



BOARD OF EDUCATION REGULAR MEETING AGENDA

May 15, 2025
6:30 p.m.

Board of Education Board Room
1300 17th Street, City CENTRE – Bakersfield, CA 93301

Any materials required by law to be made available to the public prior to a meeting of the Kern County Board of Education can be inspected during normal business hours at the Kern County Superintendent of Schools Office, located at 1300 17th Street, Seventh Floor, Bakersfield, California 93301.

An individual who requires disability related accommodations or modifications, including auxiliary aids and service, in order to participate in the board meeting should contact the Superintendent's Office at (661) 636-4617 (Government Code 54954.2).

This meeting is being held in an in-person format. Members of the public wishing to provide comments to the Board can attend the meeting in person. Correspondence sent by mail or email to kcboe@kern.org before noon on the date of the board meeting on subjects within the Board's jurisdiction will be provided to the Board at the meeting and made available for public inspection. Members of the public may also observe the meeting via livestream at the following link: (1) Kern County Board of Education – YouTube.

1.0 GENERAL FUNCTIONS

1.1 Call to order time _____ p.m.

1.2 Pledge of Allegiance – Downtown Elementary School Robotics Team 2037C

1.3 Roll Call	Present	Absent
Julie A. Beechinor, Area 1	_____	_____
Joe L. Marcano, Area 2	_____	_____
Mary M. Little, Area 3	_____	_____
Jose E. Gonzalez, Jr., Area 4	_____	_____
Lori Eskew, Area 5	_____	_____
James V. Robinson, Area 6	_____	_____
Lori J. Cisneros, Area 7	_____	_____
Anai Valencia, Student Representative	_____	_____
Dr. John G. Mendiburu, Superintendent	_____	_____

1.4 Adoption of the Agenda

Motion _____ Second _____ Ayes _____ Nays _____ Abstain _____

1.5 Approval of the Minutes from April 8, 2025.

Motion _____ Second _____ Ayes _____ Nays _____ Abstain _____

2.0 PUBLIC COMMENTS

The Board of Education appreciates comments from members of the public who have the opportunity to address the Board on agenda items (before the Board's consideration of the item) and on other matters within the Board's jurisdiction.

To move the meeting business along efficiently, individual speakers are allotted up to three minutes each, and the total time for comment on each agenda or other topic within the Board's jurisdiction will be limited to 20 minutes. All requests for public comment must be submitted prior to the start of the meeting. In exceptional circumstances, the Board President may, with Board consent, reduce or increase the amount of time allowed for public input and/or the time allotted for each speaker, when such adjustment is necessary to ensure full opportunity for public input within the time allotted. Any such adjustments shall be done in an equitable manner, so as to allow a diversity of viewpoints. The President may also ask members of the public with the same viewpoint to select a few individuals to address the Board regarding that viewpoint.

To allow the Board to organize the public comments, persons wishing to speak will need to complete a form before the board meeting begins, providing their name, contact information, and the agenda item or other topic on the Board's jurisdiction on which they wish to speak. Items not appearing on the agenda cannot, by law, be the subject of board action.

3.0 INFORMATIONAL ITEMS – NO ACTION TAKEN

- 3.1 Downtown Elementary School Robotics Team 2037C Presentation.
Claire Armstrong, Arianna Carmona, Skyler Marshall, Hollie Rossiter, and Leah Schultz.

4.0 ACTION ITEMS

All consent agenda items for the Kern County Board of Education are considered to be routine and will be enacted by one motion unless a board member requests separate action on a specific item. Approval is recommended on all items listed.

4.1 Consent Agenda

4.1.1 Approval of Graduation Diplomas.

Motion _____ Second _____ Ayes _____ Nays _____ Abstain _____

4.2 General Business

4.2.1 Consideration of rescission of formal Notice of Violation under Education Code 47607 to Central Academy of Arts and Technology Charter School.

Motion _____ Second _____ Ayes _____ Nays _____ Abstain _____

4.2.2 Public Hearing for 2025-2026 Local Accountability Plan (LCAP) and Budget Overview for Parents.

4.2.3 Public Hearing for 2025-2026 County School Service Fund (CSSF) Budget.

4.2.4 Approval of the Resolution of the Kern County Board of Education in Support of Assembly Bill 89 (2025-2026 Legislative Session)

Motion _____ Second _____ Ayes _____ Nays _____ Abstain _____

- 4.2.5 Approval of the Resolution of the Kern County Board of Education in Support of Senate Bill 414 (2025-2026 Legislative Session)

Motion _____ Second _____ Ayes _____ Nays _____ Abstain _____

- 4.2.6 Approval of the Resolution of the Kern County Board of Education in Opposition to Assembly Bill 84 (2025-2026 Legislative Session)

Motion _____ Second _____ Ayes _____ Nays _____ Abstain _____

5.0 REPORT OF COUNTY BOARD OF TRUSTEES MEMBERS

- 5.1 Members of the Board will report on various topics.

6.0 REPORT OF COUNTY SUPERINTENDENT

- 6.1 The County Superintendent will report on various topics.

6.1.1 May Revise Update.

7.0 AGENDA ITEMS FOR THE NEXT MEETING

- 7.1 Items to be considered for the next agenda.

8.0 ADJOURNMENT

- 8.1 Unless otherwise posted, the next regularly scheduled meeting will be held on June 10, 2025.
- 8.2 Time of adjournment _____ p.m.



BOARD OF EDUCATION REGULAR MEETING MINUTES

April 8, 2025
6:30 p.m.

1.5

Board of Education Board Room
1300 17th Street, City CENTRE – Bakersfield, CA 93301

1.0 GENERAL FUNCTIONS

1.1 The meeting was called to order at 6:30 p.m.

1.2 Pledge of Allegiance

1.3 Roll Call

Board Members Present

Julie A. Beechinor

Lori J. Cisneros

Lori Eskew

Jose E. Gonzalez, Jr.

Mary M. Little

Joe L. Marciano

James V. Robinson

Anai Valencia

KCSOS Employees Present

Dr. John G. Mendiburu, *Superintendent*

Christian Shannon, *Deputy Superintendent*

Steve Sanders, *Chief of Staff*

Merril Clanton, *Senior Executive Administrative Assistant to the Superintendent*

1.4 It was moved by Ms. Beechinor, seconded by Mr. Robinson to approve the agenda.

Ayes: Ms. Beechinor, Ms. Cisneros, Ms. Eskew, Mr. Gonzalez, Jr., Ms. Little,
Mr. Marciano, and Mr. Robinson.

Nayes: None

Abstain: None

Absent: None

1.5 It was moved by Mr. Robinson, seconded by Ms. Beechinor to approve the Minutes from March 11, 2025.

Ayes: Ms. Beechinor, Ms. Cisneros, Ms. Eskew, Mr. Gonzalez, Jr., Ms. Little,
Mr. Marciano, and Mr. Robinson.

Nayes: None

Abstain: None

Absent: None

2.0 PUBLIC COMMENTS

2.1 Public Comments were heard from the following:

- Greg Andoin
- Lisa Kerr
- Natasha Mitchell
- Sandi Coleman
- Dakota Cameron
- Saffron Villaryo
- Irene Montoya
- Christian Mollene
- Stephen Moffett
- Tara Bratcher
- Niomi Meledez
- Kim Kartiner
- Elizabeth Palencia
- Jessie Trevino
- Janelie Gonzalez
- Paislee Coble
- Karina Mendoza
- Brandon Butler
- Susan Pellerin
- Bianca Tapia
- Edwardo Hernandez

3.0 INFORMATIONAL ITEMS – NO ACTION TAKEN

3.1 School Bus ROAD-E-O Video.

3.2 Curriculum and Instruction Support Presentation.

4.0 ACTION ITEMS

4.1 Consent Agenda

4.1.1 It was moved by Ms. Beechinor, seconded by Mr. Marcano to approve Graduation Diplomas.

Ayes:	Ms. Beechinor, Ms. Cisneros, Ms. Eskew, Mr. Gonzalez, Jr., Ms. Little, Mr. Marcano, and Mr. Robinson.
Nayes:	None
Abstain:	None
Absent:	None

4.2 General Business

4.2.1 It was moved by Ms. Beechinor, seconded by Mr. Robinson to issue a formal Notice of Violation under Education Code 47607 to Central Academy of Arts and Technology Charter School.

Ayes:	Ms. Beechinor, Ms. Cisneros, Ms. Eskew, Mr. Gonzalez, Jr., Ms. Little, Mr. Marcano, and Mr. Robinson.
Nayes:	None
Abstain:	None
Absent:	None

- 4.2.2 It was motioned by Mr. Marcano, seconded by Ms. Eskew to approve the Resolution for Day of the Teacher.
- Ayes: Ms. Beechinor, Ms. Cisneros, Ms. Eskew, Mr. Gonzalez, Jr., Ms. Little, Mr. Marcano, and Mr. Robinson.
- Nayes: None
- Abstain: None
- Absent: None
- 4.2.3 It was motioned by Mr. Marcano, seconded by Ms. Eskew to approve the Resolution for Classified School Employee Week.
- Ayes: Ms. Beechinor, Ms. Cisneros, Ms. Eskew, Mr. Gonzalez, Jr., Ms. Little, Mr. Marcano, and Mr. Robinson.
- Nayes: None
- Abstain: None
- Absent: None
- 4.2.4 It was motioned by Mr. Marcano, seconded by Ms. Eskew to approve the Resolution for School Health Month.
- Ayes: Ms. Beechinor, Ms. Cisneros, Ms. Eskew, Mr. Gonzalez, Jr., Ms. Little, Mr. Marcano, and Mr. Robinson.
- Nayes: None
- Abstain: None
- Absent: None
- 4.2.5 Williams Act Uniform Quarterly Reports.
No Findings

5.0 REPORT OF COUNTY BOARD OF TRUSTEES MEMBERS

- 5.1 Trustee Eskew attended an event at Greenfield School District, where a new gym was dedicated at Greenfield Middle School. Trustee Eskew stated that it was an enjoyable day, made especially meaningful by a personal connection with a friend on the school board. Trustee Eskew raised questions about understanding various budget details provided in reports, expressing a desire for more in-depth information regarding how budgets are structured and how funds are spent. Additionally, Trustee Eskew expressed concerns about executive orders signed by President Trump regarding gender participation in sports. She stated that current California law allows students to play sports according to their gender identity, and there are ongoing discussions in Sacramento about potential changes. She acknowledged the complexity of these issues and the standstill state of current regulations.
- 5.2 Trustee Beechinor expressed empathy for the difficult situation affecting students and acknowledged CAAT Charter's efforts. She emphasized that the board's responsibility is to ensure students are supported, including making difficult financial decisions like addressing payroll issues. Trustee Beechinor clarified the importance of proper procedure—making motions, discussing them, and voting—stressing that even the person proposing a motion can vote against it. She also highlighted her participation in the Kern County Career STEM Expo, praising its success in connecting over 500 students with industries and commending the collaboration between Bakersfield College, KCSOS, and the Kern High School District. Towards the later part of the meeting, Trustee Beechinor requested a future presentation by Foothill High School's national winning parliamentary

procedure team. Trustee Beechinor contacted the team's advisor to potentially bring their freshman, or novice, students to conduct an eight-minute parliamentary procedure round. She suggested the presentation could take place in May or June.

- 5.3 Trustee Cisneros discussed submitting a resolution to the state in support of Assembly Bill 89 and requested that this matter be added to the May agenda as a resolution. She mentioned how much she enjoyed attending the Bus Driver ROAD-E-O and expressed concern over salaries being competitive, appreciating the amazing job each driver does in transporting Kern County's most precious cargo. Trustee Cisneros commented on executive orders from President Trump regarding CRT and DEI curriculum. She stated that currently, the curriculum provided to students does not include materials explicitly labeled as Critical Race Theory (CRT) or Diversity and Inclusion (DI). Future curriculums might incorporate these elements, but this remains uncertain as it depends on forthcoming state directives and responses to executive orders. The requirements for high school starting in 2025-2026 could influence these potential changes. Trustee Cisneros expressed how proud she was of her niece, Claire Armstrong, and the entire Downtown Elementary School Middle School's girls' robotics team and invited them to attend and present at the May board meeting. In conclusion, she reminded everyone that the Alt Ed Spring Barbecue will be held on Friday, May 9, 2025, encouraging all Trustees to attend the event, and thanked Anai Valencia for her willingness to help with decorations.
- 5.4 Trustee Robinson shared his experience working with students from Leaders in Life and expressed how impressed he was by their interest in attending conservative political meetings. He also noted his admiration for the nearly 1,300 enthusiastic middle school students who helped make Leaders in Life an inspiring and energetic event. Trustee Robinson shifted the conversation to the Ten Commandments and requested that the topic be formally voted on. He stated that he would like Pastor Angelo Fraizer to present the necessary evidence and guidance to the board.
- 5.5 Student Representative Valencia stated she was empathetic towards the families that spoke on behalf of CAAT Charter School. However, she understood that the decision was made for the best reasons. She recognized that the best option available was provided. Student Representative Valencia was pleased that job responsibilities were prioritized over the difficulty of the decision, as it's essential to do what's best for the students. Although the stories were sad, she was glad the decision was made and fully supported it. The situation isn't over, but she is hopeful for a good comeback since there is still plenty of time to recover.
- 5.6 Trustee Little proposed adding a motion to the agenda to oppose Assembly Bill AB 84, which she believes threatens the existence of charter schools in California by cutting funding for non-classroom-based schools, banning customized learning plans, and increasing bureaucracy. She expressed concern about the impact on hundreds of homeschool charter schools and families' access to effective programs. Trustee Little supports accountability but feels AB 84 goes too far. She also mentioned SB 414 as a more balanced alternative that protects students and strengthens oversight. She suggested writing both an opposition letter for AB 84 and a support resolution for SB 414. Additionally, Trustee Little highlighted challenges with current California laws that restrict the disclosure of a child's gender identity without consent, referencing potential federal conflicts as the U.S. Department of Education investigates alleged violations of the Family Educational Rights and Privacy Act (FERPA). She stressed the need to prepare for potential clashes between California and federal regulations and to defend parental rights according to FERPA, mentioning AB 1955 as related legislation prohibiting unauthorized disclosures of students' gender-related information. Trustee Little stated that federal laws

