

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kern County Superintendent of Schools	Molly Mier – Director	momier@kern.org; (661) 852-5570

Plan Summary 2024-25 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 2023-24 CBEDS enrollment was 619 students. However, the program expects to serve around 2,500 students during the 2023-24 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 2022-23 school year was 49 days. Court School sites include Bridges Career Development Academy, Central School, Erwin Owen High School, Miriam Jamison Children’s Center, and Redwood High School. The Court School program qualifies for Equity Multiplier funding.

Community School serves as an educational alternative for students from school districts in the county with campuses geographically located to serve the needs of Kern County districts, their students, and their families. Community School students are 1) expelled, 2) referred by the district School Attendance Review Board, 3) referred by a district with parent approval, or 4) probation approved. The average length of enrollment in Community School during the 2022-23 school year was 74 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. The Community School program qualifies for Equity Multiplier funding.

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 15.2% English learners, 18.5% students with disabilities, and 96.7% are classified as socioeconomically disadvantaged. The majority of students are comprised from three ethnic groups: Hispanic (65.6%), African American (17.1%), and White (15.6%).

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 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.

The following required state metrics are not applicable to the Alternative Education program and are not included in the LCAP: CTE course completion (4C/4D), UC/CSU entrance course completion (4B/4D), AP course completion (4G), middle school dropout rate (5C), high school dropout rate (5D), and pupil expulsion rate (6B).

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Successes

College and Career Readiness: According to program data, during the 2022-23 school year, 387 students 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 ServeSafe. 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 historically had low percentages on the College and Career Indicator (CCI). The 2023 Dashboard indicates 2.4% of Court School students and 7.3% of Community School students are considered “prepared.” In order to be considered “prepared,” students must meet certain qualifications, which can include scoring “Standard Met” or higher in both the English Language Arts and Mathematics CAASPP exams, achieving a specific score on Advanced Placement or International Baccalaureate exams, completing college courses for credit, or meeting UC and CSU entrance requirements. The Kern County Office of Education 2023 Dashboard reflects English Learner, Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, and White student groups as having a performance level of very low. The Court School Dashboard reflects African American, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities student groups as having a performance level of very low while the Community School Dashboard indicates the English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups have a performance level of very low. Although not reflected on the Dashboard, the Alternative Education program offers a variety of ways for students to prepare for college and/or a career. During the 2023-24 school year, the Alternative Education program offered a variety of 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, 73.4% agreed with the statement, “My school is preparing students for future college and/or career paths,” with an additional 13.3% being undecided. In response to this same statement, 66.4% of students agreed, with 21.1% being undecided. Utilizing predominantly grant funding, the Alternative Education program will continue to offer quality CTE programs 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 2022-23 school year indicates Court School students showed an average growth of 8 months in reading and 10 months in math. During this same time frame, Community School students showed an average growth of 4 months in reading and 6 months in math. Data for the fall semester of 2023 indicates Court School students had an average growth of 8 months in reading and 6 months in math while Community School students showed an average growth of 3 months in both reading and math.

English Learners: According to the 2023 Dashboard, 53.3% of English learners in Court School and 41.1% of English learners in Community School were identified as making progress toward English language proficiency. Program data indicates that 57.1% of Court School students and 42.9% of Community School students increased their Overall performance on the ELPAC from 2022 to 2023. Educational partners who participated in the 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,” 87.9% of EL parents/guardians agreed (3.0% undecided) and 71.7% of staff agreed (17.4% 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,” 90.9% of EL parents/guardians agreed (9.1% undecided) and 63.0% of staff agreed (15.3% 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.

Graduation Rate: According to the 2023 California School Dashboard, Court School's graduation rate was 28.3% with Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities receiving a performance color of red. Community School's graduation rate was 34.6% with English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups receiving a performance color of red. The Kern County Office of Education 2023 Dashboard reflects English Learner, Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, and White student groups as having a performance level of red. Prior to 2022, alternative programs were allowed to use a one-year Dashboard Alternative School Status (DASS) graduation rate for accountability purposes. Alternative programs are now held to the same graduation calculation rate as traditional schools statewide, even though they do not serve the traditional student population. The 2022 DASS graduation rate was 59.1% for Court School and 82.5% for Community School. (The 2023 DASS graduation rate is not yet available.) A recent analysis of students in the Alternative Education program determined the average high school student enrolls deficient 47 credits. Due to this, 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 2022-23 school year, 129 students completed their graduation requirements while enrolled with the program. 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.

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, 75.6% agreed with the statement, "The social emotional skills that I'm learning at school have been helpful," with 13.3% being undecided. During the 2023-24 school year, all program staff participated in five trainings related to Restorative Justice Practices and four trainings related to de-escalation techniques. In addition, staff has continued to receive support related to the trauma informed practices trainings from previous years. The MTSS Coordinator works with school site MTSS teams to review data, analyze trends, and discuss best practices for student support. Both Court and Community Schools have CA MTSS grants. These grants support the program's efforts to build capacity for coaching and implementation of MTSS to improve outcomes for all students.

Challenges

Academic Performance: 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. The Kern County Office of Education 2023 Dashboard reflects Socioeconomically Disadvantaged and Hispanic student groups as having a performance level of red on both CAASPP ELA and math assessments. The Kern County Special Education 2023 Dashboard reflects Socioeconomically Disadvantaged, Students with Disabilities, and White student groups as having a performance level of red on the CAASPP ELA assessment and Students with Disabilities and White student groups as having a performance level of red on the CAASPP math assessment. Although Community School CAASPP tested 165 students in English Language Arts and 163 students in mathematics in the spring of 2023, the Dashboard only recognized 66 scores in English Language Arts and 68 scores in mathematics. The Socioeconomically Disadvantaged student group received a performance color of red in English Language Arts and mathematics. Court School CAASPP tested 53 students in English Language Arts and 51 in mathematics in the spring of 2023. The Court School Dashboard does not have an academic performance indicator due to the low number of valid scores, which are 15 in English Language Arts and 16 in mathematics. Data from Kern Integrated Data System (KiDS) indicates that in the fall of 2023, 76% of Alternative Education students successfully passed their courses with a grade of C or better. Action items included in the LCAP to support student academic success include utilizing paraprofessionals program wide and providing a variety of professional learning to instructional staff.

Chronic Absenteeism: A student is considered chronically absent if they are absent at least 10% of their enrolled instructional days. The 2023 Dashboard indicates that 77.7% of 112 eligible (students in grades K-8 who were enrolled for at least 31 instructional days) Community School students were chronically absent. Hispanic and Socioeconomically Disadvantaged student groups received a performance color of red on both the Community School

Dashboard and the Kern County Office of Education Dashboard. The Court School Dashboard does not provide a performance color in this area due to low numbers but indicates that 6.1% of 33 eligible students were chronically absent. Current data from KiDS for the 2023-24 school year shows a chronic absenteeism rate of 51% in all grades and 72% for grades K-8 in Community School. In Court School, KiDS shows a current chronic absenteeism rate of 27% for all grades and 10% for grades K-8. In an attempt to serve local school districts throughout the entire county, the Alternative Education program has strategically located Community 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 and providing bus passes for students with transportation challenges.

