



# BOARD OF EDUCATION REGULAR MEETING AGENDA

June 9, 2026  
6:30 p.m.

Board of Education Board Room  
1300 17<sup>th</sup> 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 17<sup>th</sup> 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](mailto: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

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

1.4 Adoption of the Agenda

Motion \_\_\_\_\_ Second \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Abstain \_\_\_\_\_

1.5 Approval of the Minutes from the Regular Board Meeting held on May 12, 2026.

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 Presentation: COE Annual Summary Report, Kimberly Graham, Assistant Superintendent.
- 3.2 Report of Staff Findings and Recommendation regarding the CAAT Charter Material Revision.

## 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 Approval of Action – CAAT Material Revision Regarding Facilities.

Motion \_\_\_\_\_ Second \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Abstain \_\_\_\_\_

#### 4.2.2 Approval of the 2026-27 LCAP Budget Overview for Parents and the 2026-27 Local Accountability Plan (LCAP).

Motion \_\_\_\_\_ Second \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Abstain \_\_\_\_\_

#### 4.2.3 Approval of the 2025-26 Local Indicator Data.

Motion \_\_\_\_\_ Second \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Abstain \_\_\_\_\_

#### 4.2.4 Approval of the Court and Community Schools Plan for Student Achievement (SPSA) Annual Evaluations.

Motion \_\_\_\_\_ Second \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Abstain \_\_\_\_\_

4.2.5 Approval of the Kern County Plan for Providing Educational Services to Expelled Students:  
July 1, 2024 – June 30, 2027.

Motion \_\_\_\_\_ Second \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Abstain \_\_\_\_\_

4.2.6 Adoption of 2026-27 County School Service Fund (CSSF).

Motion \_\_\_\_\_ Second \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Abstain \_\_\_\_\_

4.2.7 Resolution Approval – Establish Education Protection Account.

Motion \_\_\_\_\_ Second \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Abstain \_\_\_\_\_

4.2.8 Resolution Approval – Request to Consolidate a County Board Member Election with  
November 3, 2026, General Election in Ventura County.

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.

## **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 July 14, 2026, at  
6:30 p.m.

8.2 Time of adjournment \_\_\_\_\_ p.m.



# BOARD OF EDUCATION REGULAR MEETING MINUTES

May 12, 2026  
6:30 p.m.

1.5

Board of Education Board Room  
1300 17<sup>th</sup> 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 Beechinor Towse  
Lori J. Cisneros  
Lori Eskew  
Jose E. Gonzalez, Jr.  
Mary Little  
Joe L. Marcano  
James V. Robinson  
Lajaya Austin Turner, *Student Representative*

### 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 Trustee Robinson, seconded by Trustee Beechinor Towse to approve the agenda.

Ayes: Trustee Beechinor Towse, Trustee Cisneros, Trustee Eskew, Trustee Gonzalez, Jr., Trustee Little, Trustee Marcano, and Trustee Robinson  
Abstain: None  
Absent: None

- 1.5 It was moved by Trustee Eskew, seconded by Trustee Robinson to approve the Minutes from the Regular Board Meeting held on April 14, 2026.

Ayes: Trustee Beechinor Towse, Trustee Cisneros, Trustee Eskew, Trustee Gonzalez, Jr., Trustee Little, Trustee Marcano, and Trustee Robinson  
Nays: None  
Abstain: None  
Absent: None

## **2.0 PUBLIC COMMENTS**

2.1 Public Comments were heard from the following:

- Ellen Schafhauser
- Greg West
- Heather Lajanelei
- Jes Sanders

## **3.0 INFORMATION ITEMS – NO ACTION TAKEN**

- 3.1 Presentation: Defense Counterintelligence Security Agency – Process for Vetting School Staff – Joel MacKay.
- 3.2 Presentation: SISC – Self Insured Schools of California – Dr. Dave Ostash, Chief Executive Officer.
- 3.3 RISE – Spring Picnic.

