollment	This data is not tracked by the Alternative Education program.	N/A	N/A	N/A	N/A
Outcome #41 Number of AP courses offered	The Alternative Education program does not offer AP courses in its Course of Study.	N/A	N/A	N/A	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7(b): Course Access – Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils Outcome #42 Course access for unduplicated pupils, as measured by course enrollment	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 are offered to all student populations.	All courses of study will continue to be offered to all student populations.
Outcome #43 Teacher reported frequency of student computer use in the classroom, as measured by the BrightBytes survey	Almost daily: 81% Weekly: 15%	Daily: 79% Weekly: 11%	Daily: 72% Weekly: 19%	Daily: 78% Weekly: 15%	Daily: 90% Weekly: 10%
Priority 7(c): Course Access – Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs Outcome #44 Course access for pupils with exceptional needs, as measured by course enrollment	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 are ensured all services and programs identified in their IEPs.	Students will continue to be ensured all services and programs identified in their IEPs.
Outcome #45 Number/rate of course offerings for students with exceptional needs, as measured by the number of Learning Centers	10 Learning Centers	10 Learning Centers	10 Learning Centers	9 Learning Centers	10 Learning Centers
Priority 8: Other Pupil Outcomes Outcome #46 STAR Renaissance Pre/Post average growth, as measured by STAR	<u>2019-20 Data</u> Court Reading: 7 months Math:4.5 months Community Reading: 22 days Math: 3 months	<u>Fall 2021 Data</u> Court Reading: 8.4 months Math: 9.4 months Community Reading: 5.6 months Math: 11 months	<u>Fall 2022 Data</u> Court Reading: 10 months Math: 9 months Community Reading: 5 months Math: 6 months	<u>Fall 2023 Data</u> Court Reading: 8 months Math: 6 months Community Reading: 3 months Math: 3 months	Court Reading: 7 months Math: 5 months Community Reading: 3 months Math: 4 months

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	Agree: 73.3% (Undecided: 16.3%)	Agree: 65.3% (Undecided: 17.0%)	Agree: 54.4% (Undecided: 22.8%)	Agree: 73.4% (Undecided: 13.3%)	Agree: 81.3%
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: 66.4% (Undecided: 12.1%)	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: 65.1% (Undecided: 17.1%)	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: 48.2% (Undecided: 23.1%)	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	Quarterly
Outcome #52 Frequency of meetings held with superintendents of Kern County districts, as measured by email invitations	Monthly	Monthly	Monthly	Monthly	Monthly
Outcome #53 Frequency of District Student Tracking List, as measured by student database queries	Monthly	Monthly	Monthly	As requested by districts	Monthly

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Outcome #54 Frequency of KHSD Referral List monitoring, as measured by student database queries	Monthly	Monthly	Monthly	As requested by districts	Monthly
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	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	Biannually	Quarterly
Outcome #57 Frequency of transition counselors' attendance at AB 490 Liaison meetings, as measured by sign in sheets	Quarterly	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	All services maintained

Goal Analysis

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

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

The Alternative Education program was successful in implementing all action items under Goal 2 in the 2023-24 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 Community School instructional staff, Project Based Learning (PBL) training for Court School instructional staff, and ELD training for teachers and administrators. 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.

Action 2 (Paraprofessionals) was implemented as planned. However, due to retirements and resignations, the program had several positions to fill. This process took longer than anticipated due to a lack of qualified applicants. The program was able to fill some paraprofessional positions in January of 2024. Additional paraprofessional positions are anticipated to be filled in the spring of 2024. The program has been utilizing temporary staff in the open positions. Action 13 (BrightBytes Contract) is a duplicative action from Goal 1 and the challenges associated with this action were discussed in the Goal Analysis section of Goal 1.

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 2 of the 2023-24 LCAP totaled $4,193,090 (LCFF funds only). Actual expenditures were approximately $5,315,540 (LCFF funds only). There were three actions in Goal 2 that had material differences between budgeted expenditures and estimated actual expenditures. Funds for Action 1 (Teacher Staffing) were higher than expected. A change was made in how extra help teachers are employed and the program is now required to pay a higher salary in addition to benefits. Funds for Action 3 (Outlying School Sites) were higher than what was budgeted for within the LCAP. The program only included in the LCAP the annual lease amounts for outlying facilities. Additional costs to run school sites, including maintenance and operation costs, were added in addition to the lease amounts. Funds for Action 15 (Hardware Update) were higher than anticipated due to needing to update more technology than anticipated.