should take precedence over state laws, though there is uncertainty about whether this is always followed. Trustee Little stated that Governor Newsom signed a law intended to protect student privacy and ensure teachers do not interfere with parent-child relationships. However, there is controversy over his stance on the participation of transgender athletes in sports, as he finds it unfair for biological males to compete against females but has not condemned specific instances in his state. Trustee Little emphasized the need to protect students within federally mandated spaces, like bathrooms, reinforcing that these protections are crucial even if the district doesn't have sports programs. She expressed concern about tampon machines in boys' bathrooms, considering it inappropriate and emphasizing that these spaces should be federally protected for men. Trustee Little mentioned recognition by the state Superintendent of Public Instruction, listing four schools—Norris Elementary, Ronald Reagan Elementary, Golden Oak, and West Park Elementary—as Distinguished Schools, highlighting it as a significant achievement for Kern County. Additionally, she provided an update on Mississippi's consideration of Bill 594 to display the Ten Commandments in schools, noting that Texas has recently passed similar legislation.

6.0 REPORT OF COUNTY SUPERINTENDENT

- 6.1 Dr. Mendiburu reported that the Department of Education will continue funding to states, reallocating funds to other departments or directly to schools, aiming to reduce overhead costs and address the national deficit. He stated that Governor Newsom's stance on AB 1955 is clear: schools cannot mandate policies to "out" a child without their consent, but they can notify parents about changes like name preferences immediately, ensuring compliance with confidentiality laws. In Kern County, Superintendents are advised accordingly, and dual records are not maintained within programs. Dr. Mendiburu reported that renovations at Bell Tower Plaza are underway, and that the facility's new kitchen will aim to enhance the student culinary program through College and Career Tech funding, with plans to televise classes to other sites and promote a safe and collaborative culture for students interested in a career in the culinary field. He announced that a dedication ceremony will take place at Aurora Learning Center on May 2, 2025, to honor Dr. Mary Barlow, who played a key role in its opening and provided a brief history of the impact Dr. Barlow made in her instrumental role at the Aurora Learning Center. He encouraged all Trustees to attend the celebration.

7.0 AGENDA ITEMS FOR THE NEXT MEETING

- 7.1 Resolutions in support of AB 89 and AB 414.
- 7.2 Resolution in opposition to AB 84.

8.0 ADJOURNMENT

- 8.1 Unless otherwise posted, the next regularly scheduled meeting will be held on May 15, 2025.
- 8.2 The meeting was adjourned at 9:54 p.m.

Local Control and Accountability Plan

4.2.2

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 II	momier@kern.org; 661-852-5570

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Alternative Education program serves students in grades K-12 who are enrolled in Juvenile Court and Community School programs. The combined 2024-25 CBEDS enrollment was 516 students. However, the program expects to serve more than 2,000 students during the 2025-26 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 2023-24 school year was 28 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 2023-24 school year was 79 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 18.2% English learners, 17.2% students with disabilities, and 95.0% are classified as socioeconomically disadvantaged. The majority of students are comprised from three ethnic groups: Hispanic (66.5%), African American (16.5%), and White (14.7%).

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. Goal 4 of the LCAP is dedicated to supporting foster youth students county-wide.

Many Kern County students need special education services due to their unique disabilities, which often can't be met in typical classrooms. Kern County Superintendent of Schools' Special Education department collaborates with parents, local school districts, and staff to create an appropriate learning environment. The department provides specialized programs and services for children from birth through age 21. Goal 5 of the LCAP is dedicated to this population of students.

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).

The Alternative Education program has expended its Learning Recovery Emergency Block Grant (LREBG) funds. Therefore, the 2025-26 LCAP will not reflect action items tied to this funding.

Reflections: Annual Performance

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

Data from the California School Dashboard is reflected in the successes and challenges noted below. The Dashboard uses a color-coded system to represent the performance of schools and districts on various state indicators. The colors range from blue (highest performance) to red (lowest performance), with green, yellow, and orange in between.

Successes

College and Career Readiness: According to program data, during the 2023-24 school year, 384 students completed industry-recognized certifications in the areas of Forklift Safety, OSHA-10 for Construction, HeartSaver CPR, ServSafe, AHLEI Guest Service Gold, and WIOA jobs program completion. In addition, 588 students were enrolled in career readiness or career exploration courses. Through the JobsPlus! program, 21 students participated in paid internships. The Alternative Education program has historically had low percentages on the College and Career Indicator (CCI). The 2024 California School Dashboard indicates 2.3% of Court School students and 4.1% 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 2024 Dashboard reflects African American, English Learners, Hispanic, Homeless, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities as having a performance level of red. The Court School Dashboard reflects African American, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities student groups as having a performance level of red while the Community School Dashboard indicates the Hispanic, Socioeconomically Disadvantaged, and White student groups have a performance level of red. 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 2024-25 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, 65.3% agreed with the statement, "My school is preparing students for future college and/or career paths," with an additional 19.0% being undecided. In response to this same statement, 66.7% of students agreed, with 19.2% 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 2023-24 school year indicates Court School students showed an average growth of 6.7 months in reading and 7 months in math. During this same time frame, Community School students showed an average growth of 2.2 months in reading and 3 months in math. Data for the fall semester of 2024 indicates Court School students

had an average growth of 7 months in reading and 6 months in math while Community School students showed an average growth of 4 months in reading and 4 months in math.

English Learners: According to the 2024 California School Dashboard, 27.3% of English learners in Court School and 31.6% of English learners in Community School were identified as making progress toward English language proficiency. Program data indicates that 29.4% of Court School students and 18.8% of Community School students increased their Overall performance on the ELPAC from 2023 to 2024. 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," 93.9% of EL parents/guardians agreed (3.0% undecided) and 73.2% of staff agreed (10.3% undecided). In response to the statement, "All of the teachers at my school ensure that EL students are provided with instruction that helps them better understand and use English to improve their listening, speaking, reading, and writing skills," 96.9% of EL parents/guardians agreed (3.1% undecided) and 72.9% of staff agreed (12.5% 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. In addition, Equity Multiplier funds were used to hire two ELD teachers in the fall of 2024 with an additional teacher to be hired for the 2025-26 school year.

Graduation Rate: According to the 2024 California School Dashboard, Court School's graduation rate was 39.1% with African American, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities receiving a performance color of red. Community School's graduation rate was 28.0% with English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, and White student groups receiving a performance color of red. The Kern County Office of Education 2024 Dashboard reflects African American, English Learners, Foster Youth, Hispanic, Homeless, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, 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 2024 DASS graduation rate was 70.6% for Court School and 39.1% for Community School. The average high school student enrolls in the Alternative Education program 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 2023-24 school year, 130 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 through the use of RULER curriculum. Of students who participated in the LCAP survey, 78.1% agreed with the statement, "The social emotional skills that I'm learning at school have been helpful," with 12.4% being undecided. The Alternative Education program began training all staff in Restorative Justice Practices in the fall of 2023. Training was held during the 2023-24 school year and continued during the 2024-25 with a focus on supporting select teachers. 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 2024 Dashboard reflects the Hispanic student group as having a performance level of red on the CAASPP ELA assessment and Hispanic and Socioeconomically Disadvantaged student groups as having a performance level of red on the CAASPP math assessment. The Kern County Special Education 2024 Dashboard reflects English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities student

groups as having a performance level of red on both the CAASPP ELA and math assessments. Although Community School District tested 140 students in English Language Arts and 141 students in mathematics in the spring of 2024, the Dashboard only recognized 64 scores in English Language Arts and 70 scores in mathematics. The Hispanic student group received a performance color of red in English Language Arts and Hispanic and Socioeconomically Disadvantaged student groups received a performance color of red in mathematics. Court School CAASPP tested 75 students in English Language Arts and 73 in mathematics in the spring of 2024. The Court School Dashboard does not have an academic performance indicator due to the low number of valid scores, which are 18 in both English Language Arts and mathematics. Data from Kern Integrated Data System (KIDS) indicates that in the fall of 2024, Alternative Education students had an 84.2% pass rate in English courses and an 84.7% pass rate in math courses. Action items included in the LCAP to support student academic success include mentoring and coaching for teachers, utilizing paraprofessionals program wide, and providing 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 2024 Dashboard indicates that 72.1% of 111 eligible (students in grades K-8 who were enrolled for at least 31 instructional days) Community School students were chronically absent. This percentage declined 5.6% from the 2023 Dashboard. No student groups from Community School received a performance color of red. The 2024 Kern County Office of Education Dashboard indicates that 58% of students were chronically absent of 143 eligible students, down 7.2% from the prior Dashboard, with Long-Term English Learners and White student groups receiving a performance color of red. The Kern County Special Education Dashboard indicates that 59.3% of 403 eligible students, down 7% from the prior year, were chronically absent, with the English Learner student group receiving a performance color of red. Current data from KIDS for the 2024-25 school year shows a chronic absenteeism rate of 52% in all grades and 57% for grades K-8 in Community School. In Court School, KIDS shows a current chronic absenteeism rate of 24% for all grades and 6% 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, providing bus passes for students with transportation challenges, and engaging parents/guardians.

Suspension Rate: An overall performance color of red was assigned to Community School for suspension rate on the 2024 California School Dashboard, with 14% of 1,107 eligible students suspended at least one day. African American, English Learners, Foster Youth, Hispanic, Homeless, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities student groups received a performance color of red. Court School had an overall performance color of red for suspension rate, with 8.1% of 1,190 eligible students suspended at least one day. African American, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities student groups had a performance color of red. The Kern County Office of Education 2024 Dashboard reflects African American, English Learners, Hispanic, Homeless, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups as having a performance level of red. The Kern County Special Education 2024 Dashboard reflects the African American student group having a performance color of red. Year to date data for the 2024-25 school year in KIDS indicates Court School's suspension rate is 5.5% and Community School's suspension rate is 11.2%. Action items included in the LCAP to support a reduction in suspension rates include maintaining a MTSS Program Specialist, utilizing social emotional curriculum, and providing school engagement activities.

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

Kern County Special Education School

- Suspension Rate: African American

- CAASPP ELA: Socioeconomically Disadvantaged, Students with Disabilities, White

- CAASPP Math: Students with Disabilities, White

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 Achievement – English Learner Progress Indicator (English Learners and Long-Term English Learners student groups), Pupil Engagement – Chronic Absenteeism (Long-Term English Learner and White student groups), Pupil Engagement – Graduation Rate (African American, English Learners, Foster Youth, Hispanic, Homeless, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups), School Climate – Suspension Rate (African American, English Learners, Hispanic, Homeless, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups), and Outcomes in a

Broad Course of Study – College and Career Indicator (African American, English Learners, Hispanic, Homeless, Long-term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities, student groups). The Alternative Education program 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. These two student groups both received a performance level of red on the 2023 Dashboard and both improved to orange on the 2024 Dashboard. The DA work group has implemented a practice of tracking students who have attendance issues and providing targeted intervention based on individual needs. For transparency purposes, the KCSOS Dashboard also includes Grow Public Schools. However, they have no performance color on any of the indicators.

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 in various areas, including academic achievement, absenteeism, and suspension rates.

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 in need of targeted 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 uses evidence-based interventions to develop high-interest curriculum materials, designs innovative and engaging programs, provides guidance for implementation, and is responsible for securing grants to continue implementing programs. In support of engaging instruction, The Teacher – Instructional Specialist builds 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 supports the Alternative Education program by integrating student supports, engaging families and the community, and building the capacity of staff. The Facilitator provides oversight and coordination of school and community-based services, facilitates professional learning opportunities for educational partners, and works 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 family and 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 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 Teacher – Instructional Specialist 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/guardian 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 a minimum of 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	In an effort to solicit parent/guardian engagement and feedback, meetings were held at various times, including before school, during lunchtime, and in the evening. A total of 8 parent/guardian meetings were held. At these meetings, parents/guardians were provided an update on the progress that had been made so far regarding action items in the 2024-25 LCAP. In addition, parents/guardians were asked to complete the LCAP survey if they had not done so already. A total of 77 parents/guardians completed the 2025 LCAP survey.
Certificated and Classified Staff	Between February 3, 2025, and February 28, 2025, certificated staff, including principals and other administrators, and classified staff were asked to complete the LCAP survey. A total of 100 staff completed the survey.
Students	To capture as many students as possible, the Alternative Education offered two survey windows to students. Between October 1, 2024, and October 31, 2024, and again from February 3, 2025, and February 28, 2025, students were given the opportunity to participate in the LCAP survey. A total of 514 students completed the survey.
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 13, 2025. The focus of the meeting was to discuss progress made toward the 2024-25 LCAP goals and action items and to solicit input for the 2025-26 LCAP. A total of 17 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 2024-25 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 February and March 2025 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 24, October 23, March 4, May 20 • Community School Site Council: October 1, October 16, February 19, May 13 • Court School ELAC: October 3, May 5 • Community School ELAC: October 3, May 5 • District ELAC: October 3, May 5 <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 February of 2025 (Community) and March of 2025 (Court), 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 California School Dashboard. Discussions were held to determine the appropriate use of funds to support specific student groups.