## **4.0 ACTION ITEMS**

4.1 Consent Agenda

4.1.1 It was moved by Trustee Beechinor Towse, seconded by Trustee Cisneros to approve Graduation Diplomas.

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

4.2 General Business

- 4.2.1 Public Hearing for 2026-2027 Local Accountability Plan (LCAP) and Budget Overview for Parents.
- 4.2.2 Public Hearing for 2026-2027 County School Service Fund (CSSF) Budget.
- 4.2.3 Discussion regarding KCBOE Video Retention – No Action Taken.

## **5.0 REPORT OF COUNTY BOARD OF TRUSTEES MEMBERS**

5.1 Trustee Cisneros addressed several topics raised during prior public comments, including concerns regarding audio quality during board meetings. She noted that she had followed up with Dr. Mendiburu regarding the matter and shared that staff reviewed previous recordings and did not identify any major sound issues. Comments explained that microphone enhancements have been implemented over time to improve sound sensitivity and acknowledged that participants have also become more mindful about properly using the microphones. Trustee Cisneros also highlighted the accessibility of board meeting agendas on the Kern County Superintendent of Schools website, noting that agendas are posted online and physically at the City Centre building by Friday afternoon preceding Tuesday board meetings, in accordance with state law. She commended the website's user-friendly features, including clearly marked links for current and archived agendas as well as live-stream access to board meetings, and suggested that board

member biographies may benefit from updates during the election year. In closing remarks, Trustee Cisneros expressed appreciation for teachers as they conclude the school year, recognizing their hard work and dedication on behalf of students. She also congratulated graduating seniors throughout Kern County and expressed enthusiasm for upcoming graduation ceremonies. Additionally, Trustee Cisneros encouraged community members to participate in the June 2 primary election, emphasizing the importance of exercising the constitutional right to vote.

- 5.2 Trustee Little inquired about the continued use of the property near the Bell Tower and the adjacent building previously utilized for teacher trainings and was informed that the facility remains in use. She expressed appreciation for the presentation, noting that it was both informative and well delivered. Trustee Little also shared enthusiasm about the “Rise and Shine” activities initiative, highlighting its focus on motivating, connecting with, and transforming students. She noted that board members and staff proudly wore shirts featuring the program’s emblem and received positive feedback from the community regarding the initiative. Additionally, Trustee Little commented on the positive impact the program has had on students, staff, teachers, and the broader community, emphasizing the importance of building stronger relationships within school communities. She reflected positively on a recent visit to a community school campus, commending the welcoming atmosphere, professionalism of the staff, and the beauty of the campus. Trustee Little concluded her remarks by expressing anticipation for the upcoming CAT presentation scheduled for next month.
- 5.3 Trustee Beechinor Towse thanked the Board President for including the evening’s presentations on the agenda, noting the importance of discussions related to employee vetting, risk management, and school safety. Referencing recent news coverage surrounding the Camp Mystic trials in Texas, she emphasized the importance of proactive safety practices and accountability within educational institutions. Trustee Beechinor Towse stated that student and staff safety must remain a top priority and stressed that safety measures should extend beyond written plans to consistent practice and implementation. She expressed interest in reviewing current safety-related procedures and trainings, including updates regarding Narcan availability, CPR, first aid practices, emergency preparedness, and lockdown protocols, and requested an opportunity for the Board to revisit and refresh its understanding of the safety measures currently in place throughout schools. Additionally, Trustee Beechinor Towse recognized the accomplishments of the Bakersfield College rodeo team, congratulating three student-athletes who qualified for the College National Finals Rodeo in Casper, Wyoming. She commended the students for balancing academics, employment, and athletics while pursuing postsecondary education and highlighted their achievements as an example of the dedication and perseverance fostered through education from early childhood through college.
- 5.4 Trustee Eskew reflected on her recent visit to a community school campus, noting the positive atmosphere and highlighting the campus garden and hydroponic program, which provide students with opportunities to learn about gardening and growing their own vegetables. She shared that the visit also allowed her to reconnect with former colleagues and expressed appreciation for the welcoming environment on campus. Trustee Eskew additionally discussed her participation in activities at the Bakersfield College Turning Point program, where she engaged with students through discussion tables and conversations. She acknowledged graduating student leaders and expressed appreciation for the students’ willingness to engage respectfully and thoughtfully throughout the school year. Trustee Eskew also shared that she and her husband participated in a Cinco de Mayo celebration and prom activities with students at a Wasco special education program, describing the experience as one of the highlights of their year. She praised the students’ enthusiasm and noted that this year marked the first student-voted prom king and queen selection, which she described as a meaningful and memorable milestone. In addition, Trustee Eskew voiced support for continued discussions regarding employee background checks and school safety procedures. Drawing from her prior professional experience conducting background