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

The Alternative Education program continues to provide a quality education for students during their enrollment, with an emphasis on preparing each student for college and/or a career. A recent analysis determined that the average high school student enrolls deficient 47 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 closing these deficit gaps and building students' basic skills in an effort to bring student achievement up to grade level. The short enrollment periods that were discussed in the Goal Analysis section of Goal 1 can negatively impact students academically. The Alternative Education program has very little time with each student to determine their areas of strength and needs and formulate a plan to address their academic deficiencies.

Action 1 (Teacher Staffing), Action 2 (Paraprofessionals), Action 3 (Outlying School Sites), Action 4 (*Edmentum* Curriculum), Action 5 (*Edmentum* Training), Action 6 (Common Core Implementation), Action 7 (Universal Design for Learning), Action 8 (Project Based Learning), Action 9 (AmeriCorps Mentors), Action 10 (Program Specialist – Alternative Education), Action 23 (Intervention/Enrichment Teachers), and Action 32 (Frontline) collectively helped effectively support the academic needs of students. Teacher credentialing/authorization and access to materials support the foundation needed in order to successfully support students. Several metrics in Goal 2 are related to instructional questions from the LCAP survey. There has been variance in certificated staff and administrative responses over the years regarding instruction being rigorous, grade level appropriate, tied to the Common Core State Standards, and differentiated for the individual needs of students. Over the three-year LCAP cycle, there has been a higher change in staffing than

normal which means different people are answering the survey questions every year. The Alternative Education program has been providing a variety of professional learning (Universal Design for Learning, Project Based Learning, ELD supports) that take time to establish and to use consistently and effectively in instruction. Due to the program testing different students each year, it is difficult to place emphasis on the outcome of CAASPP scores, especially when the scores reflect a small sampling of students. Court School's 2023 CAASPP scores were based on 15 eligible students in ELA and 16 eligible students in mathematics, which is 1.3% of students enrolled throughout the year. Community School's 2023 CAASPP scores were based on 66 eligible students in ELA and 68 eligible students in mathematics, which is 5.2% of students enrolled throughout the year. The program elects to focus on STAR Renaissance reading and math scores as it provides data in real time. Students are tested upon enrollment and every 60 days thereafter. Teachers have immediate access to the results in order to support student needs. Over the three-year LCAP cycle, Court and Community School students have shown more than the average growth that would be expected over a 60-day period. The program offers courses in all areas that meet the University of California's admission requirements. Due to the low reading ability of many Alternative Education students, the program must first address students' academic gaps prior to them participating in an a-g level course. Therefore, the program has a small number of students who earn academic credit in an a-g course on an annual basis. The program's graduation rate has fluctuated over the years. This data is dependent on the number of seniors enrolled each year and their credit standing. When a credit-deficient fourth year student enrolls in the Alternative Education program, the program is held responsible for graduating that student on time, even if it is not feasible for them to complete the amount of credits necessary in the available time frame. During the 2022-23 school year, 129 students graduated from the Alternative Education program. Students with disabilities are supported by both general education and special education staff. Students with an IEP are ensured all services and programs identified in their IEPs. The number of Learning Centers offered program-wide is dependent on the number of students with disabilities that are enrolled at any given time. The Alternative Education program believes that Actions 1-10, 23, and 32 are having a positive impact on the educational needs of students even though not all metrics show a positive correlation.

Action 11 (Teacher – Technology Specialist), Action 12 (Educational Associates – Technology), Action 13 (BrightBytes Contract), Action 14 (Impero Contract), and Action 15 (Hardware Update) worked together to effectively support the academic technology needs of staff and students. BrightBytes survey data, and more recently, program generated survey data, indicated that staff and students have adequate and necessary technology. Staff also indicated they received appropriate training and support related to technology in the classroom. The combined effect of staffing, technology safety provisions, and functioning technology ensure that staff and students are supported.