SELPA	The Alternative Education program collaborated with representatives from the Special Education Local Plan Area (SELPA) during a KCSOS LCAP training held on April 4, 2025. Discussions were held related to how the program's LCAP intentionally provides for students with disabilities as a student group. The Alternative Education program will continue to engage students with disabilities and their families in the LCAP process, ensure LCAP action items support students with disabilities, and connect the LCAP to the Special Education Plan (SEP).
Bargaining Units	Representatives from Kern County Education Association (KCEA) and Superintendent of Schools Classified Association (SOSCA) were invited to attend a meeting on May 8, 2025, 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 Parent Square as a way to quickly distribute information to families. Responses and comments on the LCAP survey indicate that the majority of parents/guardians are satisfied with the support provided to them and the education their student is receiving. Instructional staff will continue to receive coaching related to Edmentum, the program's curriculum, during the 2025-26 school year. Instructional staff has been trained in Universal Design for Learning and Project Based Learning. The program completed a three-year training related to supports for English learners and will follow that up with additional coaching and mentoring in the 2025-26 school year. Through the California Community Schools Partnership Program, outreach, events, and needed services will continue to be provided to their students and families at no charge.

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 the benefit of ELD training and ELD teachers, the need for continued CTE programs, and additional support related to instruction. Action items in the LCAP that support these measures include ELD teachers and further ELD coaching, continued CTE implementation, 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.

Students

Of students who participated in the LCAP survey, 69.3% indicate they learn a lot in their classes (14.6% undecided), up from 65.1% in 2024. Nearly 51% of students surveyed say their teachers make them excited about learning (25.5% undecided), up from 48.2% in the prior year. In addition, over 57% of students indicated the instruction at their school is challenging and interesting (22.9% undecided), up from 54.2% in 2024. Of students surveyed, 74.0% said 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 78.1% of students surveyed indicating the social emotional skills they are learning in school have been helpful, up from 75.6% on the prior survey. LCAP survey responses indicate that 73.9% of students believe their school provides students with a safe place to learn, up from 71.0% on the previous survey. Metrics and action items in the LCAP related to instructional engagement include renewing *Edmentum* licenses, utilizing a Teacher – Instructional Specialist, 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, contracting with the Bakersfield Police 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 additional behavioral supports are needed due to the higher level of social emotional needs of students. Court School is working on upgrading the Calming Room at Central. This area is critical in de-escalating students who are in crisis. Behavior Intervention Specialists were identified as a need as they work with students to identify and address social emotional issues that interfere with the educational process. Action items in the LCAP that support low performing student groups on the Dashboard include hiring Behavior Intervention Specialists, maintaining ELD teachers, 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 2025 LCAP survey results, 78.1% 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 12.4% 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
	Priority 3 – Parental Involvement and Family Engagement					
1.1	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	<u>2024-25 Data</u> Court: 58 parents/guardians attended 4 events Community: 40 parents/guardians attended 4 events		Court: 116 parents/guardians Community: 59 parents/guardians	Court: -48 Community: -14
1.2	3A: Number of parents/guardians attending LCAP Town Hall meetings Source: Sign-in Sheets	<u>2023-24 Data</u> 30	<u>2024-25 Data</u> 49		35	14
1.3	3A: Number of parents/guardians LCAP survey respondents Source: LCAP Survey	<u>2023-24 Data</u> 73	<u>2024-25 Data</u> 77		80	4
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%)	<u>2025 Survey Data</u> Agree: 93.2% (Undecided: 4.1%)		Agree: 95.0%	6.1%
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%)	<u>2025 Survey Data</u> Agree: 96.0% (Undecided: 2.7%)		Agree: 95.0%	4.4%
1.6	3A: Percentage of parents/guardians who agree with the statement, "I feel welcome at my student's school." Source: LCAP Survey	New metric to the 2025-26 LCAP	<u>2025 Survey Data</u> Agree: 94.8% (Undecided: 1.3%)		Agree: 96.0%	N/A
1.7	3A: Percentage of parents/guardians who agree with the statement, "The interactions I have with school staff are pleasant." Source: LCAP Survey	New metric to the 2025-26 LCAP	<u>2025 Survey Data</u> Agree: 96.1% (Undecided: 1.3%)		Agree: 97.0%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Difference from Baseline
	Priority 5 – Student Engagement					
1.8	5A: School Attendance Rate Source: KIDS/Aeries	<u>7/1/23 – 3/9/24</u> Court: 85.1% Community: 84.8%	<u>7/1/24 – 3/7/25</u> Court: 89.9% Community: 84.4%		Court: 88.1% Community: 87.8%	Court: 4.8% Community: -0.4%
1.9	5B: Chronic Absenteeism Rate Source: KIDS/California School Dashboard	<u>2023 Dashboard</u> Court: 6.1% Community: 77.7%	<u>2024 Dashboard</u> Court: 6.1% Community: 72.1%		Court: 4.6% Community: Less than 60%	Court: No difference Community: 5.6%
1.10	5E: High School Graduation Rate Source: California School Dashboard	<u>2023 Dashboard</u> Court: 28.3% (2023 DASS Rate: 69.0%) Community: 34.6% (2023 DASS Rate: 80.0%)	<u>2024 Dashboard</u> Court: 39.1% (2024 DASS Rate: 70.6%) Community: 28.0% (2024 DASS Rate: 39.1%)		Court: 29.8% Community: 36.1%	Court: 10.8% Community: -6.6%
1.11	Priority 6 – School Climate 6A: Suspension Rate Source: KIDS/California School Dashboard	<u>2023 Dashboard</u> Court: 4.1% Community: 10.1%	<u>2024 Dashboard</u> Court: 8.1% (Current rate through 3/14/25: 5.5%) Community: 14% (Current rate through 3/14/25: 11.2%)		Court: 2.6% Community: 8.6%	Court: -4.0% Community: -3.9%
1.12	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%)	<u>2025 Survey Data</u> Agree: 73.9% (Undecided: 15.4 %)		Agree: 72.5%	2.9%
1.13	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%)	<u>2025 Survey Data</u> Agree: 68.7% (Undecided: 19.8%)		Agree: 63.8%	6.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Difference from Baseline
1.14	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%)	<u>2025 Survey Data</u> Agree: 74.0% (Undecided: 15.7%)		Agree: 74.3%	1.2%
1.15	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%)	<u>2025 Survey Data</u> Agree: 78.1% (Undecided: 12.4%)		Agree: 77.1%	2.54%

Goal Analysis for 2024-25

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.

The Alternative Education program was successful in implementing all action items under Goal 1 in the 2024-25 LCAP. The program supported the social emotional needs of students through staffing, professional learning, contracts, and parent engagement. Staff continue to receive training related to Trauma Informed Care and Restorative Justice practices. Additional successes related to Goal 1 include daily social emotional lessons for students, providing students with school site specific merchandise to foster a sense of community, and employing staff to further MTS efforts.

Action 1.10 (Parent Engagement) was implemented. However, low parent/guardian attendance at events and workshops continues to be a challenge for the Alternative Education program. While there are many opportunities for parents/guardians to attend school events and participate in committees, the program has historically struggled to secure consistent involvement due to the high turnover rate of students. Action 1.11 (School Messenger) was modified. Instead of renewing this contract, the Alternative Education program moved to using Parent Square. Many local districts use Parent Square, which makes for a smoother transition for parents/guardians.

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

Budgeted expenditures for Goal 1 of the 2024-25 LCAP totaled \$961,042 (LCFF funds only). Actual expenditures were approximately \$939,755 (LCFF funds only). Minimal differences were experienced between budgeted expenditures and estimated actual expenditures.

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

The Alternative Education program makes social emotional learning a priority for its students. This is evidenced by the continued professional learning provided to staff and the use of social emotional curriculum.

Court and Community Schools do not function like traditional schools where the majority of students attend the same school year after year. Therefore, comparing metrics such as suspension rate and survey data from year to year, it must be acknowledged that different students are being compared from one year to the next. Therefore, data may not consistently increase or decrease as would be expected in a traditional school that compares the same students over time. Short enrollment periods can make it challenging to determine if an action is effective or ineffective.

Action 1.1 (Professional Learning and Coaching) effectively equipped staff to support the increased level of need students are exhibiting related to their mental health and social emotional well-being. Action 1.2 (MTSS Program Specialist) and Action 1.3 (School Social Workers) worked in conjunction to effectively support MTSS implementation at school sites. As evidenced in the metric section, the majority of students surveyed each year feel the staff at their school cares about them, they have a positive connection/relationship with at least one adult at their school, and the social emotional skills they are learning at school have been helpful. Program data indicates the combined efforts of Actions 1.1-1.3 had a positive correlation with the social emotional well-being of students.

Action 1.4 (Contract with Kern County Probation Department), Action 1.5 (Campus Supervisors), Action 1.6 (Program Specialist – Behavior Emphasis), Action 1.8 (School Engagement), and Action 1.9 (School Connectedness) worked together to effectively help support schools in having a positive climate and students feeling connected to their school. Overall, the established metrics support these actions. The combined impact of Actions 1.4-1.6 and 1.8-1.9 supported a positive school climate and a feeling of connectedness for students.

Action 1.7 (Community Schools Outreach and Engagement Facilitator), Action 1.10 (Parent Engagement), Action 1.11 (School Messenger/Parent Square), and Action 2.12 (Aeries) [previously in Goal 2] worked in conjunction to effectively support parent/guardian involvement. Specifically, parents/guardians of students who are identified as English learners, low income, homeless, foster youth, or have a disability received additional outreach related to attendance at school events and meetings. Aeries Parent Portal and Parent Square are added layers of communication with parents/guardians. The program saw an increase in both parent/guardian attendance at Town Hall meetings and parent/guardian participation in the LCAP survey during the 2024-25 school year. Through the School Wellness department, a variety of parent courses are offered annually, including Parent Project. The Community Schools Outreach and Engagement Facilitator has helped strengthened ties between schools, families, and the community as evidenced by the offering of community events. The Alternative Education program believes the impact of Actions 1.7 and 1.10-1.12 has had a positive correlation to parent/guardian engagement while acknowledging that continued efforts need to be made in this area.

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

Goal 1 of the 2025-26 LCAP will continue as implemented in 2024-25. Two metrics related to parent/guardian engagement have been added. Action 1.11 has been updated from School Messenger to Parent Square. Action 2.12 (Aeries) has been moved from Goal 2 to Goal 1.

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.	\$162,172	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.	\$919,814	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
1.5	Campus Supervisors	Five Campus Supervisors will support school culture and climate through regular classroom visits, building relationships with students, and helping to ensure campus safety.	\$371,717	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.	\$168,902	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.	\$127,011	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

Action #	Title	Description	Total Funds	Contributing
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	Parent Square	Parent Square will be utilized to increase and improve communication with parents/guardians.	\$6,000	Yes
1.12	Aeries	Aeries is utilized as the program's student information system. Aeries provides parents/guardians access to the Parent Portal, which allows parents/guardians to view information related to their child's attendance and grades.	\$20,000	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 all staff who participated in the survey, 65.3% agree with the statement, "My school is preparing students for future college and/or career paths," with 19.0% being undecided. In response to

this same statement, 66.7% students agreed with 19.2% being undecided. The metrics and actions included in Goal 2 will support the academic success 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 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>2023-24 Data</u> 97%	<u>2024-25 Data</u> 84% (7 teachers in Year 1 or 2 of the Teacher Induction program)		100%	-13%
2.2	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%)	<u>2025 Survey Data</u> Agree: 66.7% (Undecided: 14.8%)		Agree: At least 70%	6.7%
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%)	<u>2025 Survey Data</u> Agree: 57.4% (Undecided: 18.5%)		Agree: At least 70%	7.4%
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%)	<u>2025 Survey Data</u> Agree: 77.4% (Undecided: 3.8%)		Agree: At least 70%	22.4%
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%	<u>2024 Results</u> Court English: 2.74% Math: 0% Community English: 9.03% Math: 0.71%		Court English: 1.5% Math: 1.5% Community English: 8.86% Math: 1.5%	Court English: 2.74% Math: No difference Community English: 1.67% Math: 0.71%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	4B: Number of students earning academic credit in an a-g course Source: Aeries	<u>7/1/23 – 3/29/24</u> 27 students (2.8% of students enrolled for at least 30 days) <u>2023 Dashboard</u>	<u>7/1/24 – 3/31/25</u> 23 students (3.0% of students enrolled for at least 30 days) <u>2024 Dashboard</u>		5% of enrolled students	0.2%
2.7	4E: Percentage of English learners making progress toward English language proficiency Source: California School Dashboard	Court: 53.3% Community: 41.4% <u>2022-23 Data</u>	Court: 27.3% Community: 31.6% <u>2023-24 Data</u>		Court: 40% Community: 40%	Court: -26.0% Community: -9.8%
2.8	4F: English Learner Reclassification Rate Source: Program data	1.1% <u>2023 Results</u>	1.4% <u>2024 Results</u>		1.1%	0.3%
2.9	4H: Percentage of students who score at the Standard Exceeded rate Source: CAASPP ELA and Math	Court English: 0% Math: 0% Community English: 1.23% Math: 0%	Court English: 0% Math: 0% Community English: 4.17% Math: 0.71%		Court English: 1.5% Math: 1.5% Community English: 2.73% Math: 1.5%	Court English: 0% Math: 0% Community English: 2.94% Math: 0.71%
Priority 7 – Course Access						
2.10	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%	<u>2024-25 Data</u> 100%		100%	No difference
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%	<u>2024-25 Data</u> 100%		100%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Priority 8 – Pupil Outcomes						
2.12	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	<u>Fall 2024 Data</u> Court Reading: 7 months Math: 6 months Community Reading: 5 months Math: 4 months		Court Reading: 5 months Math: 5 months Community Reading: 4 months Math: 4 months	Court Reading: -1 month Math: No difference Community Reading: 2 months Math: 1 month
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%)	<u>2025 Survey Data</u> Agree: 65.3% (Undecided: 19.0%)		Agree: 74.9%	-8.1%
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%)	<u>2025 Survey Data</u> Agree: 66.7% (Undecided: 19.2%)		Agree: 67.9%	0.3%
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	<u>2024-25 Data</u> Monthly		Monthly	No difference

Goal Analysis for 2024-25

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.