checks, she expressed concern about student safety and suggested consideration of ongoing or recurring screening practices. She also voiced support for ensuring that teachers have access to first aid resources and Narcan training and availability as part of broader school safety efforts.

- 5.5 Trustee Robinson commented on the increasing participation in the Turning Point USA Turning Point student organization among Kern County high schools and at the Liberty Center, noting his appreciation for opportunities that encourage respectful discourse and discussion among students with differing perspectives. Trustee Robinson emphasized the value of civic engagement and open dialogue, stating that such organizations help foster productive conversations and greater community involvement. Additionally, Trustee Robinson encouraged greater public participation in local educational leadership and governance, noting that organizations such as the Revere Group provide information and resources for individuals interested in running for school and county board of education positions. He expressed support for increased community involvement in school board service and encouraged attendees and community members to consider participating in local elections and educational leadership opportunities.
- 5.6 Trustee Marcano reflected on the recent RISE picnic held at North Kern Community School, noting the positive interactions he had with students and staff during the visit. He shared that the students were welcoming and engaged, and he spoke with a student who discussed successfully completing probation and expressed optimism about his future. Trustee Marcano commented on the students' charisma and ambition, observing that many students at the school demonstrate significant potential and would benefit from continued guidance and support. He commended the faculty and staff for their work with students and emphasized the importance of student attendance, noting that regular attendance is a critical component of student success.
- 5.7 Student Representative Lajaya Austin Turner shared reflections on her experiences participating in board-related activities and events, including assisting at the Bell Tower coffee event, which she described as busy but enjoyable. She acknowledged that her initial experience attending board meetings felt overwhelming; however, over time she became more comfortable and found the experience positive and rewarding. Board members expressed appreciation for her service and participation, congratulated her on completing her term, and encouraged her to stay connected and share updates on her future endeavors.

## **6.0 REPORT OF THE COUNTY SUPERINTENDENT**

- 6.1 Superintendent Dr. Mendiburu provided several updates to the Board regarding state funding, district initiatives, and student safety efforts. He informed the Board that the Governor's May Revision to the state budget would be released later in the week and reported that Proposition 98 education funding is not currently expected to experience major reductions. Dr. Mendiburu stated that funding projections remain largely status quo at this time, including the anticipated cost-of-living adjustment, and noted that additional budget updates would be provided at the next board meeting should significant changes occur. Dr. Mendiburu also highlighted the upcoming graduation season, including the RISE graduation ceremony, and encouraged board members to participate in the celebration. He provided an update regarding the proposed funding measure for California Living Museum (CALM), noting that the required petition signatures had been submitted for verification and that, if validated, the measure would appear on the November ballot to support implementation of CALM's master expansion plan. He clarified that the County of Kern owns the property on which CALM operates and that the County Office of Education partners with the County to manage and expand the facility. Dr. Mendiburu acknowledged that public discussion regarding the proposed measure and expansion efforts is ongoing and emphasized the educational and community value of the project. Additionally, Dr. Mendiburu addressed reports of a recent security breach involving the Canvas platform, explaining that local school districts and the County Office of Education continue to work with the company to assess the situation.