Action 16 (CTE Program Specialist), Action 17 (CTE Building and Construction Trades), Action 18 (CTE Culinary and Hospitality), Action 19 (CTE Medical), Action 20 (CTE Career Exploration – Trades Workshops), Action 21 (Vocational Automotive), Action 22 (JobsPlus! Job Ready Work-Based Learning), Action 24 (College and Career Readiness Facilitator), and Action 25 (Career Associates) effectively supported the job and career readiness needs of participating students. The number of students who participate in Alternative Education's robust CTE program depends upon the number of students enrolled and student interest. The majority of students who participated in the annual LCAP survey indicated their school is preparing them for a future college and/or career path. During the 2022-23 school year, 387 industry-recognized certifications were awarded, 223 students were enrolled in a CTE course, 442 students were enrolled in a Career Readiness/Exploration class, and 35 students participated in Jobs!Plus which resulted in 20 paid internships. The combined impact of Actions 16-22 and 24-25 prepares students for opportunities post-high school graduation.

Action 27 (Teacher – EL Specialist), Action 28 (Redesignated Students Monitoring), and Action 29 (English Learner Professional Development) effectively support the academic needs of English learners and students who have been reclassified. Court and Community School ELs consistently show progress in their annual ELPAC assessment and show progress toward English language proficiency. Staff responses on the LCAP survey indicated most staff believe that English learners are provided the necessary supports to be successful in school and make progress toward mastering the English language. The program intentionally has a low reclassification rate. If the student will not be graduating with the Alternative Education program, the program elects to let the home district reclassify the student since the student was likely enrolled with Alternative Education for a short period of time. Data supports Actions 27-29 as being effective for the program's English learners.

Action 31 (Transportation) is supported by providing public transportation passes to students who have indicated they have barriers getting to school. Due to the size of Kern County and the lack of designated funding, the Alternative Education does not provide transportation. Most school districts do not provide transportation for the students they refer, except under certain circumstances. In order to support a high attendance rate and decrease the

chronic absenteeism rate, the program has elected to provide bus passes to students in need. Due to the high turnover of students, it is challenging to correlate the issuance of a bus pass to a consistent and long-term improved attendance rate.

Action 26 (Academic Advisors) has been in place for approximately six months. The Academic Advisors meet with students to review credit standing, assist with FAFSA requirements, complete graduation reviews, and maintain a monthly contact log. The program anticipates this position having a positive impact on students, specifically seniors, but the position is too new to adequately evaluate effectiveness.

Action 30 (Student Incentives) is used sporadically between schools and consistent data is not tracked. Therefore, the effectiveness or ineffectiveness of this action cannot be appropriately measured. This action will be removed from the LCAP moving forward.

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.

Due to the increase in requirements associated with the LCAP, the Alternative Education program will focus primarily on including actions that are contributing to increased or improved services for students, required actions for Differentiated Assistance, English learners and long-term English learners, and 2023 Dashboard performance, and those that are funded by Equity Multiplier funds. Therefore, Action 1 (Teacher Staffing), Action 2 (Paraprofessionals), Action 3 (Outlying School Sites), Action 4 (*Edmentum* Curriculum), Action 12 (Educational Associates – Technology), Action 14 (Impero Contract), Action 15 (Hardware Update), Action 17 (CTE Building and Construction Trades), Action 26 (Academic Advisors), Action 31 (Transportation), Action 32 (Frontline), and Action 33 (Aeries) will remain in the LCAP. Metrics will be updated to reflect the data needs of the included actions. In addition, desired outcomes will be updated to reflect appropriate growth from baseline data over the three-year LCAP cycle.

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.