The Alternative Education program was successful in implementing all action items under Goal 2 in the 2024-25 LCAP. The program supported the academic needs of students through staffing, professional development, curriculum implementation, professional contracts, and assisting with transportation needs. A strength in this area was completing year two of Project Based Learning (PBL) training and year three of ELD training. Additional successes include instructional coaching for teachers, continued implementation of CTE programs, and supporting the technology needs of staff and students.

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

Budgeted expenditures for Goal 2 of the 2024-25 LCAP totaled \$5,942,156 (LCFF funds only). Actual expenditures were approximately \$5,636,830 (LCFF funds only). Expenditure differences were due to less than expected salary and benefit costs.

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

The Alternative Education program continues to provide a quality education for students during their enrollment, with an emphasis on preparing each student for college and/or a career. An analysis conducted during the 2023-24 school year determined that the average high school student enrolls deficient 47 credits and reading at a 5th grade level. Since the majority of the program's students have reading and mathematics ability levels below their actual grade levels, the program has placed an emphasis on closing these deficit gaps and building students' basic skills in an effort to bring student achievement up to grade level. Short enrollment periods can negatively impact students academically. The Alternative Education program has very little time with each student to determine their areas of strength and needs and formulate a plan to address their academic deficiencies.

Action 2.1 (Teacher Staffing), Action 2.2 (Paraprofessionals), Action 2.3 (Outlying School Sites), Action 2.4 (*Edmentum* Curriculum), Action 2.5 (Project Based Learning), Action 2.6 (Teacher – Instructional Specialist), and Action 2.15 (Frontline) collectively helped effectively support the academic needs of students. Several metrics in Goal 2 are related to instructional questions from the LCAP survey. There has been variance in certified staff and administrative responses over the years regarding instruction being rigorous, grade level appropriate, tied to the Common Core State Standards, and differentiated for the individual needs of students. The Alternative Education program has been providing a variety of professional learning (Universal Design for Learning, Project Based Learning, ELD supports) that take time to establish and to use consistently and effectively in instruction. Due to the program testing different students each year, it is difficult to place emphasis on the outcome of CAASPP scores, especially when the scores reflect a small sampling of students. Court School's 2024 CAASPP scores were based on 18 eligible students in both ELA and math, which is 1.5% of students enrolled throughout the year. Community School's 2024 CAASPP scores were based on 64 eligible students in ELA and 70 eligible students in mathematics, which is 6.3% of students enrolled throughout the year. The program elects to focus on STAR Renaissance reading and math scores as it provides data in real time. Students are tested upon enrollment and every 60 days thereafter. Teachers have immediate access to the results in order to support student needs. During the fall of 2024, Court and Community School students showed more than the average growth that would be expected over a 60-day period. The program offers courses in all areas that meet the University of California's admission requirements. Due to the low reading ability of many Alternative Education students, the program must first address students' academic gaps prior to them participating in an a-g level course. Therefore, the program has a small number of students who earn academic credit in an a-g course on an annual basis. The program's graduation rate has fluctuated over the years. This data is dependent on the number of seniors enrolled each year and their credit standing. When a credit-deficient fourth year student enrolls in the Alternative Education program, the program is held responsible for graduating that student on time, even if it is not feasible for them to complete the number of credits necessary in the available time frame. During the 2023-24 school year, 130 students graduated from the Alternative Education program. Students with disabilities are supported by both general education and special education staff. Students with an IEP are ensured all services and programs identified in their IEPs. The Alternative Education program believes that Actions 2.1-2.6 and 2.15 are having a positive impact on the educational needs of students even though not all metrics may not show a positive correlation.

Action 2.7 (Educational Associates – Technology), Action 2.8 (Impero Contract), and Action 2.9 (Hardware Update) worked together to effectively support the academic technology needs of staff and students. Survey data indicates that staff and students have adequate, necessary, and functioning technology. Staff also indicate they have received appropriate training and support related to technology in the classroom. The combined effect of staffing, technology safety provisions, and functioning technology ensure that staff and students are supported.

Action 2.10 (CTE Building and Construction Trades) effectively supported the job and career readiness needs of participating students. Most of the program's CTE staffing and support comes from grant funding. The number of students who participate in Alternative Education's robust CTE program

depends upon the number of students enrolled and student interest. The majority of students who participated in the annual LCAP survey indicated that school is preparing them for a future college and/or career path. During the 2023-24 school year, 384 industry-recognized certifications were awarded, 262 students were enrolled in a CTE course, 588 students were enrolled in a Career Readiness/Exploration class, and 37 students participated in JobsPlus, which resulted in 21 paid internships. The combined impact of Action 2.10 and other supports outside of those included in the LCAP prepare students for opportunities post-high school graduation.

Action 2.11 (Academic Advisors) has been in place for just over one year. Academic Advisors meet with students to review credit standing, assist with FAESA requirements, complete graduation reviews, and maintain a monthly contact log. Students have indicated that one-on-one conversations related to their credit standing helps to increase their attendance, thereby leading to an increase in the graduation rate.

Action 2.12 (Teacher – EL Specialist) and Action 2.13 (English Learner Professional Development) effectively support the academic needs of English learners and students who have been reclassified. Court and Community School ELs typically show progress in their annual ELPAC assessment and show progress toward English language proficiency. Staff responses on the LCAP survey indicated most staff believe that English learners are provided the necessary supports to be successful in school and make progress toward mastering the English language. The program intentionally has a low reclassification rate. If the student will not be graduating with the Alternative Education program, the program elects to let the home district reclassify the student since the student was likely enrolled with Alternative Education for a short period of time. Data supports Actions 2.12 and 2.13 as being effective for the program's English learners.

Action 2.14 (Transportation) is supported by providing public transportation passes to students who have indicated they have barriers getting to school. Due to the size of Kern County and the lack of designated funding, the Alternative Education does not provide transportation. Most school districts do not provide transportation for the students they refer, except under certain circumstances. In order to support a high attendance rate and decrease the chronic absenteeism rate, the program has elected to provide bus passes to students in need. Due to the high turnover of students, it is challenging to correlate the issuance of a bus pass to a consistent and long-term improved attendance rate.

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.

Goal 2 of the 2025-26 LCAP will continue as implemented in the 2024-25 school year with two minor exceptions. The action related to Project Based Learning has been removed as the action has been completed. The action related to Aeries has been moved to Goal 1 as it connects to parent involvement.

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
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.	\$1,817,518	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$1,940,262	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	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.	\$129,913	No
2.6	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.	\$284,608	Yes
2.7	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
2.8	Hardware Update	Hardware that is more than six years old will be updated to support teaching and learning practices.	\$100,000	Yes
2.9	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.	\$132,914	Yes
2.10	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.	\$370,877	Yes

Action #	Title	Description	Total Funds	Contributing
2.11	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.	\$176,221	Yes
2.12	English Learner Professional Learning	Professional learning, modeling, and coaching will be provided to build capacity in delivering engaging curriculum that addresses the language development needs of English Learners and Long-Term English Learners using integrated and designated ELD instruction.	\$30,000	No
2.13	Transportation	Bus passes will be provided to students with extenuating transportation challenges to ensure regular school attendance.	\$5,000	Yes
2.14	Frontline	Frontline, the automated substitute placement and absence management system, will be utilized to provide qualified substitutes to deliver quality instruction.	\$10,000	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, college and career readiness, and English learner progress, 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

Based on the results of the 2024 California School Dashboard, the additional student groups received the lowest performance level on the applicable state indicators:

Court School

- Suspension Rate: Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
- Graduation Rate: African American
- English Learner Progress: English Learner

Community School

- Suspension Rate: African American, Foster Youth, Long-Term English Learner, Students with Disabilities
- Graduation Rate: Long-Term English Learner
- CAASPP ELA: Hispanic
- CAASPP Math: Hispanic
- English Learner Progress: English Learner, Long-Term English Learner

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 91.7% 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
Priority 4 – Student Achievement						
3.1	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%	<u>2024 Results</u> English: 9.03% Math: 0.71%		English: 8.35% Math: 1.5%	English: 2.18% Math: 0.71%
3.2	4A: Community School Hispanic student group CAASPP Standard Met/Standard Exceeded rate Source: CAASPP ELA and Math	New metric based on 2024 Dashboard	<u>2024 Results</u> English: 11.11% Math: 1.25%		English: 12.11% Math: 2.25%	N/A
3.3	4A: Community School English Learner student group English Learner Progress Source: California School Dashboard	New metric based on 2024 Dashboard	<u>2024 Dashboard</u> 31.6% making progress		34.6%	N/A
3.4	4A: Community School Long-Term English Learner student group English Learner Progress Source: California School Dashboard	New metric based on 2024 Dashboard	<u>2024 Dashboard</u> 31.6% making progress		34.6%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	4A: Court School English Learner student group English Learner Progress Source: California School Dashboard	New metric based on 2024 Dashboard	2024 Dashboard 27.3% making progress		30.3%	N/A
3.6	Priority 5 – Student Engagement 5B: Community School Hispanic student group chronic absenteeism rate Source: KIDS/California School Dashboard	2023 Dashboard 76.1%	2024 Dashboard 66.1%		73.1%	-10.0%
3.7	5B: Community School Socioeconomically Disadvantaged student group chronic absenteeism rate Source: KIDS/California School Dashboard	2023 Dashboard 78.5%	2024 Dashboard 73.4%		73.5%	-5.1%
3.8	5E: Community School English Learner student group graduation rate Source: California School Dashboard	2023 Dashboard 23.8%	2024 Dashboard 19.5%		26.8%	-4.3%
3.9	5E: Community School Long-Term English Learner student group graduation rate Source: California School Dashboard	New metric based on 2024 Dashboard	2024 Dashboard 20.5%		22.5%	N/A
3.10	5E: Community School Hispanic student group graduation rate Source: California School Dashboard	2023 Dashboard 29.3%	2024 Dashboard 28.5%		32.3%	-0.8%
3.11	5E: Community School Socioeconomically Disadvantaged student group graduation rate Source: California School Dashboard	2023 Dashboard 34.0%	2024 Dashboard 28.1%		37.0%	-5.9%
3.12	5E: Community School Students with Disabilities student group graduation rate Source: California School Dashboard	2023 Dashboard 21.2%	2024 Dashboard 26.9%		24.2%	5.7%
3.13	5E: Community School White student group graduation rate Source: California School Dashboard	2023 Dashboard 48.7%	2024 Dashboard 32.4%		51.7%	-16.3%
3.14	5E: Court School Hispanic student group graduation rate Source: California School Dashboard	2023 Dashboard 34.9%	2024 Dashboard 43.4%		37.9%	8.5%
3.15	5E: Court School Socioeconomically Disadvantaged student group graduation rate Source: California School Dashboard	2023 Dashboard 28.3%	2024 Dashboard 39.1%		31.3%	10.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Variance Difference from Baseline
3.16	5E: Court School Students with Disabilities student group graduation rate Source: California School Dashboard	<u>2023 Dashboard</u> 23.5%	<u>2024 Dashboard</u> 31.4%		26.5%	7.9%
3.17	5E: Court School African American student group graduation rate Source: California School Dashboard	New metric based on 2024 Dashboard	<u>2024 Dashboard</u> 26.5%		28.5%	N/A
3.18	Priority 6 – School Climate					
	6A: Community School English learner student group suspension rate Source: KIDS/California School Dashboard	<u>2023 Dashboard</u> 9.2%	<u>2024 Dashboard</u> 13.7%		6.2%	-4.5%
	6A: Community School Hispanic student group suspension rate Source: KIDS/California School Dashboard	<u>2023 Dashboard</u> 9.2%	<u>2024 Dashboard</u> 11.5%		6.2%	-2.3%
	6A: Community School Socioeconomically Disadvantaged student group suspension rate Source: KIDS/California School Dashboard	<u>2023 Dashboard</u> 10.2%	<u>2024 Dashboard</u> 14.2%		7.2%	-4.0%
3.20	6A: Community School Homeless student group suspension rate Source: KIDS/California School Dashboard	<u>2023 Dashboard</u> 23.3%	<u>2024 Dashboard</u> 25.3%		20.3%	-2.0%
3.21	6A: Community School African American student group suspension rate Source: KIDS/California School Dashboard	New metric based on 2024 Dashboard	<u>2024 Dashboard</u> 26.8%		24.8%	N/A
3.22	6A: Community School Foster Youth student group suspension rate Source: KIDS/California School Dashboard	New metric based on 2024 Dashboard	<u>2024 Dashboard</u> 27.7%		25.7%	N/A
3.23	6A: Community School Long-Term English Learner student group suspension rate Source: KIDS/California School Dashboard	New metric based on 2024 Dashboard	<u>2024 Dashboard</u> 13.3%		11.3%	N/A
3.24	6A: Community School Students with Disabilities student group suspension rate Source: KIDS/California School Dashboard	New metric based on 2024 Dashboard	<u>2024 Dashboard</u> 30.1%		28.1%	N/A
3.25	6A: Court School African American student group suspension rate Source: KIDS/California School Dashboard	<u>2023 Dashboard</u> 5.8%	<u>2024 Dashboard</u> 12.0%		2.8%	-6.2%
3.26	6A: Court School Hispanic student group suspension rate Source: KIDS/California School Dashboard	New metric based on 2024 Dashboard	<u>2024 Dashboard</u> 7.7%		5.7%	N/A
3.27						