Suspension Rate: An overall performance color of red was assigned to Community School for suspension rate on the 2023 Dashboard, with 10.1% of 1,194 eligible students suspended at least one day. English Learner, Hispanic, Homeless, and Socioeconomically Disadvantaged student groups received a performance color of red. Court School had an overall performance color of red for suspension rate, with 4.1% of 1,183 eligible students suspended at least one day. The African American student group had a performance color of red. The Kern County Office of Education 2023 Dashboard reflects Homeless, Students with Disabilities, and African American student groups as having a performance level of red. The Kern County Special Education 2023 Dashboard reflects the African American student group had a performance color of red. Year to date data for the 2023-24 school year in KiDS indicates Court School's suspension rate is 8.9% and Community School's suspension rate is 10.7%. Action items included in the LCAP to support a reduction in suspension rates include maintaining a MTSS Program Specialist and utilizing social emotional curriculum.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Kern County Superintendent of Schools has most recently qualified for Differentiated Assistance in the following areas, which includes a combination of the Alternative Education program and the county office Special Education program: Pupil Achievement – CAASPP scores (Hispanic and Socioeconomically Disadvantaged student groups), Pupil Engagement – Chronic Absenteeism (Hispanic and Socioeconomically Disadvantaged student groups), Pupil Engagement – Graduation Rate (African American, English Learner, Foster Youth, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups), School Climate – Suspension Rate (African American, Homeless, and Students with Disabilities student groups), and Outcomes in a Broad Course of Study – College and Career Indicator (African American, English Learner, Foster Youth, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups). KCSOS is collaborating with Fresno County Office of Education to continually work on the established Theory of Improvement related to chronic absenteeism, with a focus on Community School Hispanic and Socioeconomically Disadvantaged student groups. The DA work group has implemented a practice of tracking students who have attendance issues and providing targeted intervention based on individual needs.

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. Additional work completed by the CIP team indicated that chronic absenteeism is an area for additional support. In order to support these initiatives, the program is using CSI funds to employ a CTE Program Specialist, an Outreach and Engagement Facilitator, and a Teacher – Instructional Specialist.

Research shows that students who are engaged in their education have a higher likelihood of attending school and graduating. Due to high chronic absenteeism rates and 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. In support of engaging instruction, The Teacher – Instructional Specialist will build the capacity of staff by providing professional development, supporting effective teaching practices, and analyzing data to make informed curriculum and instructional decisions. Securing family and community support and involvement is key in improving attendance rates and, therefore, graduation rates. 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 attend school regularly while enrolled and complete graduation requirements, either with the Alternative Education program or their district of residence.

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). 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 – Instructional Specialist: 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 Outreach and Engagement 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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents/Guardians	Historically, the Alternative Education program hosted Town Hall events in the evening to solicit parent/guardian feedback. In an effort to increase attendance, school sites hosted meetings at various times, including before school and in the afternoons. A total of 8 parent/guardian meetings were held at school sites. At these meetings, parents/guardians were provided an update on the progress that has been made so far regarding action items in the 2023-24 LCAP. In addition, parents/guardians were asked to complete the LCAP survey if they had not done so already. A total of 73 parents/guardians completed the 2024 LCAP survey.
Certificated and Classified Staff	Between February 1, 2024, and March 1, 2024, certificated staff, including principals and other administrators, and classified staff were asked to complete the LCAP survey. A total of 49 staff completed the survey.
Students	In an effort to capture as many students as possible, the Alternative Education expanded from one survey window to two. Between October 2, 2023, and October 31, 2023, and again from February 1, 2024, to March 1, 2024, students were given the opportunity to participate in the LCAP survey. A total of 426 students completed the survey.

Educational Partner(s)	Process for Engagement
Community Partners	Community members and partner agencies from the Kern County Probation Department, School Community Partnerships, School Wellness, mental health agencies, and various advocacy groups, including Dolores Huerta Foundation, Equal Justice Society, and NAACP, were invited to attend a Town Hall meeting on March 14, 2024. The focus of the meeting was to discuss progress made toward the 2023-24 LCAP goals and action items. A total of 31 community partners completed the LCAP survey.
Advisory Committees	<p>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 2023-24 LCAP goals and action items. These committees also served as the program’s Parent Advisory Committee. The Court and Community School Site Councils were consulted at the March 2024 meetings to gather input related to the Equity Multiplier goal, metrics, and action items.</p> <ul style="list-style-type: none"> • Court School Site Council: September 26, October 18, March 12, May 22 • Community School Site Council: October 2, October 26, March 14, May 23 • Court School ELAC: September 21, May 13 • Community School ELAC: September 21, May 13 • District ELAC: September 21, May 13 <p>On April 18, 2024, the Advisory Committees were provided information that reviewed the 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.</p>
Equity Multiplier Funds	During their meetings in March of 2024, the Court and Community School Site Councils were presented with information related to Equity Multiplier funding, including how funding amounts are generated and results from the 2023 California School Dashboard. Discussions were held to determine the appropriate use of funds to support necessary student groups.
SELPA	The Alternative Education program collaborated with representatives from the Special Education Local Plan Area (SELPA) during KCSOS LCAP trainings held on January 23, 2024, and February 6, 2024. 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 April 25, 2024, to review the LCAP draft. Topics discussed during the meeting included educational partner engagement and highlights of the LCAP, including Equity Multiplier funding.

A description of how the adopted LCAP was influenced by the feedback provided by 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. Comments on the LCAP survey indicate that some parents/guardians 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 2024-25 school year. At the conclusion of the 2023-24 school year, all instructional staff will have been trained 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. Year two of Project Based Learning (PBL) will take place during the 2024-25 school year. PBL is an instructional approach in which students explore real-world problems and challenges and acquire transferable knowledge. In addition, administrators, teachers, and paraprofessionals will receive additional training in 2024-25 related to supports for English learners.

Certificated and Classified Staff

LCAP survey responses show an increase in the percentage of staff who indicate instruction at their school is rigorous, grade-level appropriate, aligned to the Common Core State Standards, and differentiated for the individual needs of students. Comments on the LCAP survey spoke to staff's desire to receive further ELD training, the need to utilize the services of an ELD teacher, and more resources for parents/guardians. Action items in the LCAP that speak to supporting instructional practices include professional learning for instructional staff and a Teacher – Instructional Specialist. 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 Support 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 was the 2023-24 school year, focused on supporting teachers and administrators in order to build educator capacity in delivering engaging curriculum that address English learner language development needs. Year three, which will be the 2024-25 school year, will engage paraprofessionals in the professional learning along with teachers and administrators. Through the California Community Schools Partnership Program, the program will continue to offer outreach to parents/guardians as well as community events.