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	2022 Results ELA: 8.25% Math: 1.89%	New metric to 2023-24 LCAP	New metric to 2023-24 LCAP	ELA: 5.31% Math: 0%	ELA: 8.75% Math: 2.39%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Outcome #2 Socioeconomically Disadvantaged student group CAASPP Standard Met/Standard Exceeded rate, as measured by CAASPP	2022 Results ELA: 8.45% Math: 1.45%	New metric to 2023-24 LCAP	New metric to 2023-24 LCAP	ELA: 6.85% Math: 0%	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	Through 3/29/24 40%	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	Through 3/29/24 40%	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	Data not available until after 6/30/24	55.1%
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	Data not available until after 6/30/24	54.0%
Outcome #7 Students with Disabilities student group high school graduation rate, as measured by Aeries	53.0%	New metric to 2023-24 LCAP	New metric to 2023-24 LCAP	Data not available until after 6/30/24	54.0%
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	Through 3/29/24 10.7%	9.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	Through 3/29/24 14.2%	14.4%

Goal Analysis

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

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

The Alternative Education program was successful in implementing the action items that support Goal 3 in the 2023-24 LCAP. The program supported specific student groups in the areas of CAASPP scores, chronic absenteeism, graduation rate, and suspension rate.

Action 1 (After School Tutoring) was implemented but in a different manner than planned. The program struggled to get students to attend tutoring outside of school hours, even with offering incentives and providing transportation passes, if needed. Due to this, the program elected to have AmeriCorps mentors work with students using a push-in and pull-out method. Specific students were targeted for additional support based on their academic standing in their core courses.

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 3 of the 2023-24 LCAP totaled $182,261 (LCFF funds only). Actual expenditures were approximately $205,000 (LCFF funds only). Action 4 (Program Specialist – Behavior Emphasis) had higher than anticipated salary and benefit costs.

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

Action 1 (After School Tutoring) effectively supported the academic needs of identified student groups with the intent of increasing English and mathematics CAASPP scores and increasing the graduation rate. Action 2 (Transportation) effectively supported identified student groups with transportation to school with the intent of increasing English and mathematics CAASPP scores and decreasing the chronic absenteeism rate. Action 3 (School Social Workers) positively impacted identified student groups with the intent of increasing the graduation rate and decreasing chronic absenteeism and suspension rates. Action 4 (Program Specialist – Behavior Emphasis) effectively supported identified student groups with the intent of decreasing the suspension rate. Comments from students in the LCAP survey indicated targeted staffing in the form of School Social Workers and Program Specialist – Behavior Emphasis assisted with needs as they came up. Since CAASPP scores are not measuring the same students year after year and students typically have short term enrollments, long term data as to the impact of these actions is not available.

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

Goal 3 was a Required Goal for the 2023-24 LCAP. Due to the inclusion of the Equity Multiplier Goal, which includes components of this goal, Goal 3 will not be included in the LCAP moving forward.

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.

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	0.56 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%	11%	30%
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%	59%	70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Outcome #4 Number of requests of educational records exchanged within 4 days, as measured by email requests	28	30	54	82	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	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%	74%	95%
Outcome #7 Percentage gap in CAASPP ELA scores between foster youth and general population, as measured by CAASPP	<u>2019 Results</u> 30% (Foster Youth: 21%; Overall: 51%)	Foster Youth data not available	<u>2022 Results</u> 19% (Foster Youth: 19%; Overall: 38%)	<u>2023 Results</u> 19% (Foster Youth: 19%; Overall: 38%)	20% gap
Outcome #8 Percentage gap in CAASPP math scores between foster youth and general population, as measured by CAASPP	<u>2019 Results</u> 29% (Foster Youth: 11%; Non-Foster: 40%)	Foster Youth data not available	<u>2022 Results</u> 14% (Foster Youth: 7%; Overall: 21%)	<u>2023 Results</u> 15% (Foster Youth: 8%; Overall: 23%)	20% gap

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%)	21.2% (Foster Youth: 64.2%; Overall: 85.4%)	20% gap

Goal Analysis

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

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

There were no substantive differences in planned actions and actual implementation of the actions listed above. To develop a comprehensive and responsive program, FYSCP utilizes feedback from foster youth students, school and community data analysis, program observation, and discussions with LEAs to design its program activities and goals. FYSCP assists LEAs 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, student voice, and trauma-informed practices 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 2023-24 school year, FYSCP hosted five meetings with education partners to address the unique challenges that foster youth students experience when enrolling, attending, and succeeding in school. To strengthen the capacity of educational partners to support the educational 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 2023-24 school year. FYSCP also represented the educational interests of higher-need Kern County students in care during weekly meetings at SMART, a multiagency review committee for youth who may have multiple needs and would 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 22 virtual and in-person community and school outreach events throughout Kern in 2023-24.