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.28	6A: Court School Socioeconomically Disadvantaged student group suspension rate Source: KIDS/California School Dashboard	New metric based on 2024 Dashboard	<u>2024 Dashboard</u> 8.1%		6.1%	N/A
3.29	6A: Court School Students with Disabilities student group suspension rate Source: KIDS/California School Dashboard Priority 8 – Pupil Outcomes	New metric based on 2024 Dashboard	<u>2024 Dashboard</u> 9.1%		7.1%	N/A
3.30	Community School English learner student group college and career readiness rate Source: California School Dashboard	<u>2023 Dashboard</u> 0% prepared	<u>2024 Dashboard</u> 2.7% prepared		1.5%	2.7%
3.31	Community School Hispanic student group college and career readiness rate Source: California School Dashboard	<u>2023 Dashboard</u> 7.9% prepared	<u>2024 Dashboard</u> 3.4% prepared		9.4%	-4.5%
3.32	Community School Socioeconomically Disadvantaged student group college and career readiness rate Source: California School Dashboard	<u>2023 Dashboard</u> 7.5% prepared	<u>2024 Dashboard</u> 4.1% prepared		9.0%	-3.4%
3.33	Community School Students with Disabilities student group college and career readiness rate Source: California School Dashboard	<u>2023 Dashboard</u> 9.4% prepared	<u>2024 Dashboard</u> 8.0% prepared		10.9%	-1.4%
3.34	Community School White student group college and career readiness rate Source: California School Dashboard	<u>2023 Dashboard</u> 2.6% prepared	<u>2024 Dashboard</u> 3.0% prepared		4.1%	0.4%
3.35	Court School African American student group college and career readiness rate Source: California School Dashboard	<u>2023 Dashboard</u> 0% prepared	<u>2024 Dashboard</u> 0% prepared		1.5%	No difference
3.36	Court School Hispanic student group college and career readiness rate Source: California School Dashboard	<u>2023 Dashboard</u> 3.9% prepared	<u>2024 Dashboard</u> 2.4% prepared		5.4%	-1.5%
3.37	Court School Socioeconomically Disadvantaged student group college and career readiness rate Source: California School Dashboard	<u>2023 Dashboard</u> 2.4% prepared	<u>2024 Dashboard</u> 2.3% prepared		3.9%	-0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.38	Court School Students with Disabilities student group college and career readiness rate Source: California School Dashboard	<u>2023 Dashboard</u> 3.0% prepared	<u>2024 Dashboard</u> 2.9% prepared		4.5%	-0.1%

Goal Analysis for 2024-25

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.

The Alternative Education program was successful in implementing many action items under Goal 3 in the 2024-25 LCAP. The program supported the needs of specific student groups in an effort to increase CAASPP scores, graduation rates, college and career readiness, and English learner progress, and to decrease chronic absenteeism and suspension rates. Successes in this area include the hiring of ELD teachers, expansion of the CTE program, and a team dedicated to improving chronic absenteeism rates.

The program experienced challenges in implementing some of the action items in Goal 3.

- Action 3.1 (Data Training) was not implemented. The program initially struggled to find a reputable company with experience in Alternative Education programs. However, through internal supports and training received in various other areas, including Professional Learning Communities, the program has received data training that can be used in a variety of ways.

- Action 3.3 (ELD Teachers) was partially implemented. Two of the three planned teachers were hired for the 2024-25 school year. The program struggled to find a qualified third candidate. Upon posting the position for the third time, a qualified candidate was selected in March of 2025 and will start in August of 2025.

- Action 3.4 (Instructional Assistant III – Behavior Emphasis) was not implemented until April 2025. The program posted the position twice in order to find a qualified candidate.

- Action 3.10 (Campus Supervisor Hours) was not needed. The campus supervisor and the School Social Worker were able to complete the necessary tasks during their normal work hours.

- Action 3.11 (Campus Supervisor) has not been completed. The program posted the position three times, selecting a candidate each time, and each time the candidate declined the position. The program will continue to search for a qualified candidate to fill this role.

- Action 3.13 (School Resource Officer) was not implemented until February of 2025 due to the need to finalize a Schools Legal-approved contract between the program and the Bakersfield Police Department, which then had to be approved by the City of Bakersfield at a regularly scheduled city council meeting.

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

Goal 3 utilizes only Equity Multiplier funding. Budgeted expenditures for Goal 3 of the 2024-25 LCAP totaled \$1,733,000. Actual expenditures were approximately \$1,295,224. Material differences were due to the reasons listed in the prompt above. In addition, Action 3.9 (Attention2Attendance) was purchased using MTSS grant funds.

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

The Alternative Education program is committed to ensuring the student groups that received the lowest performance level on the applicable state indicators are provided the necessary supports to be successful.

Much of the data that supports the metrics in Goal 3 come from the 2024 Dashboard. Given that the 2024 Dashboard is based on the 2023-24 school year and Goal 3 was not implemented until the 2024-25 LCAP, it is difficult to correlate the effectiveness or ineffectiveness of action items to the metrics. In addition, as stated in the Goal Analysis section of Goal 1, short enrollment periods can make it challenging to determine if an action is effective or ineffective.

Action 3.2 (Professional Learning Communities) was implemented with the understanding that this is a work in progress. Select staff members attended a training series during the 2024-25 school year. Administrators will be attending professional learning in the 2025-26 school year in order to effectively support their instructional staff during site level data sessions. The Alternative Education program anticipates PLCs having a positive impact on staff collaboration and student learning upon full implementation.

Action 3.3 (ELD Teachers) has been effective in supporting the instructional needs of the program's English learners. Eligible students are receiving regularly scheduled designated ELD instruction in addition to integrated ELD instruction. Of students who completed the LCAP survey and indicated they were an English learner, 82.2% said they are provided with instruction that helps them to better understand and use English to improve their listening, speaking, reading, and writing skills, with 12.2% being undecided. In response to the LCAP survey statement related to ensuring that EL students are provided with and understand coursework that is appropriate for their grade level, some staff members commented that the support of the ELD teachers is an asset in this area.

Action 3.5 (CTE Multi-Use Space), Action 3.6 (CTE Teacher), and Action 3.7 (College and Career Fairs) worked together to effectively support students' post-high school opportunities. The implementation of a multi-use space allows for students from all campuses to participate in CTE activities instead of restricting access to students who are the campus where CTE activities take place. College and career fairs provide students with the opportunity to engage in discussions that get them thinking about post-high school college and career options. Students attended educational fairs, leadership conferences, and an agricultural expo. Two school sites host Career Week each spring where guest speakers share their experiences with students. Another school site hosted a FAFSA and Career Day for students and their families and offered a career inventory and interest presentation. Academic Associates regularly share information with students regarding opportunities. Of students who took the LCAP survey, 66.7% agree their school is preparing them for future college and/or career paths, with 19.2% being undecided. Regarding this same survey prompt, 65.6% of staff surveyed agreed, with 19.4% being undecided. The combined impact of Actions 3.5, 3.6, and 3.7 support providing students with skills and opportunities upon completion of their high school requirements.

Action 3.8 (Differentiated Assistance Team) and Action 3.9 (Attention2Attendance) worked in conjunction to support students with truancy issues and to decrease the chronic absenteeism rate. The DA Team meets every three weeks to conduct a PDSA cycle (Plan, Do, Study, Act) to determine which supports are working and which supports need to be adapted or abandoned. Attention2Attendance supports this work by tracking each student's tardies and absences, with truancy letters being sent home, as needed. The majority of students who have been a focus of the DA work have shown an improvement in their attendance and supports Actions 3.8 and 3.9 as being effective.

Action 3.11 (Campus Supervisor), 3.12 (Vice Principal), and Action 3.13 (School Resource Officer) work together to support student behaviors and reduce suspension rates. Due to the Campus Supervisor position not being filled and the late onboarding of the School Resource Officer, data is not available to

support this effort as of yet. The Vice Principal has organized procedures for safety and discipline at school sites to reduce behavior issues and allow principals to focus their efforts on instructional support and MTSS strategies. Of students who participated in the LCAP survey, 73.9% stated their school provides students with a safe place to learn, with 15.4% being undecided. Of staff who completed the LCAP survey, 94.6% indicated their school provides students with a safe place to learn, with 4.4% being undecided.

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.

New metrics have been added to Goal 3 in the 2025-26 LCAP to include additional student groups that received the lowest performance level on the 2024 Dashboard in the applicable state indicators. Action 3.1 (Data Training) has been removed from the LCAP due to this action being covered under Action 3.2 (Professional Learning Communities). Action 3.5 (CTE Multi-Use Space) has been removed as it was a one-time use of funds, and Action 3.10 (Campus Supervisor Hours) has been removed as it has been determined this action is not needed. New actions in the 2025-26 LCAP include Behavior Intervention Specialists and ELD professional learning.

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
3.1	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.	\$20,000	No
3.2	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
3.3	Instructional Assistant III – Behavior Emphasis	The Instructional Assistant will provide individualized applied behavioral and instructional support strategies and techniques to identified students.	\$51,319	No
3.4	CTE Teacher	A part time CTE teacher will provide theoretical and clinical learning experiences to prepare students for employment in the area of welding.	\$43,274	No

Action #	Title	Description	Total Funds	Contributing
3.5	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
3.6	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
3.7	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 improve overall attendance and reduce chronic absenteeism.	\$40,000	No
3.8	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
3.9	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.	\$188,526	No
3.10	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
3.11	Behavior Intervention Specialists	Three Behavior Intervention Specialists will assist students with academic learning by providing strategic services that identify and address the social emotional and environmental issues that interfere with the educational process.	\$260,000	No

Action #	Title	Description	Total Funds	Contributing
3.12	English Learner Professional Learning	English learner staff will receive professional learning to support the specific academic needs of English learners and long-term English learners.	\$25,000	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
	Priority 10(a) – Working with the county Child Welfare Agency to minimize changes in school placement					
4.1	Number of regional meetings, trainings, and technical assistance provided to child welfare and probation Source: Foster Focus, service logs, sign-in sheets	<u>2023-24 Data</u> 822	2024-25 Data 868		1,022	46

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	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	<u>2023-24 Data</u> 802	<u>2024-25 Data</u> 859		882	57
4.3	Percentage reduction in gap between foster youth and non-foster youth students in school stability rates Source: DataQuest	<u>2022-23 Data</u> 34% gap Foster Youth: 56% Non-Foster Youth: 90%	<u>2023-24 Data</u> 31% gap Foster Youth: 58% Non-Foster Youth: 89%		25% gap	3%
4.4	Percentage reduction in gap between foster youth and non-foster youth students in suspension rates Source: DataQuest	<u>2022-23 Data</u> 12% gap Foster Youth: 16% Non-Foster Youth: 4%	<u>2023-24 Data</u> 12% gap Foster Youth: 16% Non-Foster Youth: 4%		9% gap	No difference
4.5	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 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	<u>2023-24 Data</u> 5	<u>2024-25 Data</u> 5		5	No difference
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	<u>2024-25 Data</u> 358		520	-111

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	<u>2024-25 Data</u> 75		115	10
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%	<u>2023-24 Data</u> 14% gap Foster Youth: 33% Non-Foster Youth: 19%		8% gap	-3%
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%	<u>2023-24 Data</u> 21% gap Foster Youth: 17% Non-Foster Youth: 38%		13% gap	-2%
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%	<u>2023-24 Data</u> 15% gap Foster Youth: 8% Non-Foster Youth: 23%		12% gap	No difference
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%	<u>2023-24 Data</u> 26% gap Foster Youth: 37% Non-Foster Youth: 11%		11% gap	-9%
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%	<u>2023-24 Data</u> 33% gap Foster Youth: 54% Non-Foster Youth: 87%		20% gap	-4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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					
4.13	Number of meetings conducted by the Foster Youth Services Director in collaboration with the Juvenile Agencies Meeting (JAM) Source: Sign-in sheets	<u>2023-24 Data</u> 4	<u>2024-25 Data</u> 4		4	No difference
4.14	Number of foster youth completing financial aid applications through the FYSCP College Navigator Program Source: Foster Focus	<u>2023-24 Data</u> 23	<u>2024-25 Data</u> 30		38	7
4.15	Percentage of foster youth completing financial aid applications during their senior year Source: CSAC Web Grants	<u>2023-24 Data</u> 36%	<u>2024-25 Data</u> 28%		43%	-8%
4.16	Priority 10(d) – Establishing a mechanism for the efficient expeditious transfer of health and education records and education passports Percentage of foster youth students with completed electronic school records and/or education rights holder information Source: Foster Focus	<u>2023-24 Data</u> 72%	<u>2024-25 Data</u> 74%		93%	2%

Goal Analysis for 2024-25

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.