Students

While 65.1% of students who participated in the LCAP survey indicate they learn a lot in their classes, just 48.2% of students say their teachers make them excited about learning. Almost 73% of students surveyed indicate there is at least one adult at their school with whom they have a positive connection/relationship. Students continue to see the benefits of a daily social emotional lesson, with 75.6% of students surveyed indicating the social emotional skills they are learning at school have been helpful. LCAP survey responses indicate that 71.0% of students believe their school provides students with a safe place to learn. This is down from 77.7% the previous year and speaks to the higher level of behavior needs that program staff are seeing. Metrics and action items in the LCAP related to instructional engagement include renewing *Edmentum* licenses, Project Based Learning training, 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 and maintaining a MTSS Program Specialist.

Community Partner Agencies

Community Partner Agency responses to the LCAP survey indicate a positive working relationship between community partners and the Alternative Education program. The 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 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.

Equity Multiplier Funds

Discussions with educational partners at both Court and Community Schools revealed that college and career readiness skills are critical for Alternative Education students and actions supporting this work directly connects to many of the low performance levels on the Dashboard. Community School staff targeted chronic absenteeism as an area of high importance, indicating that if students attend school on a regular basis, there may be fewer low performing areas on the Dashboard. This correlates with the work of the Differentiated Assistance team. Action items in the LCAP that support the low performing areas on the Dashboard include providing professional development, expanding CTE opportunities for students, and various actions to target chronic absenteeism.

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

Representatives from the bargaining units were supportive of the goals, metrics, and action items included in the LCAP. No specific feedback was provided.

Goals and Actions

Goal

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

- Priority 3 – Parental Involvement and Family Engagement
- Priority 5 – Student Engagement
- Priority 6 – School Climate

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 continue to include a social emotional goal in the LCAP. According to 2024 LCAP survey results, 75.6% of students indicated the skills they have been learning in school through the use of RULER social emotional curriculum have been helpful, with an additional 13.3% 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 3 – Parental Involvement and Family Engagement 3A: Number of parents/guardians attending Court and Community School Back to School Night events Source: Sign-in Sheets	<u>2023-24 Data</u> Court: 106 parents/guardians attended 4 events Community: 54 parents/guardians attended 4 events			Court: 116 parents/guardians Community: 59 parents/guardians	
1.2	3A: Number of parents/guardians attending LCAP Town Hall meetings Source: Sign-in Sheets	<u>2023-24 Data</u> 30			35	
1.3	3A: Number of parents/guardians LCAP survey respondents Source: LCAP Survey	<u>2023-24 Data</u> 73			80	
1.4	3A: 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.” Source: LCAP Survey	<u>2024 Survey Data</u> Agree: 87.1% (Undecided: 5.7%)			Agree: 95.0%	
1.5	3A: Percentage of parents/guardians who agree with the statement, “My school values parents/guardians as important partners in my student’s education.” Source: LCAP Survey	<u>2024 Survey Data</u> Agree: 91.6% (Undecided: 4.2%)			Agree: 95.0%	
1.6	Priority 5 – Student Engagement 5A: School Attendance Rate Source: KiDS/Aeries	<u>7/1/23 – 3/9/24</u> Court: 85.1% Community: 84.8%			Court: 88.1% Community: 87.8%	
1.7	5B: Chronic Absenteeism Rate Source: KiDS/California School Dashboard	<u>2023 Dashboard</u> Court: 6.1% Community: 77.7%			Court: 4.6% Community: Less than 60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	5E: High School Graduation Rate Source: California School Dashboard	<u>2023 Dashboard</u> Court: 28.3% (2022 DASS Rate: 59.1%) Community: 34.6% (2022 DASS Rate: 82.5%)			Court: 29.8% Community: 36.1%	
1.9	Priority 6 – School Climate 6A: Suspension Rate Source: KiDS/California School Dashboard	<u>2023 Dashboard</u> Court: 4.1% Community: 10.1%			Court: 2.6% Community: 8.6%	
1.10	6C: Percentage of students who agree with the statement, “My school provides students with a safe place to learn.” Source: LCAP Survey	<u>2024 Survey Data</u> Agree: 71.0% (Undecided: 17.4)			Agree: 72.5%	
1.11	6C: Percentage of students who agree with the statement, “The staff at this school cares about me.” Source: LCAP Survey	<u>2024 Survey Data</u> Agree: 62.3% (Undecided: 22.4%)			Agree: 63.8%	
1.12	6C: 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.” Source: LCAP Survey	<u>2024 Survey Data</u> Agree: 72.8% (Undecided: 12.7%)			Agree: 74.3%	
1.13	6C: Percentage of students who agree with the statement, “The social emotional skills that I’m learning at school have been helpful.” Source: LCAP Survey	<u>2024 Survey Data</u> Agree: 75.6% (Undecided: 13.3%)			Agree: 77.1%	

Goal Analysis for 2023-24

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed with the development of the 2025-26 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.

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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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Learning and Coaching	Professional learning will be provided to further advance staff’s knowledge in a variety of areas, including Check-In Check-Out behavior intervention, Trauma Informed Skills for Educators (TISE), Restorative Justice Practices, de-escalation techniques, RULER social emotional curriculum, and threat assessments related to school culture and climate.	\$50,000	No
1.2	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.	\$160,560	No
1.3	School Social Workers	Six 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.	\$952,699	No
1.4	Contract with Kern County Probation Department	A contract with Kern County Probation Department will provide additional intensive intervention and educational support for court-ordered and probation referred students through transportation, re-engagement, and MTSS strategies.	\$350,000	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Campus Supervisors	Four Campus Supervisors will support school culture and climate through regular classroom visits, building relationships with students, and helping to ensure campus safety.	\$385,175	Yes
1.6	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.	\$185,867	Yes
1.7	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.	\$133,179	No
1.8	School Engagement	Students will be provided with opportunities for field trips to places such as museums, leadership conferences, and college campuses in order to increase student engagement.	\$5,000	Yes
1.9	School Connectedness	Students will be provided merchandise specific to each school site and its mascot to foster a sense of community among students.	\$10,000	Yes
1.10	Parent Engagement	Outreach opportunities and parenting classes will be offered to parents/guardians in order to increase parent/guardian engagement.	\$20,000	Yes
1.11	School Messenger	School Messenger will be utilized to increase and improve communication with parents/guardians.	\$5,000	Yes

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

- Priority 1 – Basic Services
- Priority 2 – Implementation of State Standards
- Priority 4 – Student Achievement

Priority 7 – Course Access

Priority 8 – Pupil Outcomes

Priority 9 – Coordination of Instruction of Expelled Pupils

An explanation of why the LEA has developed this goal.