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 provide 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 2023-24 school year, 70 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. In 2023-24, 187 users from child welfare, 14 users from Probation, and 268 users from 31 school districts utilize Foster Focus to identify and record services to foster youth, which accounted for 92% of Kern'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.

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 from 33% in 2019-20 to 72% in 2023-24. FYSCP produced 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. Every foster youth under age eighteen must have an Education Rights Holder (ERH), who is required to make education decisions in the youth's best interest. However, documenting ERH information has been challenging for FYSCP, as it requires accessing child welfare records and manually entering the data into Foster Focus. To address this challenge, in 2024, an additional FYSCP staff member received access and training to the Child Welfare Services (CWS) Database through FYSCP's MOU with the Kern County Department of Human Services. This access enables FYSCP to assist schools in verifying foster youth status, identifying the youth's education rights holder, and accessing current social worker contact information.

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 2023-24 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.

In 2023-24, FYSCP continued to step up its efforts to raise awareness of foster youth and their needs in education to Kern County Office of Education's internal departments such as Special Education, Student Wellness, Community Schools Program, and Kern Integrated Data System. In addition, FYSCP collaborated with KCSOS' Continuous Improvement team to integrate foster youth student voice initiatives into their Local Control and Accountability Plan (LCAP) training series for districts. FYSCP's sessions covered effective strategies for incorporating foster youth perspectives into LCAP program plans, encompassing the creation of inclusive feedback mechanisms, customized support systems, and fostering collaborative decision-making, which are all pivotal for comprehensive and impactful program development. FYSCP partnered with the KCSOS Math Coordination Team to create a STEAM Summer Camp tailored to foster youth. With a focus on science, technology, engineering, arts, and math, the camp offered an immersive hands-on learning experience. STEAM Camps provide foster youth with an important opportunity to meet other peers and discover new interests in math, science, and art. Yet, these camps can be challenging for foster youth to attend because of their cost, inflexible schedules, and lack of trauma-informed environments. With these challenges in mind, FYSCP partnered with the Kern COE STEM program to offer a free, three-week immersive experience for foster youth in grades 3rd through 6th during June of 2023. FYSCP staff trained the program's teachers and mentors in the educational needs of foster youth and trauma-informed care, and the STEAM educators designed an engaging curriculum tailored to meet our students' academic and socio-emotional needs.

In addition to conducting trainings, presentations, and workshops or providing technical assistance, FYSCP staff members spend 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 and Emotional Learning (SEL) and offer youth meaningful student engagement, youth leadership, and youth voice, especially 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 school years 2021-22 to 2023-24. During the 2023-24 school year, Kern High School District, Greenfield, Delano Union, and Tehachapit Unified reported a total of 16 active YES! chapters.

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.

Goal 3 does not utilize any LCFF funds. There were no material differences between budgeted expenditures and estimated actual expenditures.

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

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. While the implementation of the LCAP Priority 10 goal has impacted the educational outcomes of foster youth in Kern County, there is still room for further improvement. In the 2023-24 school year, there was a cumulative count of 2,060 students in Kern County schools who were also in foster care. This number made Kern County the 6th largest county foster youth student population in California. From 2021-22 to 2023-24, FYSCP served 1,524 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. Foster youth encounter a host of obstacles in their pursuit of education, including trauma, elevated suspension and absenteeism rates, and higher levels of school mobility. Consequently, they often experience lower academic achievements, graduation rates, and college enrollment figures. The onset of the pandemic further exacerbated these pre-existing challenges, pushing our students even further behind their peers.