He stated that, at the present time, no known student or staff data breaches involving local districts had been identified. Dr. Mendiburu also thanked the Board for its continued support of student-focused activities, including the RISE picnic and related events, noting that such efforts demonstrate the Board's commitment to students and school communities. Dr. Mendiburu further updated the Board regarding the upcoming CAAT charter presentation and facility expansion request, explaining that the June board meeting will include both the presentation and approval consideration in order to support the school's timeline for opening its expanded facilities prior to the upcoming academic year. Finally, he addressed comments related to school safety, Narcan availability, CPR, and employee vetting procedures. He shared that the County Office of Education collaborates with school districts, law enforcement, and emergency response agencies through the Safe School Coalition to support comprehensive school safety efforts and indicated that a future presentation on these initiatives would be scheduled for the Board. Dr. Mendiburu also reviewed current employee fingerprinting and arrest notification procedures and discussed recent changes in California law requiring school districts to conduct more thorough employment history reviews when hiring individuals from other districts, particularly regarding prior misconduct or disciplinary concerns.

## **7.0 AGENDA ITEMS FOR THE NEXT MEETING**

- 7.1 There were no items suggested for the June 9, 2026, meeting.

## **8.0 ADJOURNMENT**

- 8.1 Unless otherwise posted, the next regularly scheduled meeting will be held on June 9, 2026, at 6:30 p.m.
- 8.2 The meeting was adjourned at 9:05 p.m.

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John G. Mendiburu, Ed.D., Ex-Officio Secretary to the Board of Education

# Local Control and Accountability Plan



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

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

## Plan Summary 2026-27

### 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. During the 2024-25 school year, the Court School program served 1,299 individual students, with a total enrollment of 2,030. During the same school year, the Community School program served 975 individual students, with a total enrollment of 1,364.

Juvenile Court School serves adjudicated, incarcerated, or neglected students from throughout the county. During the 2024-25 school year, the average length of enrollment in Court School was 36 days. Court School sites include Central School, Erwin Owen High School, Miriam Jamison Children's Center, and Redwood High School. The Juvenile Court School program qualifies for Equity Multiplier funding.

Community School provides an educational alternative for students from school districts across the county with campuses geographically located to best serve Kern County districts, students, and families. Students are enrolled in Community School if they are: (1) expelled, (2) referred by a district School Attendance Review Board, (3) referred by a school district with parent approval, or (4) referred by probation or court-ordered. The average length of enrollment in Community School during the 2024-25 school year was 78 days. Community School sites include Bridges Career Development Academy, 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 also qualifies for Equity Multiplier funding.

Court and Community School sites operate year-round with open-entry, open-exit enrollment, ensuring continuous access to educational services for students as they are referred throughout the year. Alternative Education collaborates with many other county agencies, including local school districts, mental health services, human services, and the probation department, to meet the academic and social-emotional needs of all students.

The Alternative Education student population includes 14.7% English learners, 20.3% students with disabilities, and 95.7% are classified as socioeconomically disadvantaged. The majority of students identify as Hispanic (64.8%), African American (19.5%), and White (13.9%).

Kern County Superintendent of Schools (KCSOS) operates a Foster Youth Services Coordinating Program (FYSCP) to provide a streamlined, coordinated approach to supporting the educational needs of foster youth. The FYSCP works closely with Alternative Education administration and support staff, as well as the Kern County Probation Department and Child Welfare Services. Support includes ensuring prompt enrollment, assisting with the development of Individualized Learning Plans, and maintaining regular communication with school district liaisons to coordinate placements and transitions. FYSCP also monitors timely record transfers to meet the two-day requirement, helping foster youth maintain continuity in their education. Support for foster youth is addressed through Goal 4 of the LCAP.

Many Kern County students require special education services due to disabilities that cannot be adequately addressed in traditional classroom settings. The KCSOS Special Education department collaborates with parents, local school districts, and educational staff to create appropriate learning environments and deliver specialized programs and services for children from birth through the age of 21. This population is supported under Goal 5 of the LCAP.

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

## Reflections: Annual Performance

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

Data from the California School Dashboard informs the successes and challenges outlined below. The Dashboard uses a color-coded system to display school and district performance across multiple state indicators. Performance levels range from blue (highest performance) to red (lowest performance), with green, yellow, and orange representing intermediate levels.