The average high school student enrolls in the Alternative Education program 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 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, 73.4% agree with the statement, “My school is preparing students for future college and/or career paths,” with 13.3% being undecided. In response to this same statement, 66.4% students agreed with 21.1% 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, and providing students with a variety of CTE options.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 1 – Basic Services 1A: Percentage of teachers that are fully credentialed Source: California Commission on Teacher Credentialing	<u>2023-24 Data</u> 97%			100%	
2.2	Priority 2 – Implementation of State Standards 2A: Percentage of all certificated staff who agree with the statement, “Instruction at my school is grade-level appropriate and aligned to the Common Core State Standards.” Source: LCAP Survey	<u>2024 Survey Data</u> Agree: 60.0% (Undecided: 30.0%)			Agree: At least 70%	
2.3	2A: Percentage of all certificated staff who agree with the statement, “Instruction at my school is rigorous.” Source: LCAP Survey	<u>2024 Survey Data</u> Agree: 50.0% (Undecided: 30.0%)			Agree: At least 70%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	2A: Percentage of all certificated staff who agree with the statement, "Instruction at my school is differentiated for the individual needs of students." Source: LCAP Survey	<u>2024 Survey Data</u> Agree: 55.0% (Undecided: 35.0%)			Agree: At least 70%	
2.5	Priority 4 – Student Achievement 4A: Percentage of Court and Community School students who score Standard Met or Standard Exceeded Source: CAASPP ELA and Math	<u>2023 Results</u> Court English: 0% Math: 0% Community English: 7.36% Math: 0%			Court English: 1.5% Math: 1.5% Community English: 8.86% Math: 1.5%	
2.6	4B: Number of students earning academic credit in an a-g course Source: Aeries	<u>7/1/24 – 3/29/24</u> 27 students (2.8% of students enrolled for at least 30 days)			5% of enrolled students	
2.7	4E: Percentage of English learners making progress toward English language proficiency Source: California School Dashboard	<u>2023 Dashboard</u> Court: 53.3% Community: 41.4%			Court: At least 40% Community: At least 40%	
2.8	4F: English Learner Reclassification Rate Source: Program data	<u>2023-24 Data</u> 1.1%			1.1%	
2.9	4H: Percentage of students who score at the Standard Exceeded rate Source: CAASPP ELA and Math	<u>2023 Results</u> Court English: 0% Math: 0% Community English: 1.23% Math: 0%			Court English: 1.5% Math: 1.5% Community English: 2.73% Math: 1.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Priority 7 – Course Access 7C: Percentage of Students with Disabilities that are provided services based on individualized need determined by assessment and reviewed at least annually by an IEP team, delivered in the least restrictive environment Source: SIRAS	<u>2023-24 Data</u> 100%			100%	
2.11	7C: Percentage of Students with Disabilities that receive universal screening for emotionally related mental health services upon enrollment in residential Court School to determine additional social emotional support or service needs Source: SIRAS/Program database	<u>2023-24 Data</u> 100%			100%	
2.12	Priority 8 – Pupil Outcomes STAR Renaissance Pre/Post average growth Source: STAR Renaissance	<u>Fall 2023 Data</u> Court Reading: 8 months Math: 6 months Community Reading: 3 months Math: 3 months			Court Reading: At least 5 months Math: At least 5 months Community Reading: At least 4 months Math: At least 4 months	
2.13	Percentage of staff who agree with the statement, “My school is preparing students for future college and/or career paths.” Source: LCAP Survey	<u>2024 Survey Data</u> Agree: 73.4% (Undecided: 13.3%)			Agree: 74.9%	
2.14	Percentage of students who agree with the statement, “My school is preparing students for future college and/or career paths.” Source: LCAP Survey	<u>2024 Survey Data</u> Agree: 66.4% (Undecided: 12.1%)			Agree: 67.9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.15	Priority 9 – Coordination of Instruction of Expelled Pupils Frequency of meetings held with superintendents of Kern County districts Source: Email invitations	<u>2023-24 Data</u> Monthly			Monthly	

Goal Analysis for 2023-24

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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.

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Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Teacher Staffing	A low student-to-teacher ratio will be maintained in order to continue to provide a safe and effective learning environment, allowing for specialized instruction, intervention, and support for Tier 3 students.	\$2,300,650	Yes
2.2	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.	\$1,990,748	Yes
2.3	Outlying School Sites	Community School sites will be maintained in Lake Isabella and Taft to support the educational needs of students in outlying areas.	\$250,000	Yes
2.4	<i>Edmentum</i> Curriculum	<i>Edmentum</i> licenses will be renewed to provide students with engaging, grade-level appropriate, and standards-aligned curriculum and intervention to assist students with mastering academic content.	\$125,000	Yes
2.5	Project Based Learning	Instructional staff will be provided 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.	\$15,000	No
2.6	Teacher – Instructional Specialist	The Teacher – Instructional Specialist will build the capacity of staff by providing professional development, supporting effective teaching practices, and analyzing data to inform instructional decisions.	\$142,127	No
2.7	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.	\$295,650	Yes
2.8	Impero Contract	A contract with Impero will 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	Yes
2.9	Hardware Update	Hardware that is more than six years old will be updated to support teaching and learning practices.	\$200,000	Yes
2.10	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.	\$138,382	Yes

Action #	Title	Description	Total Funds	Contributing
2.11	Academic Associates	Four Academic Associates will create Education Plans to determine the academic standing of all students. Academic Associates will meet with students to ensure their understanding of credit needs and progress toward graduation.	\$397,703	Yes
2.12	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 instructional 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.	\$189,023	Yes
2.13	English Learner Professional Learning	Professional learning will be provided to administrators, teachers, and paraprofessionals targeted to building capacity in delivering engaging curriculum that addresses the language development needs of English Learners and Long-Term English Learners using integrated and designated ELD instruction.	\$25,000	No
2.14	Transportation	Bus passes will be provided to students with extenuating transportation challenges to ensure regular school attendance.	\$5,000	Yes
2.15	Frontline	Frontline, the automated substitute placement and absence management system, will be utilized to provide qualified substitutes to deliver quality instruction.	\$10,000	Yes
2.16	Aeries	Aeries will be utilized 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.	\$20,000	Yes

Goal #	Description	Type of Goal
3	Over the course of the three-year LCAP cycle, specific student groups in the Court and Community School programs will demonstrate an annual increase in CAASPP scores, graduation rate, and college and career readiness and an annual decrease in chronic absenteeism and suspension rate as measured by an analysis of data relating to pupil achievement, pupil engagement, and school climate through action items that enhance instructional supports for teachers and staff, provide individualized strategies for improving student behavior and attendance, and increase opportunities for college and career preparedness through Career Technical Education.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4 – Student Achievement
- Priority 5 – Student Engagement
- Priority 6 – School Climate
- Priority 8 – Pupil Outcomes

An explanation of why the LEA has developed this goal.

The Court and Community School programs are eligible for Equity Multiplier funding. Based on the results of the 2023 California School Dashboard, the following student groups and schools received the lowest performance level on the applicable state indicators:

Kern County Office of Education

- Chronic Absenteeism: Hispanic, Socioeconomically Disadvantaged
- Suspension Rate: African American, Homeless, Students with Disabilities
- Graduation Rate: African American, English Learner, Foster Youth, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, White
- CAASPP ELA: Hispanic, Socioeconomically Disadvantaged
- CAASPP Math: Hispanic, Socioeconomically Disadvantaged
- College and Career Indicator: African American, English Learner, Foster Youth, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, White

Court School

- Suspension Rate: African American
- Graduation Rate: Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
- College and Career Indicator: African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities

Community School

- Chronic Absenteeism: Hispanic, Socioeconomically Disadvantaged
- Suspension Rate: English Learner, Hispanic, Homeless, Socioeconomically Disadvantaged
- Graduation Rate: English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White
- CAASPP ELA: Socioeconomically Disadvantaged
- CAASPP Math: Socioeconomically Disadvantaged
- College and Career Indicator: English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White

In discussions with educational partners in both Court and Community Schools, the Alternative Education program determined the aforementioned indicators can be positively impacted by focusing on supporting teachers, staff, and students in academic achievement, student engagement, and college and career preparedness.