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 than in the past three school years. As a result, Kern County students in foster care averaged 0.56 changes in school placement in 2022-23 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 from 2022-23 shows the percentage gap in ELA scores between foster youth students and non-foster youth students shrank from 30% in 2018-19 to 19% in 2022-23. Moreover, the percentage gap in math scores between foster youth students and non-foster youth students also narrowed from 29% in 2018-19 to 15% in 2022-23. FYSCP continues to have concerns about the learning loss as a result of the pandemic. A comparison of the 2018-19 and 2022-23 CAASPP data in reading and writing revealed a decline for both non-foster youth and foster youth students. Non-foster students' proficiency dropped 6 percentile points to 38%, and foster youth proficiency declined 2 points to 19%. These scores regressed to levels observed in 2015-16, setting both groups back by seven years. In math, non-foster students' math proficiency dropped 5 points to 23%, and foster students fell 3 points to 8% proficiency in basic math concepts. Beginning in 2021-22, the program partnered with Kern Tutoring to provide foster youth students with 40 hours of in-person tutoring. Examining 2022-23 school year data reveals promising trends since 2020-21. While the graduation rate of foster youth students dropped to 54% in SY 2020-21, it rebounded to 63% in 2021-22 before it declined again to 56% in 2022-23. Furthermore, the dropout rates among foster youth decreased from 33% in 2020-21 to 26% in 2022-23, marking a shift towards improved student retention and success.

As many Kern County foster students struggle to succeed academically, they face multiple obstacles just getting to school and attending school. Between 2020-21 and 2022-23, foster youth had the second highest chronic absenteeism rate and highest suspension rate of any student group in Kern County. In 2022-23, 35% of Kern County students in foster care were chronically absent, missing an average of 17 days. In addition, suspension rates for foster youth were also notably higher than non-foster students. At 16.1%, the suspension rate for students in foster care was nearly four times that for non-foster students (4.3%). In response, FYSCP focus shifted towards targeted trainings, emphasizing trauma-informed care, enhancing student engagement through student voice initiatives, and refining approaches to student discipline. Additionally, FYSCP offered one-on-one tutoring, academic mentoring, and opportunities for youth engagement, such as the promotion of YES! Chapters at school sites, a countywide YES! Conference for foster youth students, and participation opportunities for youth in youth advisory boards.

FYSCP has demonstrated substantial progress in building collaborative relationships among various agencies and systems that work with foster youth, focusing support on 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 82 requests of educational records in 2023-24 compared to 30 requests in 2020-21. All records requested were exchanged within four business days. However, FYSCP acknowledges that child welfare and school staff made informal requests for records, so data was not reported. 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 59% in 2023-24. 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 2023-24 school year, FYSCP provided 21 in-person and virtual trainings to a total of 960 attendees. Attendees included staff from child welfare and probation, foster caregivers, and foster youth students in addition to staff from 43 school districts, three charter schools, and other LEAs and COEs throughout California. In addition, presentations and training offered by Kern FYSCP were all rated very highly by respondents, with positive ratings averaging 97%. 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 (95%). During the 2023-24 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's capacity to provide comprehensive services to foster youth and the improvement in their academic outcomes.

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. Amid the pandemic's challenges, the conference adopted a virtual format in 2021 and 2022. However, marking a significant milestone, the 8th annual YES! Conference returned to its in-person format on March 24, 2023, and was planned with a Youth Advisory Board of foster youth students. Under the theme "*In 2023, It Starts With Me!*," a total of 110 middle and high school students attended the event at Bakersfield College including foster youth students from KCSOS court and community schools. The conference featured national motivational speaker, Mark Anthony Garret, interactive like skills and self-care workshops, resource fair of student-centered programs and supports, and several opportunity prize drawings. Following the success of the 2023 event, the 9th annual YES! Conference took place on April 5, 2024, with the theme "*Moving Forward: Dream. Plan. Achieve. Repeat*" with keynote motivational speaker Dee Hankins at Bakersfield College. This most recent event exceeded expectations with a record-breaking attendance with 13 middle schools and 15 high schools in attendance for a total of 203 foster youth students. 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.

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.

FYSCP continues to promote Youth Empowering Success (YES!) chapters as a district best practice for meaningful youth engagement, youth development, and youth voice, aiming to increase the number of active chapters and regular student meetings. Revised goals include specific targets for student engagement and participation in YES! chapter activities. Metrics will be updated to track the number of new YES! chapters established and the impact on student engagement, academic performance, and socio-emotional well-being. The focus on fostering a supportive and inclusive environment for foster youth through YES! chapters remain a key desired outcome, with an emphasis on empowering foster youth to take on leadership roles within YES! chapters and their school communities. To achieve these goals, FYSCP will establish a youth advisory committee, provide additional training and resources for YES! adult supporters, and integrate YES! chapter activities into existing SEL and student engagement programs. These changes reflect FYSCP's commitment to enhancing support for foster youth students and rebuilding YES! chapters across Kern County, addressing challenges faced during the pandemic.