There were no substantive differences in planned actions and actual implementation of the actions in Goal 4. To develop a comprehensive and responsive program, the Kern County Foster Youth Services Coordinating Program (FYSCP) utilizes feedback from foster youth students, school and community data analysis, program observation, and discussions with LEAs to design its program activities and goals. FYSCP assists LEAs in the areas of

coordination of services, professional development, and student support and engagement. Following a continuous improvement model, FYSCP monitors its progress toward project goals, measures the impact of project objectives, and identifies potential best practices and lessons learned. Overall, FYSCP's efforts to adapt its program following the pandemic have been successful. The FYSCP team continues to routinely meet to reflect on challenges and progress as well as be encouraged to think outside the box for solutions. The program continues to prioritize equity, student voice, and trauma-informed practices in its service delivery.

Collaboration is also at the core of FYSCP's service delivery. To facilitate communication and collaboration between child welfare and educational systems, FYSCP maintains a contact list of Foster Youth Liaisons and coordinates the county AB490 Foster Youth Liaison Meetings with representation from 46 school districts in addition to child welfare, probation, and community college staff. During the 2024-25 school year, FYSCP hosted five meetings with education partners to address the unique challenges that foster youth students experience when enrolling, attending, and succeeding in school. To strengthen the capacity of educational partners to support the educational success of foster youth students, FYSCP represents the educational interests of foster youth at standing meetings and advisory committees with school boards, school counselors, local group home and foster family home caregiver associations, probation staff, and other agencies serving children in foster care. In addition, FYSCP provided its support and guidance to several state and local education steering committees in the areas of equity, education rights, curriculum, and higher education to increase academic achievement and educational equity for foster youth. FYSCP also represented the educational interests of higher-need Kern County students in care during weekly meetings at SMART, a multiagency review committee for youth, who may have multiple needs, and benefit from more coordinated care. FYSCP staff also raised awareness of foster youth educational rights, support, and post-secondary resources with the general public at eight community and school outreach events throughout Kern in the 2024-25 school year.

FYSCP is one of the Dream Center's founding on-site programs of the Dream Center. The Dream Center is Kern County's only one-stop resource center for foster youth and provides high-quality, personalized services to ensure current and former foster youth ages 12-24 receive the assistance they need to progress and succeed in the areas of independent living, housing, education, and health. FYSCP staff also partner with co-located child welfare social workers, probation placement officers, and Employment Training Resources staff to assist transition-age students with housing, employment, and access to post-secondary education or career technical education programs. FYSCP staff provides social workers with school of origin assistance, referrals, and program navigation in addition to providing training and consultation on specific issues to foster youth education advocacy. Students and youth can also meet with FYSCP staff for direct assistance and referrals to community partners. During the 2024-25 school year, 86 students received services and referrals from FYSCP at the Dream Center.

FYSCP offers schools and placement agencies access to real-time student outcome data from Foster Focus to assist schools, placement workers, and caregivers in providing students in foster care with needed education support, helping with smooth transitions between schools, and coordinating to address attendance and discipline issues. FYSCP serves as the county administrator for Foster Focus, a web-based foster youth data-sharing tool to ensure students receive appropriate educational support. In the 2024-25 school year, 140 users from child welfare, eight users from Probation, and 210 users from 33 school districts utilize Foster Focus to identify and record services to foster youth. Three charter schools also receive specialized Foster Focus student reports from FYSCP. During December of 2024, Foster Focus user accounts not used in the past year were deactivated resulting in 358 active users at time of reporting, compared to 469 the previous year. Moreover, five school districts opted to link their student information systems to Foster Focus. This option allows student grades, behavior, and attendance to automatically upload into Foster Focus to help child welfare and probation workers access the most current, detailed data about their students' academic performance. Currently, 11% of Kern County LEAs have their student database linked into Foster Focus.

To assist school stability and inter-agency service coordination, FYSCP staff increased the percentage of foster youth students with completed and updated school records in Foster Focus, growing from 72% in 2023-24 to 74% in 2024-25. FYSCP produced a training video specifically for social workers and probation officers on how to use Foster Focus to monitor their youth's school progress and support educational stability. FYSCP also continues to be part of the Kern County Department of Human Services' induction training for new social workers to ensure the implementation of Foster Focus into social workers' workflow. Foster Focus training also includes information on the importance of school stability, school of origin best practices,

and transportation protocols to improve collaboration between child welfare and schools. Every foster youth under age eighteen must have an Education Rights Holder (ERH), who is required to make education decisions in the youth's best interest. However, documenting ERH information has been challenging for FYSCP, as it requires accessing child welfare records and manually entering the data into Foster Focus. To address this challenge, four FYSCP staff members have access to the Child Welfare Services (CWS) Database through FYSCP's MOU with the Kern County Department of Human Services. This access enables FYSCP to assist schools in verifying foster youth status, identifying the youth's education rights holder, and accessing current social worker contact information.

Access to continuous, high-quality professional development and technical assistance for all involved foster youth educational partners is important to support the educational success of students in foster care. To encourage participation, during the 2024-25 school year, FYSCP offered virtual and in-person training options to agency partners to accommodate staffing shortages and remote working schedules. Training and presentation topics included an overview of the foster care system, the education rights of foster youth, supporting foster youth students in high school, resources for foster youth before and after they turn 18, leveraging youth voice in agency services, trauma-informed care strategies, and post-secondary and career readiness best practices.

During the 2024-25 school year, FYSCP continued to step up its efforts to raise awareness of foster youth and their needs in education to Kern County Superintendent of Schools' internal departments, such as Special Education, School-Community Partnerships (including their Community Schools Program), and Kern Integrated Data System. In addition, FYSCP collaborated with the Continuous Improvement team at KCSOS to integrate foster youth student voice initiatives into their Local Control and Accountability Plan (LCAP) training series for districts. FYSCP's sessions covered effective strategies for incorporating foster youth perspectives into LCAP program plans, encompassing the creation of inclusive feedback mechanisms, customized support systems, and fostering collaborative decision-making, all pivotal for comprehensive and impactful program development. Since 2023, FYSCP has partnered with the KCSOS Math Coordination Team to run annual STEAM Summer Camps tailored to foster youth. With a focus on science, technology, engineering, arts, and math, the camp offers an immersive hands-on learning experience and important opportunities for youth to meet other peers and discover new interests in math, science, and art. Historically, these camps can be challenging for foster youth to attend because of their cost, inflexible schedules, and lack of trauma-informed environments. With these challenges in mind, FYSCP partnered with the KCSOS math program to offer a free, 3-week immersive experience for foster youth in grades 3rd through 6th during June and July of 2025. FYSCP staff trains the program's teachers and mentors in the educational needs of foster youth and trauma-informed care, and the STEAM educators design an engaging curriculum tailored to meet students' academic and social-emotional needs.

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

FYSCP continued to promote Youth Empowering Success (YES!) chapters as a district best practice for meaningful youth engagement, youth development, and youth voice. YES! chapters are school site foster youth support organizations created to mentor and empower foster youth in middle school and high school. FYSCP continued to promote YES! as a best practice for districts to integrate social emotional learning and offer youth meaningful student engagement, youth leadership, and youth voice. During the 2024-25 school year, Kern High School District (n=10), Greenfield (n=3), Delano Union (n=1), Richland Elementary (n=1), and Tehachapi Unified (n=1) reported a total of 16 active YES! chapters.

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

Goal 3 does not utilize any LCFF funds. Additional costs were incurred for action 4.1 due to annual maintenance fees for Foster Focus.

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

The Kern County Foster Youth Services Coordinating Program (FYSCP) plays a critical role in expanding access to educational support for foster youth by building the capacity of local school districts and delivering direct services that help students thrive. While implementation of LCAP Priority 10 has made a measurable impact on educational outcomes for foster youth, persistent challenges remain.

As of October 2024, Kern County had 1,424 students in foster care—the sixth largest foster youth student population in California. During the 2024–25 school year, FYSCP directly served 462 foster youth ages 0 to 22, both in schools and through its location at the Dream Center. Through targeted supports like college and career advising, independent living skills training, transportation assistance, youth leadership workshops, and help with immediate enrollment and maintaining school of origin, FYSCP works to remove the barriers foster youth face every day. These students often experience trauma, chronic absenteeism, and frequent school changes—factors that contribute to lower academic achievement, graduation rates, and postsecondary enrollment. Yet with the right support systems in place, FYSCP continues to show that positive educational outcomes are possible.

FYSCP actions to support school stability for foster youth have shown modest but measurable progress toward closing the gap with non-foster youth peers. In the 2022–23 school year, the school stability gap between foster and non-foster youth was 34%. In the 2023–24 school year, that gap decreased to 31%, reflecting a 3% improvement. While this indicates that current strategies – such as coordination with child welfare services, increased training for school site staff, and the enforcement of school of origin rights – are beginning to have a positive effect, the overall stability rate for foster youth remains significantly lower at 58% compared to 89% for non-foster youth.

FYSCP seeks to improve foster youth academic outcomes in English Language Arts (ELA) and mathematics. The most recent CAASPP performance data from 2023–24 shows that the percentage gap in ELA proficiency scores between foster youth and non-foster youth students increased slightly, from 19% in 2022–23 to 21% in 2023–24. Foster youth proficiency declined from 19% to 17%, while non-foster youth maintained a steady proficiency rate of 38%. In mathematics, the percentage gap between foster youth and non-foster youth students remained unchanged at 15% from 2022–23 to 2023–24. Foster youth continued to show only 8% proficiency, while non-foster youth held steady at 23%. FYSCP remains concerned about the lasting impact of pandemic-related learning loss. A comparison of 2018–19 and 2023–24 CAASPP data reveals that both groups continue to perform below pre-pandemic levels. For non-foster students, ELA proficiency dropped six percentage points to 38%, while foster youth dropped two points to 17%. These scores reflect regression to achievement levels last seen in 2015–16, setting progress back by nearly a decade. In math, non-foster youth proficiency dropped five points to 23%, while foster youth dropped three points to just 8% proficiency in foundational math concepts.

Graduation and dropout data from 2023–24 further illustrates persistent challenges. The four-year cohort graduation rate for foster youth declined from 56% in 2022–23 to 54% in 2023–24, increasing the graduation gap between foster and non-foster youth from 29% to 33%. In contrast, non-foster youth improved to an 87% graduation rate. Dropout rates among foster youth also increased, climbing from 26% in 2022–23 to 37% in 2023–24, now reflecting a 26-point gap compared to non-foster youth (11%). These numbers underscore the urgency of strengthening educational supports and interventions.

Chronic absenteeism remains a key barrier to educational progress. In the 2023–24 school year, 33% of Kern County foster youth students were chronically absent, compared to 19% of non-foster youth, widening the gap from 11% in 2022–23 to 14% in 2023–24. Foster youth missed an average of 17 school days. Compounding this issue, suspension rates for foster youth remained significantly higher than their peers. At 15.8%, the rate was nearly four times higher than that of non-foster students (4.0%), contributing to increased disengagement and school instability. In response, FYSCP has intensified efforts to address root causes of disengagement and absenteeism. These efforts include targeted trauma-informed training for educators, expansion of student voice programs, and renewed focus on alternatives to exclusionary discipline practices. Additionally, engagement programs like the YES! Conference, YES! Chapters, and the Student Voice Ambassador Program empower students to become active participants in their education and advocate for their own success.

In addition to coordinating resources to serve foster youth, FYSCP supports LEAs in building their capacity to serve foster youth in their schools by providing training and LCAP consultations to LEAs with LCAP compliance to support foster youth. During the 2024–25 school year, FYSCP provided 24 in-person and virtual trainings to a total of 1,330 attendees. Attendees included staff from child welfare and probation, foster caregivers, and foster youth students in addition to staff from 28 school districts, three charter schools, and other LEAs and COEs throughout California and the United States. In

addition, presentations and training offered by Kern FYSCP were all rated very highly by respondents, with positive ratings averaging 96%. These attendee ratings included increasing their understanding of the topic (99%), helping them perform their duties to a higher standard (99%), and giving them the skills and confidence necessary to apply what they had learned (94%). During the 2024-25 school year, FYSCP provided guidance and support to 46 LEAs and four charter schools on the development of integrated policy and practice for LCAP to engage in effective program planning for foster youth under LCFF, either in-person, virtually, or by phone.