The Alternative Education program will narrow its focus when analyzing metrics in the designated areas of need for student groups listed above in order to support identified gaps. 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 how much progress is being made in those areas. Given that socioeconomically disadvantaged students comprise 100% of the Court School population and 94.6% of the Community School population and are in the majority of the categories listed above, 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 4 – Student Achievement 4A: Community School Socioeconomically Disadvantaged student group CAASPP Standard Met/Standard Exceeded rate Source: CAASPP ELA and Math	<u>2023 Results</u> English: 6.85% Math: 0%			English: 8.35% Math: 1.5%	
3.2	Priority 5 – Student Engagement 5B: Community School Hispanic student group chronic absenteeism rate Source: KiDS/California School Dashboard	<u>2023 Dashboard</u> 76.1%			73.1%	
3.3	5B: Community School Socioeconomically Disadvantaged student group chronic absenteeism rate Source: KiDS/California School Dashboard	<u>2023 Dashboard</u> 78.5%			73.5%	
3.4	5E: Community School English Learner student group graduation rate Source: California School Dashboard	<u>2023 Dashboard</u> 23.8%			31.8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	5E: Community School Hispanic student group graduation rate Source: California School Dashboard	<u>2023 Dashboard</u> 29.3%			32.3%	
3.6	5E: Community School Socioeconomically Disadvantaged student group graduation rate Source: California School Dashboard	<u>2023 Dashboard</u> 34.0%			37.0%	
3.7	5E: Community School Students with Disabilities student group graduation rate Source: California School Dashboard	<u>2023 Dashboard</u> 21.2%			24.2%	
3.8	5E: Community School White student group graduation rate Source: California School Dashboard	<u>2023 Dashboard</u> 48.7%			51.7%	
3.9	5E: Court School Hispanic student group graduation rate Source: California School Dashboard	<u>2023 Dashboard</u> 34.9%			37.9%	
3.10	5E: Court School Socioeconomic Disadvantaged student group graduation rate Source: California School Dashboard	<u>2023 Dashboard</u> 28.3%			31.3%	
3.11	5E: Court School Students with Disabilities student group graduation rate Source: California School Dashboard	<u>2023 Dashboard</u> 23.5%			26.5%	
3.12	Priority 6 – School Climate 6A: Community School English learner student group suspension rate Source: KiDS/California School Dashboard	<u>2023 Dashboard</u> 9.2%			6.2%	
3.13	6A: Community School Hispanic student group suspension rate Source: KiDS/California School Dashboard	<u>2023 Dashboard</u> 9.2%			6.2%	
3.14	6A: Community School Socioeconomically Disadvantaged student group suspension rate Source: KiDS/California School Dashboard	<u>2023 Dashboard</u> 10.2%			7.2%	
3.15	6A: Community School Homeless student group suspension rate Source: KiDS/California School Dashboard	<u>2023 Dashboard</u> 23.3%			20.3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.16	6A: Court School African American student group suspension rate Source: KiDS/California School Dashboard	<u>2023 Dashboard</u> 5.8%			2.8%	
3.17	Priority 8 – Pupil Outcomes Community School English learner student group college and career readiness rate Source: California School Dashboard	<u>2023 Dashboard</u> 0% prepared			1.5%	
3.18	Community School Hispanic student group college and career readiness rate Source: California School Dashboard	<u>2023 Dashboard</u> 7.9% prepared			9.4%	
3.19	Community School Socioeconomically Disadvantaged student group college and career readiness rate Source: California School Dashboard	<u>2023 Dashboard</u> 7.5% prepared			9.0%	
3.20	Community School Students with Disabilities student group college and career readiness rate Source: California School Dashboard	<u>2023 Dashboard</u> 9.4% prepared			10.9%	
3.21	Community School White student group college and career readiness rate Source: California School Dashboard	<u>2023 Dashboard</u> 2.6% prepared			4.1%	
3.22	Court School African American student group college and career readiness rate Source: California School Dashboard	<u>2023 Dashboard</u> 0% prepared			1.5%	
3.23	Court School Hispanic student group college and career readiness rate Source: California School Dashboard	<u>2023 Dashboard</u> 3.9% prepared			5.4%	
3.24	Court School Socioeconomically Disadvantaged student group college and career readiness rate Source: California School Dashboard	<u>2023 Dashboard</u> 2.4% prepared			3.9%	
3.25	Court School Students with Disabilities student group college and career readiness rate Source: California School Dashboard	<u>2023 Dashboard</u> 3.0% prepared			4.5%	

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Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Data Training	Data training will be provided to instructional school staff to equip staff to use data to understand and improve educational processes, practices, and outcomes.	\$25,000	No
3.2	Professional Learning Communities	Professional Learning Community (PLC) training will be provided to instructional staff. PLCs will allow instructional staff to share ideas to enhance their teaching practices and create a learning environment where all students can reach their fullest potential.	\$30,000	No

Action #	Title	Description	Total Funds	Contributing
3.3	ELD Teachers	Three ELD teachers will provide designated EL instruction to the program's English learners and long-term English learners. Direct intervention instruction and services to targeted EL students will be provided based on the results of diagnostic assessments, including the ELPAC.	\$390,000	No
3.4	Instructional Assistant III – Behavior Emphasis	The Instructional Assistant will provide individualized applied behavioral and instructional support strategies and techniques to identified students.	\$65,000	No
3.5	CTE Multi-Use Space	A CTE multi-use space will be created to allow students from various schools in the Alternative Education program to participate in CTE activities.	\$750,000	No
3.6	CTE Teacher	A part time CTE teacher will provide theoretical and clinical learning experiences to prepare students for employment in the area of welding.	\$45,000	No
3.7	College and Career Fairs	Students will have opportunities to learn about various college and career options through attending educational fairs and bringing information, resources, and personnel to school sites.	Cost of this action is included as part of regular staff duties.	No
3.8	Differentiated Assistance Team	The DA team will continue to meet every 3-4 weeks to review the PDSA (Plan, Do, Study, Act) cycles related to targeting chronic absenteeism.	Cost of this action is included as part of regular staff duties.	No
3.9	Attention2Attendance	Attention2Attendance will be purchased. A2A is an attendance management software solution designed to help districts manage all attendance processes to include preventative methods, interventions, and recognitions that will significantly improve overall attendance and dramatically reduce chronic absenteeism.	\$40,000	No
3.10	Campus Supervisor Hours	A six-hour campus supervisor position will be increased by two hours as needed in order to support student attendance by providing oversight to the Attention2Attendance program and making home visits.	\$13,000	No

Action #	Title	Description	Total Funds	Contributing
3.11	Campus Supervisor	A campus supervisor will be added to a Community School site in order to provide additional support related to school culture and climate through regular classroom visits, building relationships with students, and helping to ensure campus safety.	\$40,000	No
3.12	Vice Principal	The Vice Principal will provide support to the program's principals by organizing procedures for health, safety, discipline, and conduct of students at each campus to enable the principals to focus on instructional support and MTSS practices.	\$150,000	No
3.13	School Resource Officer	A contract with the Bakersfield Police Department will be established for a School Resource Officer (SRO). The SRO will assist school administration in maintaining a safe and secure learning environment, provide informal mentoring and counseling to students, and use local partnerships with other public entities to bring safety resources to the program.	\$185,000	No

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

State Priorities addressed by this goal.