To address the negative impact of the pandemic on student behavior in Kern County schools, FYSCP's MSW prevention specialist created a training series focusing on foster youth education rights regarding discipline, supporting their socio-emotional development, and implementing classroom management strategies for students exposed to trauma. This training series aimed to equip school staff with the tools and knowledge needed to address

disciplinary issues effectively, especially for foster youth who are historically more likely to experience disciplinary events. The training series received positive feedback, with 36 school staff attending and rating it with a 98% satisfaction rate. These efforts reflect FYSCP's commitment to supporting student behavior and creating a conducive learning environment for all students, particularly those in foster care. Building on this success, FYSCP will expand the training series in collaboration with Schools Legal Services, creating video trainings to further enhance their accessibility and impact. These videos will serve as valuable resources for school staff and child welfare, providing comprehensive guidance on foster youth education rights, socio-emotional support, and trauma-informed classroom management strategies. This partnership and the development of video trainings represent FYSCP's commitment to continuously improve our support for foster youth students and create a more inclusive educational environment.

Moreover, in the 2022-23 school year, FYSCP hired two peer support specialists who have personal experience in the foster care system to serve as trainers, significantly enhancing our training sessions. In the 2023-24 school year, these specialists have been an integral part of 16 training sessions, contributing a distinct and valuable dimension. Attendees have shared that their perspectives and backgrounds have added a meaningful layer to the training experience, fostering better connections with both the material and the students they work with at their schools. This underscores the substantial impact of integrating real-life experiences into the learning process. By offering their firsthand perspectives and voices, these former foster youth trainers infuse a deeply relatable and authentic dimension to our trainings, creating a dynamic bridge between the material and the attendees. The resonance of their narratives not only elevates the engagement level but also forges a connection that transcends traditional training dynamics. This inclusion of former foster youth as trainers has imparted a heightened depth of understanding, fostered empathy, and generated insights that are otherwise unattainable. Additionally, one of the peer support specialists is also a foster parent, further enriching the training environment and cultivating a holistic understanding of the foster care journey for schools and agency attendees.

In the 2023-24 school year, FYSCP continued its training series to equip schools with the tools and best practices to facilitate student voice initiatives, cultivating a culture of trauma-informed schooling. Student voice, characterized by educators seeking student viewpoints on improvement areas, became central. Kern FYSCP offered seven trainings to 502 agency and school staff regarding childhood trauma and strategies, including student voice initiatives, to support students who have experienced trauma, specifically foster youth. This training empowered schools to grasp the essence of student voice and employ specialized tools to amplify student perspectives. Building on this success, FYSCP aims to expand these initiatives in collaboration with the KCSOS Community School program. Together, they will continue offering trainings and developing strategies to enhance student voice and trauma-informed practices, ensuring a supportive environment for all students, particularly foster youth, in the upcoming years.

FYSCP saw a notable increase in FAFSA/CADAA completion rates from 28% in 2021-22 to 36% in 2023-24 after launching the College Navigator Program. Building on this success, the FYSCP's College Navigator Program underwent several strategic adjustments to enhance its effectiveness in supporting foster youth students' transition into higher education. Moving forward, the program will prioritize expanding its outreach efforts to reach more foster youth and provide them with personalized support. This includes increasing the number of one-on-one sessions with the College Navigator to ensure each student receives tailored guidance throughout the college application and enrollment process. Additionally, in the upcoming years, the College Navigator Program will provide more targeted support to KCSOS Court and Community school foster youth students and assist them in completing their financial aid applications and set up Zoom appointments with the Bakersfield College registration team. The Peer Support Specialist who leads the program is a former foster youth and successful college student and therefore offers a unique blend of personal experience and mentorship to his clients. His invaluable guidance helps students foster meaningful connections with college support programs and access essential housing and transportation resources.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023