FYSCP has demonstrated substantial progress in building collaborative relationships among various agencies and systems that work with foster youth, focusing support on data sharing, assistance to ensure school stability, learning support, and student support. FYSCP coordinated services and information with LEAs and other partners to obtain necessary records to determine appropriate school placements and coordinate instruction.

FYSCP has made strong progress toward its LCAP metrics, delivering 868 regional meetings, trainings, and technical assistance sessions to child welfare and probation partners. While slightly below the Year 3 target, these efforts have increased interagency collaboration, strengthened school stability planning, and raised awareness of educational rights and resources for foster youth. The Year 3 target for direct services, such as records requests, case consultations, and Best Interest Determination (BID) meetings, is 882. As of now, 859 services have been provided, demonstrating strong progress toward the goal. These services have proven effective in resolving school placement issues, supporting timely enrollment, and strengthening educational planning for foster youth. Moreover, BID meetings in particular show improved collaboration between schools and child welfare to prioritize school stability.

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

Since 2016, FYSCP has hosted the annual Youth Empowerment Success! (YES!) Conference, a youth-driven event designed to empower, educate, and celebrate foster youth in grades 6 through 12. The conference brings together current and former foster youth, YES! advisors and chapterones, caregivers, child welfare professionals, probation staff, and educators to address the barriers foster youth face and build collaborative solutions.

Planned in partnership with the YES! Youth Advisory Board, which is comprised of foster youth students from YES! Chapters across Kern County, the YES! Conference reflects the real voices, needs, and aspirations of the students it serves. On March 28, 2025, the 10th annual YES! Conference took place at Bakersfield College under the theme "My Journey, My Future!" A total of 150 middle and high school students attended this year's event.

The goals of the conference were to empower foster youth through leadership development and goal setting, educate students on college, career, and life skills, celebrate student strengths and achievements, build a sense of community, and inspire youth through motivational speakers and real-life success stories. The conference also aimed to connect students with mentors, resources, and support systems while amplifying student voice to advocate for their own needs.

This year's program provided students with a range of powerful experiences. Youth had the opportunity to explore a college campus, hear from national motivational speaker Kevon Lee, participate in interactive goal-setting workshops, and plan for their futures at a comprehensive college and career resource fair. Students also enjoyed engaging in carnival-style games for a chance to win prizes, and many reported that the foster youth alumni panel was one of the most inspiring parts of the day.

Student feedback reflected a deep sense of connection, encouragement, and motivation. Many expressed that the event helped them feel seen, supported, and reminded them that they are not alone in their journey. Most importantly, students walked away with a greater sense of purpose and the belief that their goals are within reach, backed by a caring community ready to help them succeed.

Throughout the 2024-25 school year, Kern County FYSCP prioritized improving FAFSA/CADAA completion rates through strong partnerships with high school districts, child welfare agencies, group homes, and local colleges including CSUB, Bakersfield College, and Taft College. Using Webgrants WinZIP

software, FYSCP maintained up-to-date FAFSA/CADAA data in Foster Focus, allowing liaisons and social workers to monitor student progress and provide timely support.

Personalized, hands-on guidance remained central to FYSCP's efforts. Staff worked directly with students at schools and the Dream Center to assist with financial aid and college applications. Events like the YES! Conference help raise early awareness, with college partners hosting interactive booths to demystify the FAFSA/CADAA process for students as early as sixth grade.

The College Navigator Program, led by FYSCP's Peer Support Specialist, a former foster youth, provided critical one-on-one support with financial aid, housing, transportation, and college navigation. During the 2024–25 school year, 30 current and former foster youth completed financial aid applications through the program. Despite these efforts, FAFSA completion among high school seniors in foster care declined by 8% this year. In the 2024–25 school year, 28% of eligible seniors completed the FAFSA, down from 36% the previous year. FYSCP is working to address this decline with renewed focus on outreach and early intervention.

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.

All metrics and action items from the 2024-25 LCAP will be carried over into the 2025-26 LCAP.

The FAFSA completion rate for foster youth in Kern County declined by 8% during the 2024–25 school year. This drop aligns with both statewide and national trends. Most notably, the delayed launch of the new 2024–25 FAFSA form, along with ongoing technical issues, created widespread confusion and limited students' ability to complete applications on time. According to the Office of Federal Student Aid, only 27% of high school seniors nationwide had completed the FAFSA by March 29, 2024—compared to 45.5% the prior year.

Given that all students have faced significant barriers completing the FAFSA this year, it makes sense that foster youth, who already face disproportionately lower FAFSA completion rates due to instability, lack of support, and access challenges, would be even more impacted.

In response, FYSCP provided specialized FAFSA training to Cal-SOAP mentors, who work directly with students at high school sites to ensure foster youth receive hands-on support. We remain committed to improving FAFSA completion rates and will continue targeted outreach through spring and summer to support students who still need to submit. Despite the challenges, our goal remains the same: to ensure foster youth have equitable access to college financial aid and postsecondary opportunities.

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
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

Action #	Title	Description	Total Funds	Contributing
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.	\$65,102	N
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	<p>Students in Kern County Special Education special day class programs will demonstrate improved functional academic skills by improving student engagement and school climate. These improvements will be evidences by:</p> <ul style="list-style-type: none"> - A reduction in the Distance from Standard (DFS) on state academic assessments in English Language Arts (ELA) and Math. - Increased usage and analysis of students' performances on Common Formative Assessments (CFAs) aligned to the program's adopted standards-based curriculum. - Progress toward Individualized Education Program (IEP) goals through the provision of targeted instructional services and supports as prescribed in students' IEPs. - Reduced rates of chronic absenteeism and suspensions across all student groups and 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

An explanation of why the LEA has developed this goal.

The Kern County Special Education special day class program aims to provide quality instruction to all students, to promote meaningful engagement with educational partners, and to maintain stable, well-equipped instructional teams to foster lifelong learning for students with exceptional needs. Serving students with the most extensive support needs in Kern County, the program focuses on students' progress and achievements, student engagement, and school climate.

The 2024 California School Dashboard reported performance achievement levels in the red for both English Language Arts and math based on CAASPP scores. Student performance levels measured by distances from standards deteriorated by 15.8 points in ELA and 17.8 points in math. This decline illustrates the continued need to improve instruction by using and analyzing students' performances on common formative assessments in addition to examining the provision of services and supports as prescribed in students' Individualized Education Programs (IEPs).

In the area of chronic absenteeism, Kern County Special Education did reduce the percentage of students who are chronically absent to 59.3%, but this percentage continues to be a measure of concern, especially regarding the program's English learners. The California School Dashboard indicates that 68.3% of English learners were chronically absent during the 2023-24 school year, which is an increase of 2.1% over the prior year. Of note is a new measure to monitor IEP implementation by analyzing the number of service minutes students received out of the total number of minutes prescribed by the IEP. This measure is also highly impacted by student attendance and showed that 60% of students received 100-95% of their prescribed service minutes. By adding the IEP implementation measure, the program intends to further develop practices and policies within the IEP process that can support more regular attendance and engagement in students' individualized programs.

While the increase in the percentage of students suspended at least one day showed a modest increase of 0.7% to 5.9% on the 2024 Lasnoara, the suspension rate for African American students continues to be disproportionate at 25.8%. Foster youth were also disproportionately suspended at a rate of 27.8%.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 2 – Implementation of State Standards					
5.1	2A: Number of staff participating in at least one training on Core Curriculum and Instruction Source: Frontline Professional Learning Management System	50% of certificated staff participated in at least one curriculum training; 0% of classified staff	85% of certificated staff participated in at least one curriculum training; 0% of classified staff		Certificated Staff: 100% Classified Staff: 70%	Certificated: 15% Classified: 70%
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	<u>2024-25 Data</u> 13,471		8,000	6,005
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%	<u>Through March 2025</u> 78%		90%	32%
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%	<u>2024-25 Data</u> Active students: 35% Active days: 3 days per student Active teachers: 67%		Active students: 70% Active teachers: 90%	-6%; 1%
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	<u>2024 Dashboard</u> 101.4 points		70 points	-15.8

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 4E: Percentage of English learners making progress toward English language proficiency Source: California School Dashboard; ELAC score files	<u>2023 Dashboard</u> 111 points	<u>2024 Dashboard</u> 128.8 points		90 points	-17.8
5.7	Priority 5 – Student Engagement	<u>2023 Dashboard</u> 37.8%	<u>2024 Dashboard</u> 17.2%		50%	-20.6%
5.8	5B: Percentage of students who had 100-95% of their IEP service minutes implemented Source: SIRAS Service Minutes Report Priority 5 – Student Engagement	New metric – 0%	<u>2024-25 Data</u> 60%		100%	N/A
5.9	5B: Percentage of students enrolled for 30 or more days who are chronically absent Source: Aeries, KIDS, CALPADS	<u>2023 Dashboard</u> 66.3%	<u>2024 Dashboard</u> 59.3%		50%	-7%
5.10	Priority 6 – School Climate	<u>2023 Dashboard</u> 5.2%	<u>2024 Dashboard</u> 5.9%		2.5%	0.7%
	6A: Suspension rate Source: Aeries, KIDS, CALPADS					
5.11	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%	<u>2024-25 Data</u> 100% of students in programs for students with ED receive SEL instruction & PBIS		Revised: 100% of students participating in SEL curriculum adopted by program and receiving daily positive behavior interventions as needed	0%

Goal Analysis for 2024-25

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.

The Kern County Special Education program was successful in implementing all action items under Goal 5 in the 2024-25 LCAP.

The 2024 California School Dashboard reported a performance level of red for both English Language Arts (ELA) and mathematics based on CAASPP scores. Student performance levels measured by distance from standard deteriorated by 15.8 points in ELA and by 17.8 points in math. This decline illustrates the continued need to improve instruction by using and analyzing performance data in addition to examining the provision of services and support as prescribed in students' Individualized Education Programs (IEPs). Full implementation of the program's adopted curriculum continues to show a need for formal training and classroom-level coaching to ensure that lessons are consistently presented that provide students with opportunities to acquire and apply skills across a range of subjects and using a variety of formats including concrete manipulatives, representational methods on paper, and computer-based learning with accommodations and supports. This practice is essential to generalize students' skills to state assessments, which are primarily presented using computer-based activities with appropriate accommodations and support.

In order to effectively monitor student progress, Kern County Special Education continues to define formative assessment practices and tools to evaluate students' learning on a regular basis. The adopted curriculum provides education specialists with a variety of assessment tools such as rubrics, checklists, and probes to assess academic skills along with English language development, but these practices and tools have not been used consistently at the classroom level. Both program leadership and classroom-level education specialists continue to demonstrate a need for training and for time to analyze students' performance data to drive both daily instruction and IEP development.

In the area of chronic absenteeism, Kern County Special Education did reduce the percentage of students who are chronically absent to 59.3%, but this percentage continues to be a measure of concern, especially regarding the program's English Learners. The dashboard indicates that 68.3% of English Learners were chronically absent during the 2023-2024 school year, which is an increase of 2.1% over the previous year. The program will continue efforts to creatively communicate with all families using their primary languages as well as continue to develop relationships with families to ensure they are to confident and comfortable sending their students with exceptional needs to school on a regular basis. Kern County Special Education did restructure its program organization move from a primarily categorical special education program to programs aligned with the students' geographic residences to reduce transportation times. While the average time on the bus each day has decreased, chronic absenteeism continues to be an area of concern. Attendance data as of April 7, 2025, indicates that 56% of Kern County Special Education students are chronically absent with another 8% "nearly chronic" and another 14% "trending chronic." Only 23% of students currently have no absence issues.

While the increase in the percentage of students suspended at least one day showed a modest increase of 0.7% to 5.9% in the 2023-24 school year, the suspension rate for African American students continues to be disproportionate at 10.7%. Additionally, the suspension rate for foster youth was also disproportionate, with 27.8% of students in foster care suspended at least one day. The program continues to demonstrate a need for training on the use of the adopted social-emotional learning curriculum as well as how and when to employ positive behavior interventions and restorative practices to avoid suspensions. Current suspension data indicates a rate of 2.47% as of April 7, 2025, which is a substantial improvement that should continue for the remainder of the 2024-2025 school year.

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

Budgeted expenditures for Goal 5 of the 2024-25 LCAP totaled \$83,000. Actual expenditures were approximately \$83,000. Goal 5 does not utilize LCHT funds.

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

Teachers who serve students with Extensive Support Needs (ESN) in grades TK-12 have increased their usage of the program's adopted core curriculum, which is designed for students with significant cognitive disabilities. Usage has increased due to targeted training of mentor teachers and new teachers who attend teacher development activities on a regular basis. Additionally, a dedicated program specialist has provided classroom level coaching to support implementation and usage of the curriculum, and the program has begun analyzing processes, procedures, and embedded curriculum assessments for teachers to use to inform instruction and develop IEPs. Formal training sessions and classroom-based coaching for all classroom teachers and classified staff that accommodate unique schedules and classroom needs will continue to be organized moving forward.