Priority 10 – Coordination of Services for Foster Youth

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 youth, 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, suspension, and drop-out rates and lower achievement and graduation rates when compared to other at-risk groups. The actions in this goal work together to address the needs of foster youth students and assist in maintaining coordination of related services and supports for foster youth students served in the LEAs throughout Kern County.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	<p>Priority 10(a) – Working with the county Child Welfare Agency to minimize changes in school placement</p> <p>Number of regional meetings, trainings, and technical assistance provided to child welfare and probation Source: Foster Focus, service logs, sign-in sheets</p>	<p><u>2023-24 Data</u></p> <p>822</p>			1,022	
4.2	<p>Number of services provided to child welfare social workers and probation officers, including records requests, consultation, and Best Interest Determination meetings Source: Foster Focus, service logs</p>	<p><u>2023-24 Data</u></p> <p>802</p>			882	
4.3	<p>Percentage reduction in gap between foster youth and non-foster youth students in school stability rates Source: DataQuest</p>	<p><u>2022-23 Data</u></p> <p>34% gap</p> <p>Foster Youth: 56% Non-Foster Youth: 90%</p>			25% gap	
4.4	<p>Percentage reduction in gap between foster youth and non-foster youth students in suspension rates Source: DataQuest</p>	<p><u>2022-23 Data</u></p> <p>12% gap</p> <p>Foster Youth: 16% Non-Foster Youth: 4%</p>			9% gap	
4.5	<p>Priority 10(b) – Providing educational-related information to the County Child Welfare Agency to assist in the delivery of services to foster youth, including court reports</p> <p>Number of bimonthly Foster Youth Education Network meetings hosted by FYSCP with LEA foster youth education liaisons, child welfare, and probation staff Source: Foster Focus, sign-in sheets</p>	<p><u>2023-24 Data</u></p> <p>5</p>			5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	Number of active Foster Focus user accounts with child welfare, probation, and school staff Source: Foster Focus	<u>2023-24 Data</u> 469			520	
4.7	Number of child welfare, probation, and school staff trained on identification and case management features of Foster Focus Source: Foster Focus, sign-in sheets	<u>2023-24 Data</u> 65			115	
4.8	Percentage reduction in gap between foster youth and non-foster youth students in chronic absenteeism rates Source: DataQuest	<u>2022-23 Data</u> 11% gap Foster Youth: 35% Non-Foster Youth: 24%			8% gap	
4.9	Percentage gap in CAASPP ELA proficiency scores between foster youth and non-foster youth students Source: DataQuest	<u>2023-23 Data</u> 19% gap Foster Youth: 19% Non-Foster Youth: 38%			13% gap	
4.10	Percentage gap in CAASPP Mathematics proficiency scores between foster youth and non-foster youth students Source: DataQuest	<u>2022-23 Data</u> 15% gap Foster Youth: 8% Non-Foster Youth: 23%			12% gap	
4.11	Percentage gap in dropout rates between foster youth and non-foster youth students Source: DataQuest	<u>2022-23</u> 17% gap Foster Youth: 26% Non-Foster Youth: 9%			11% gap	
4.12	Percentage gap in four-year graduation rate between foster youth and non-foster youth students Source: DataQuest	<u>2022-23</u> 29% gap Foster Youth: 56% Non-Foster Youth: 85%			20% gap	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.13	<p>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 educational services</p> <p>Number of meetings conducted by the Foster Youth Services Director in collaboration with the Juvenile Agencies Meeting (JAM) Source: Sign-in sheets</p>	<p><u>2023-24 Data</u></p> <p>4</p>			4	
4.14	<p>Number of foster youth completing financial aid applications through the FYSCP College Navigator Program Source: Foster Focus</p>	<p><u>2023-24 Data</u></p> <p>23</p>			38	
4.15	<p>Percentage of foster youth completing financial aid applications during their senior year Source: CSAC Web Grants</p>	<p><u>2023-24 Data</u></p> <p>36%</p>			43%	
4.16	<p>Priority 10(d) – Establishing a mechanism for the efficient expeditious transfer of health and education records and education passports</p> <p>Percentage of foster youth students with completed electronic school records and/or education rights holder information Source: Foster Focus</p>	<p><u>2023-24 Data</u></p> <p>72%</p>			93%	

Goal Analysis for 2023-24

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed with the development of the 2025-26 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.

To be completed with the development of the 2025-26 LCAP.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed with the development of the 2025-26 LCAP.

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

To be completed with the development of the 2025-26 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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	MOU with Child Welfare Services Agency	A Memorandum of Understanding (MOU) with Child Welfare Services Agency will be continued and a data collection system (Foster Focus) will be maintained 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	N
4.2	Foster Youth Education Facilitators	Two Foster Youth Education Facilitators will continue to provide services and resources that support the educational needs of foster youth in collaboration with placement agencies, school districts, and caregivers.	\$251,529	N
4.3	Communication with Department of Human Services	Foster Youth Services Coordinating Program 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 also 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
4.4	Prevention Services Facilitator and Clerk	A Foster Youth Services Coordinating Program Services Facilitator and Clerk will be stationed at the Dream Center, working daily alongside the Department of Human Services social workers, an 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	N
4.5	FAFSA	Foster Youth Services Coordinating Program will ensure that high school seniors in foster care have the support, access, and 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
4.6	FYSCP Research Specialist	Foster Youth Services Coordinating Program will continue to fund a research specialist to help gather, interpret, and analyze data from student databases (i.e., Foster Focus, KiDS, Aeries, CALPADS).	\$148,661	N
4.7	FYSCP Clerk	Foster Youth Services Coordinating Program will continue to fund a clerk to assure the fidelity of the data extracted from Foster Focus.	\$78,070	N
4.8	Student Voice Training	A Coordinator will lead training and student voice projects with foster youth students. Student voice projects are instrumental in ensuring student engagement and lowering rates of chronic absenteeism and high school dropout rates for high mobility students such as foster youth.	Cost of this action is included as part of regular staff duties.	N
4.9	YES! Conference	Foster Youth Services Coordinating Program will oversee and host an annual conference for foster youth.	\$10,000	N
4.10	YES! School Site Organizations	Foster Youth Services Coordinating Program 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
4.11	Peer Support Specialist	Foster Youth Services Coordinating Program will continue to fund a Peer Support Specialist to assist individual foster youth students with completion of their financial aid applications through the College Navigator Program.	\$76,110	N

Action #	Title	Description	Total Funds	Contributing
4.12	Partnership with Post-Secondary Institutions	Foster Youth Services Coordinating Program will continue to coordinate post-secondary opportunities for foster youth by engaging with education partners including, but not limited to, child welfare, community colleges, four-year universities, career technical education, and workforce development providers.	Cost of this action is included as part of regular staff duties.	N

Goal #	Description	Type of Goal
5	All students in Kern County Special Education programs will demonstrate improvements related to their functional and core academic skills in the areas of English Language Arts and mathematics by reducing the Distance from Standard (DFS) on state academic assessments, improving scores on local common formative assessments (CFA) ties to the program’s adopted standards-based curriculum, receiving appropriate instruction and support to meet IEP goals, and reducing absenteeism and suspensions across all programs and student groups to ensure maximum student participation in their individualized programs.	Broad Goal

State Priorities addressed by this goal.

- Priority 2 – Implementation of State Standards
- Priority 4 – Student Achievement
- Priority 5 – Student Engagement
- Priority 6 – School Climate
- Priority 8 – Pupil Outcomes

An explanation of why the LEA has developed this goal.

The purpose of the Kern County Special Education program is to provide quality instruction to all students, to promote meaningful engagement with all educational partners, and to maintain stable, well-equipped instructional teams in order to develop and to foster lifelong learning for students with exceptional needs. Kern County Special Education serves students with the most extensive support needs in Kern County. Academic achievement, student participation, and school climate are areas of focus. In developing the goal for student success, a need for students to improve their academic outcomes and become full participants in their learning was identified. The 2023 California School Dashboard reported a performance level of red in English Language Arts and mathematics based upon CAASPP scores. Kern County Special Education will focus on Distance from Standard metric as it factors in participation on both the general and alternate forms of state assessments. The 2023 California School Dashboard also reported an increase in the suspension rate, especially for the African American student group. The special education program utilizes counseling services, program behavior specialists, low staff-to-student ratios, positive reinforcement systems, and individualized instruction to minimize all behaviors that might interfere with students’ learning. The goal as a program is to replace students’ interfering behaviors with behaviors that help all students fully participate in their

instructional programs. This goal-development opportunity is being used to illustrate the program's efforts and desire to continuously improve programs and systems for the betterment of students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Priority 2 – Implementation of State Standards 2A: Number of staff participating in at least one training on Core Curriculum and Instruction Source: Frontline Professional Learning Management System	<u>2023-24 Data</u> 353			450	
5.2	2A: Number of completed training hours for the purpose of improving specialized instruction Source: Frontline Professional Learning Management System	<u>2023-24 Data</u> 7,466			8,000	
5.3	2A: Percentage of ULS (ESN) teachers who logged on and used the program's adopted curriculum for ELA and/or math within the past month Source: New2You or other adopted ESN Core Curriculum Online Management System	<u>3/10/24 – 4/11/24</u> 46%			90%	
5.4	2A: Activity in SAAVAS ELA curriculum Source: SAVVAS or other adopted MMSN Core Curriculum Online Management System	<u>2023-24 Data</u> Active students: 41% Active days: 3 days per student Active teachers: 66%			Active students: 70% Active teachers: 90%	
5.5	Priority 4 – Student Achievement 4A: CAASPP ELA Distance from Standard Source: California School Dashboard; CAASPP score files	<u>2023 Dashboard</u> 85.6 points			70 points	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.6	4A: CAASPP Math Distance from Standard Source: California School Dashboard; CAASPP score files	<u>2023 Dashboard</u> 111 points			90 points	
5.7	4E: Percentage of English learners making progress toward English language proficiency Source: California School Dashboard; ELAC score files	<u>2023 Dashboard</u> 37.8%			50%	
5.8	Priority 5 – Student Engagement 5B: Percentage of students enrolled for 30 or more days who are chronically absent Source: Aeries, KiDS, CALPADS	<u>2023 Dashboard</u> 66.3%			50%	
5.9	Priority 6 – School Climate 6A: Suspension rate Source: Aeries, KiDS, CALPADS	<u>2023 Dashboard</u> 5.2%			2.5%	
5.10	6C: Percentage of students who participate in social emotional learning or PBIS activities at least once each week Source: SEL Programs' Online Management Systems	New metric – 0%			70%	

Goal Analysis for 2023-24

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed with the development of the 2025-26 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.

To be completed with the development of the 2025-26 LCAP.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed with the development of the 2025-26 LCAP.

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

To be completed with the development of the 2025-26 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.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Core Curriculum Implementation by Teachers	All Kern County Special Education classroom staff will be trained and coached in utilizing adopted ELA, ELD, and Math curriculum in their classroom on a consistent basis. Staff will be trained and coached on strategies to maximize student engagement by incorporating appropriate accommodations, behavior supports, technology, and UDL strategies.	\$18,000	No
5.2	Social Emotional Learning (SEL)	Kern County Special Education will review and adopt appropriate SEL curriculum. Students with mild to moderate support needs (MMSN) will be provided with SEL instruction, class meetings, and schoolwide PBIS Rewards. Students with extensive supports needs (ESN) will be provided with SEL curriculum that incorporates social stories and other developmentally appropriate content along with classroom level and individualized positive behavior supports.	\$25,000	No
5.3	Crisis Intervention Programs	Kern County Special Education Program Specialists will provide training to staff on new and improved ways to prevent and mitigate escalations of students’ behavior.	\$20,000	No
5.4	IEP Development Training	Kern County Special Education Program administrators, classroom teachers, and certificated service providers will receive training, coaching, and an IEP handbook to support the improvement of IEPs based upon the assessed needs of each student. Training will focus on connecting each student’s unique present levels of performance to goal development, instructional settings, accommodations and modifications, assessments, and services.	\$12,000	No