Teachers who serve students with Emotional Disabilities (ED) have decreased their usage of the program's adopted core curriculum, which is more closely aligned with grade level standards, while still allowing for supports and accommodations. However, even after additional features to individualize reading instruction and multiple trainings with the publisher were provided, teachers have still not used the curriculum consistently. The ED program purchased onsite coaching for its ELA curriculum, but the program has yet to schedule with the trainers. Online trainings with the publishers did occur but were observed to have limited impact due to the lack of teacher participation when trainings were delivered via teleconferencing. Future trainings will be delivered in-person when possible. For any trainings conducted virtually, an administrator will attend and clearly outline expectations for the participants.

A Social Emotional Learning (SEL) curriculum was adopted for the school's program for students with Emotional Disabilities. This program includes a general SEL curriculum and programs for more intensive interventions such as individualized Behavior Interventions and Restorative Practices. While extensive training has been provided to the certificated staff in this program, full implementation will require additional training and on-site coaching. SEL Curriculum for other special education classrooms that serve students with extensive support needs has yet to be determined. At this time, social skills instruction is embedded in the daily instruction and behavior support systems provided to all students.

Safety Care Crisis Intervention training has been offered to all K-12 special day classroom teams. Team members have received 24 hours of initial training and have also had implementation coaching in their classroom settings. Additional trainings and coaching sessions are scheduled for the 2025-26 school year to ensure maintenance of skills and fidelity of implementation.

New and developing teachers received IEP Development Training from their required teacher support sessions and mentors. Currently, leadership is working to define consistent processes and approaches for IEP development that will maximize the educational benefit of county-level special education programs and services.

Common Formative Assessments (CFA) are embedded in the instructional cycle. Once core curriculum is fully implemented with fidelity, the use of CFAs will increase, and the data will be more widely valued and understood across the program.

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.

Goals related to trainings need to have a metric that distinguishes between trainings offered and attended by certificated classroom staff and those offered and attended by classified classroom staff.

The goal related to SEL curriculum was only implemented with the school's program for students with Emotional Disabilities. The curricular needs and strategies for students with significant cognitive disabilities are very different and requires additional time to vet an appropriate curriculum. In the interim,

classrooms are embedding social emotional learning in daily instructional practices and individualized positive behavior supports. The metric for this goal activity has been updated to reflect the current status of the school's SEL curriculum selection and implementation.

The goal and actions related to IEP development will now include processes and procedures related to implementation monitoring which is also tracked by the SELPA and CDE based upon data collected in service logs.

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.	\$25,000	No
5.2	Social Emotional Learning (SEL)	Kern County Special Education will utilize 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 continue 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.	\$10,000	No
5.6	Student Participation Handbook	Kern County Special Education administration will develop a Student Participation Handbook in both English and Spanish 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, extended illnesses, behavior emergencies, and suspensions.	\$5,000	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$4,724,385	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
10.88%	0%	\$0	10.88%

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>1.12</p>	<p>The overall chronic absenteeism rate in Community School is 52%. This percentage is higher for each of the three unduplicated student groups: Foster Youth (77%), English learners (56%), and socioeconomically disadvantaged students (54%).</p> <p>The chronic absenteeism rate for English learners in Court School is 27%, which is higher than for all students (24%).</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. Parent Square 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 unduplicated student groups, 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>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>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>1.9</p> <p>1.10</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 (33.3%) and socioeconomically disadvantaged students (11.3%) is higher than the suspension rate for all students (11.2%).</p> <p>The suspension rate for English learners in Court School is 6.6%, which is higher than for all students (5.5%).</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, English learners, 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>1.11</p> <p>1.12</p>

<p>Community School 2024 CAASPP scores indicate the following:</p> <ul style="list-style-type: none"> • 90.98% of all students did not meet standards in ELA • 99.29% of all students did not meet standards in mathematics • 100% of English learners did not meet standards in ELA • 100% of English learners did not meet standards in mathematics • 92.13% of socioeconomically disadvantaged students did not meet standards in ELA • CAASPP scores for foster youth are not available due to the low number of students tested 		<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>Goal: 2</p> <p>Actions:</p> <p>2.1</p> <p>2.2</p> <p>2.3</p> <p>2.4</p> <p>2.6</p> <p>2.7</p> <p>2.8</p> <p>2.9</p> <p>2.10</p> <p>2.14</p>	<p>Court School 2024 CAASPP scores indicate the following:</p> <ul style="list-style-type: none"> • 97.26% of all students did not meet standards in ELA • 100% of all students did not meet standards in mathematics • 100% of English learners did not meet standards in ELA • 100% of English learners did not meet standards in mathematics • 100% 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>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. Additional supports include utilizing an automated substitute system to ensure quality substitutes to deliver instruction and provide support.</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:</p> <p>2.1</p> <p>2.2</p> <p>2.3</p> <p>2.4</p> <p>2.5</p> <p>2.6</p> <p>2.9</p> <p>2.10</p> <p>2.11</p> <p>2.12</p> <p>2.13</p> <p>2.14</p> <p>2.15</p>
	<p>According to the 2025 LCAP survey, 50.5% of students agree with the statement, "My teachers make me excited about learning," with 25.5% being undecided. The percentage of students who agree with this statement increased by 2.6% over the 2024 survey.</p>		

	<p>According to the 2025 LCAP survey, 69.3% of students agree with the statement, "I learn a lot in my classes," with 14.6% being undecided. The percentage of student who agree with this statement increased by 4.5% over the 2024 survey.</p> <p>According to the 2025 LCAP survey, 57.1% of students agree with the statement, "Instruction at my school is challenging and interesting," with 22.9% being undecided. The percentage of students who agree with this statement increased by 2.9% over the 2024 survey.</p> <p>According to the 2025 LCAP survey, 66.7% of students agree with the statement, "My school is preparing students for future college and/or career paths," with 19.2% being undecided. The percentage of students who agree with this statement is negligible when compared to the 2024 survey (0.1% increase).</p>	
<p>Goal: 2 Action: 2.13</p> <p>The overall chronic absenteeism rate in Community School is 52%. This percentage is higher for each of the three unduplicated student groups: Foster Youth (77%), English learners (56%), and socioeconomically disadvantaged students (54%).</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 unduplicated student groups with the expectation that all students will benefit. Due to the higher chronic absenteeism rate of the program's foster youth, English learners, 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: 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
Goal: 2 Action: 2.11	Court and Community School 2024 CAASPP scores indicate that 0% of English learners met or exceeded standard in ELA and mathematics.	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. While not supported by LCAP funds, professional learning in the area of ELD continues to be a focus for the Alternative Education program. The program completed a three-year professional learning series in the 2024-25 school year. During the 2025-26 school year, the ELD trainer will provide one-on-one mentoring and coaching to teachers in support of their English learners and Long Term English learners.	Metrics: 2.5 2.7 2.8
	Community School 2023 CAASPP scores indicate that 0% of Long-Term English Learners (LTEs) met or exceeded standard in ELA and mathematics. (CAASPP scores are not available for Court School LTEs due to the low number of students tested.)		
	The 2024 California School Dashboard indicates that 31.6% of Community School English learners and 27.3% of Court School English learners are making progress toward English language proficiency.		
	According to the 2025 LCAP survey, 66.0% 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." (13.2% undecided)	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.	
	According to the 2025 LCAP survey, 66.0% 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." (15.1% undecided)		

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 of 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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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.

Local Control and Accountability Plan Instructions

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section [32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section [32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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\(g\)](#) and [52066\(g\)](#) 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\(d\)](#) 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 following web page of the CDE's website: <https://www.cde.ca.gov/rel/cl>.

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

Local Control and Accountability Plan Instructions

- For school districts, see [Education Code Section 52062](#);
 - **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](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **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 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 (CCSP).
- 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 CCSP.

Note: [EC Section 42238.024\(b\)\(1\)](#) 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 school/site, 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 school/site.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of EC Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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.

- o 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.
 - o 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.
 - o 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.
 - o 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

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- 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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section [32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section [32526\(c\)\(2\)](#).
 - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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.

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- 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 school sites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSP. 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 CCSP.

- **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 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)**
- Local Control and Accountability Plan Instructions

- 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).

4.2.4

**RESOLUTION OF THE KERN COUNTY BOARD OF EDUCATION
IN SUPPORT OF ASSEMBLY BILL 89 (2025-2026 LEGISLATIVE SESSION)**

In Re:

SUPPORT OF ASSEMBLY BILL 89

RECITALS

- A. Assembly Bill 89 (AB 89) would require the California Interscholastic Federation (CIF) to amend its constitution, bylaws, and policies to prohibit a student whose sex was assigned male at birth from participating on a girls' interscholastic sports team; and
- B. The Kern County Board of Education (Board) believes that protecting the integrity of girls' sports is essential to ensuring equal opportunities and upholding the spirit of Title IX; and
- C. The Board recognizes the inherent physical advantages that individuals assigned male at birth often possess, which can create an uneven playing field and undermine the competitiveness of girls' sports; and
- D. The Board is concerned that allowing transgender girls to compete on girls' teams could discourage female student athletes and lead to fewer opportunities for biological girls to participate in and excel at school sports; and
- E. The Board has a responsibility to ensure that students can safely and fairly participate in sports activities, which are an integral part of a well-rounded education.

RESOLVED

The Board hereby expresses its strong support for Assembly Bill 89 and urges the California State Legislature to approve this important legislation.

On motion of _____ and seconded by _____, this Resolution is adopted by the following vote:

AYES:

NOES:

ABSENT:

John G. Mendiburu, Ex Officio Secretary
Kern County Superintendent of Schools

4.2.5

**RESOLUTION OF THE KERN COUNTY BOARD OF EDUCATION
IN SUPPORT OF SENATE BILL 414 (2025-2026 LEGISLATIVE SESSION)**

In Re:

SUPPORT OF SENATE BILL 414

RECITALS

- A. Senate Bill 414 (SB 414) proposes various reforms to strengthen oversight and accountability of charter schools, particularly those utilizing flexible, non-classroom-based models; and
- B. The Kern County Board of Education (Board) recognizes the importance of ensuring that all public schools, including charter schools, operate with transparency, fiscal responsibility, and a commitment to student outcomes; and
- C. The Board supports the key provisions of SB 414, which include:
- Renaming "nonclassroom-based" charter schools as "flex-based" charter schools and updating related terminology;
 - Expanding stakeholder input in the audit guide development process;
 - Requiring specialized training for CPAs conducting charter school audits;
 - Mandating annual public reviews of charter school audit reports;
 - Prohibiting auditors from conducting future school audits if their audits do not conform to provisions of the audit guide for two consecutive years;
 - Adding charter-specific audit procedures, including review of large transactions and teacher-student ratios;
 - Enhancing chartering authority oversight responsibilities and grounds for charter revocation;
 - Clarifying obligations of charter school governing boards and management entities to respond to oversight inquiries;
 - Limiting the State Board of Education's authority to reduce funding for flex-based charter schools absent demonstrable financial abuse or mismanagement;

- Establishing new audit guidelines for the State Controller to incorporate, including materiality thresholds and related-party disclosures.
- D. The Board believes the reforms proposed in SB 414 will strengthen the accountability, transparency, and integrity of California's charter school system, particularly for schools utilizing flexible, nonclassroom-based instructional models.

RESOLVED

The Board hereby expresses its strong support for Senate Bill 414 and urges the California State Legislature to approve this important legislation.

On motion of _____ and seconded by _____, this Resolution is adopted by the following vote:

AYES:

NOES:

ABSENT:

John G. Mendiburu, Ex Officio Secretary
Kern County Superintendent of Schools

4.2.6

**RESOLUTION OF THE KERN COUNTY BOARD OF EDUCATION
IN OPPOSITION TO ASSEMBLY BILL 84 (2025-2026 LEGISLATIVE SESSION)**

In Re:

OPPOSITION TO ASSEMBLY BILL 84

RECITALS

- A. The Kern County Board of Education (Board) is committed to supporting a wide array of educational options to meet the diverse needs of all students in Kern County; and
- B. The Board recognizes the value of flexible learning models, such as charter schools and nonclassroom-based programs, in supporting student success; and
- C. The Board is concerned that Assembly Bill 84 (AB 84) could significantly impact the funding and operations of these alternative educational programs, potentially limiting access to educational opportunities for students who thrive in these environments; and
- D. The Board believes that AB 84 could negatively affect students' access to robust educational experiences and real world learning opportunities; and
- E. The Board is worried that AB 84 could divert funds from student-centered programs to increased oversight and recordkeeping, which could undermine the ability of certain schools, specifically charter schools and nonclassroom-based programs, to deliver effective instruction.

RESOLVED

- 1. The Board opposes AB 84 and urges the California State Legislature to reject this bill as it would have a detrimental impact on the Board's mission of supporting appropriate educational opportunities for all students in Kern County.
- 2. The Board will advocate for policies that support student learning while also promoting educational choice and flexibility for families and schools.
- 3. The Board will work with stakeholders, including parents, community organizations, school districts, and other county boards of education, to raise awareness about the potential negative impacts of AB 84 on students and schools.

On motion of _____ and seconded by _____,
this Resolution is adopted by the following vote:

AYES:

NOES:

ABSENT:

John G. Mendiburu, Ex Officio Secretary
Kern County Superintendent of Schools