Action #	Title	Description	Total Funds	Contributing
5.5	Common Formative Assessment (CFA) Development	Kern County Special Education will form a committee to develop Common Formative Assessments (CFAs) for ELA, ELD, Math, and SEL to consistently assess and monitor the skill development of each student over time. The CFAs will be embedded in the program's core curriculum instructional cycle and connected to a student's IEP when determined appropriate by the IEP team.	\$5,000	No
5.6	Student Participation Handbook	Kern County Special Education administration will develop a Student Participation Handbook which will inform parents of the importance of regular school attendance. The handbook will also define consistent policies, procedures, and expectations related to attendance, absence reporting, behavior emergencies, and suspensions.	\$3,000	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$5,919,289	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
48.395%	2.54%	\$209,408	50.935%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>Goal: 1</p> <p>Actions:</p> <p>1.8</p> <p>1.9</p> <p>1.10</p> <p>1.11</p>	<p>The chronic absenteeism rate for foster youth in Community School is 79%, which is 28% higher than for all students (51%).</p> <p>The chronic absenteeism rate for socioeconomically disadvantaged students in Court School is 30%, which is higher than for all students (27%).</p>	<p>In order to engage and connect students to their school, the program will promote field trips and purchase school-specific merchandise. The program will continue to communicate and collaborate with parents/guardians regarding parent engagement opportunities. School Messenger will continue to be utilized to increase student daily attendance.</p> <p>These actions are being provided on an LEA-wide basis with the expectation that any student with truancy issues will benefit. Due to the higher chronic absenteeism rate of the program's foster youth and socioeconomically disadvantaged students, the chronic absenteeism rate for these student groups should decrease at a higher rate than the chronic absenteeism rate for all other students.</p>	<p>Metrics:</p> <p>1.1</p> <p>1.2</p> <p>1.3</p> <p>1.4</p> <p>1.5</p> <p>1.6</p> <p>1.7</p> <p>1.8</p>
<p>Goal: 1</p> <p>Actions:</p> <p>1.4</p> <p>1.5</p> <p>1.6</p>	<p>The suspension rate for Community School foster youth (19.4%) and socioeconomically disadvantaged students (11.6%) is higher than the suspension rate for all students (10.8%).</p> <p>The suspension rate for socioeconomically disadvantaged students in Court School is 9.11%, which is higher than for all students (8.95%).</p>	<p>The Kern County Probation Department will provide intensive supervision and intervention. Campus supervisors will help to improve school climate and ensure campus safety. The Program Specialist – Behavior Emphasis will provide behavioral support to identified students.</p> <p>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 foster youth and socioeconomically disadvantaged students, the suspension rate among these student groups should decrease at a higher rate than the suspension rate for all students.</p>	<p>Metrics:</p> <p>1.9</p> <p>1.10</p>

<p>Goal: 2 Actions: 2.1 2.2 2.3 2.4 2.7 2.8 2.9 2.10 2.11 2.15 2.16</p>	<p>Community School 2023 CAASPP scores indicate the following:</p> <ul style="list-style-type: none"> • 75.46% of all students did not meet standards in ELA • 95.05% of all students did not meet standards in mathematics • 83.87% of English learners did not meet standards in ELA • 100% of English learners did not meet standards in mathematics • 77.40% of socioeconomically disadvantaged students did not meet standards in ELA • 95.92% of socioeconomically disadvantaged students did not meet standards in mathematics • CAASPP scores for foster youth are not available due to the low number of students tested <p>Court School 2023 CAASPP scores indicate the following:</p> <ul style="list-style-type: none"> • 92.31% of all students did not meet standards in ELA • 100% of all students did not meet standards in mathematics • 92.84% of socioeconomically disadvantaged students did not meet standards in ELA • 100% of socioeconomically disadvantaged students did not meet standards in mathematics • CAASPP scores for English learners and foster youth are not available due to the low number of students tested <p>According to the 2024 LCAP survey, 47.9% of students agree with the statement, “My teachers make me excited about learning.” (23.5% undecided)</p> <p>According to the 2024 LCAP survey, 64.8% of students agree with the statement, “I learn a lot in my classes.” (17.5% undecided)</p>	<p>Academic instruction will be supported by operating school sites in outlying locations to support the academic achievement of students in those areas, maintaining a low student-to-teacher ratio to support specialized instruction and intervention, utilizing paraprofessionals program-wide to provide individual and small group support, utilizing Academic Associates to create individualized education plans, and providing CTE and career-readiness instructional options for students.</p> <p>Curriculum supports include implementing a standards-based curriculum with built-in English and mathematics intervention, maintaining Educational Associates – Technology to ensure minimal interruptions to instruction and learning, contracting with Impero to ensure a safe and secure learning environment, and updating hardware as needed to support the academic process.</p> <p>Additional supports include utilizing an automated substitute system to ensure quality substitutes to deliver instruction and provide support and implementing a student information system to allow school staff and parents/guardians to view student information such as attendance records, grades, and assignments.</p> <p>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 program also expects to see an increase in the percentage of all students who agree with the questions in the LCAP survey related to instruction.</p>	<p>Metrics: 2.1 2.2 2.3 2.4 2.5 2.6 2.9 2.10 2.11 2.12 2.13 2.14 2.15</p>
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Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>According to the 2024 LCAP survey, 54.2% of students agree with the statement, "Instruction at my school is challenging and interesting." (24.6% undecided)</p> <p>According to the 2024 LCAP survey, 66.6% of students agree with the statement, "My school is preparing students for future college and/or career paths." (21.0% undecided)</p>		
<p>Goal: 2 Actions: 2.14</p>	<p>The chronic absenteeism rate for foster youth in Community School is 79%, which is 28% higher than for all students (51%).</p>	<p>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.</p> <p>The intent of this action is to support the daily attendance of foster youth students with the expectation that all students will benefit. Due to the higher chronic absenteeism rate of the program's foster youth, the chronic absenteeism rate for this student group should decrease at a higher rate than the chronic absenteeism rate for all other students.</p>	<p>2.5 2.9 2.12</p>

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>Goal: 2 Actions: 2.12</p>	<p>Community School 2023 CAASPP scores indicate that 3.23% of English learners met or exceeded standard in ELA and 0% of English learners met or exceeded standard in mathematics. (CAASPP scores are not available for Court School English learners due to the low number of students tested.)</p> <p>Community School 2023 CAASPP scores indicate that 7.14% of Long-Term English Learners (LTELs) met or exceeded standard in ELA and 9% of LTELs met or exceeded standard in mathematics. (CAASPP scores are not available for Court School LTELs due to the low number of students tested.)</p> <p>The 2023 California School Dashboard indicates that 41.4% of Community School English learners and 53.3% of Court School English learners are making progress toward English language proficiency.</p> <p>According to the 2024 LCAP survey, 57.9% of certificated staff agree with 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.” (21.1% undecided)</p> <p>According to the 2024 LCAP survey, 52.6% of certificated staff agree with the statement, “All of the teachers at my school ensure that EL students are provided with instruction that helps them to better understand and use English to improve their listening, speaking, reading, and writing skills.” (21.1% undecided)</p>	<p>The Teacher – EL Specialist will provide support to teachers and administrators in all areas related to English learners, including lesson planning, small group instruction, and ELPAC training and administration.</p> <p>While not supported by LCAP funds, professional learning in the area of ELD continues to be a focus for the Alternative Education program. In the 2024-25 school year, the program will be in its final year of a three-year contract with the Instructional Support division of KCSOS for professional learning related to ELD supports. Professional learning will be provided to administrators, teachers, and paraprofessionals to target building capacity in delivering engaging curriculum that addresses the language development needs of English Learners and Long-Term English Learners using integrated and designated ELD instruction.</p> <p>Expected outcomes due to the implementation of this action include an increase in the number of teachers who utilize integrated and 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 and Long-Term English learners making progress toward English language proficiency, an increase in the percentage of English learners and Long-Term 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.</p>	<p>Metrics: 2.5 2.7 2.8</p>

For any limited 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, as applicable.

The LCAP does not consist any limited actions 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.

Additional Concentration Grant Funding

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

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA’s annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - 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, target 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.
 - 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.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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).