### Successes

**College and Career Readiness:** According to program data, during the 2024-25 school year, 320 students completed industry-recognized certifications, including Forklift Safety, OSHA-10 for Construction, HeartSaver CPR, ServSafe, AHLEI Guest Service Gold, and completion of the WIOA jobs program. Additionally, 533 students were enrolled in career readiness or career exploration courses. Through the JobsPlus! program, 17 students participated in paid internships.

Historically, the Alternative Education program has had low performance on the College and Career Indicator (CCI). The 2025 California School Dashboard indicates that 2.0% of Court School students and 2.5% of Community School students are considered “prepared.” To be classified as “prepared,” students must meet specific criteria, which may include scoring “Standard Met” or higher on both the English Language Arts and Mathematics CAASPP assessments, earning qualifying scores on Advanced Placement or International Baccalaureate exams, completing college coursework for credit, or meeting University of California (UC) and California State University (CSU) entrance requirements.

The 2025 Kern County Office of Education Dashboard reflects a performance level of red for the following student groups: English Learners, Foster Youth, Hispanic, Homeless, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and White students. At Court School, the Dashboard indicates a performance level of red for Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities student groups. Similarly, the Community School Dashboard reflects a performance level of red for English Learner, Hispanic, Long-Term English Learners, and Socioeconomically Disadvantaged student groups.

Although these efforts are not fully reflected on the Dashboard, the Alternative Education program provides multiple opportunities for students to prepare for college and careers. During the 2024-25 school year, the program offered a variety of Career Technical Education (CTE) pathways, CTE and a-g coursework through *Edmentum*, and a job readiness and career exploration course.

Staff and student perceptions support these efforts. Among the 38% of staff who completed the LCAP survey, 61.8% agreed with the statement, “My school is preparing students for future college and/or career paths,” while an additional 26.5% were undecided. Similarly, 63.8% of students agreed with this statement, and 19.9% indicated they were undecided.

Utilizing primarily grant funding, the Alternative Education program will continue to provide high-quality CTE programs and career preparation opportunities for students.

**Local Assessment:** The Alternative Education program utilizes STAR Renaissance assessments to measure student growth in reading and mathematics every 60 days. Assessment data are used to inform instructional decisions and to determine the need for targeted interventions.

STAR data for the 2024-25 school year indicate that Court School students demonstrated an average growth of six months in reading and seven months in mathematics. During the same period, Community School students showed an average growth of four months in reading and 4.5 months in mathematics. Data for the fall semester of 2025 indicates continued progress. Court School students achieved an average growth of six months in both reading and mathematics, while Community School students demonstrated an average growth of four months in reading and three months in mathematics.

**English Learners:** According to the 2025 California School Dashboard, 42.3% of English learners at Court School and 50.7% of English learners at Community School were identified as making progress toward English language proficiency. Program data indicates that 50.0% of Court School students and 26.7% of Community School students increased their "Overall" performance on the ELPAC from 2024 to 2025.

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 English learner 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," 92.3% of EL parents/guardians agreed (7.1% were undecided) and 73.5% of staff agreed (14.7% were 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," 89.3% of EL parents/guardians agreed (7.1% were undecided) and 70.6% of staff agreed (20.6% were undecided).

The Alternative Education program annually contracts with the county office of education's Instructional Support division to provide professional learning and support related to English Language Development (ELD). Equity Multiplier funds support three ELD teachers, as well as additional professional learning opportunities.

**Graduation Rate:** According to the 2025 California School Dashboard, Court School's graduation rate was 41.8% with Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities receiving a performance color of red. Community School's graduation rate was 38.6% with English Learners, Hispanic, Long-Term English Learners, and Socioeconomically Disadvantaged student groups receiving a performance color of red. The Kern County Office of Education 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 permitted to use a one-year Dashboard Alternative School Status (DASS) graduation rate for accountability purposes. Alternative programs are now held to the same graduation rate calculation as traditional schools statewide, despite serving a nontraditional student population. Under the DASS methodology, the 2025 graduation rate was 72.5% for Court School and 56.1% for Community School.

On average, high school students enroll in the Alternative Education program with a deficit of 47 credits. As a result, many students in their fourth year of high school are not eligible to graduate at the end of the year due to credit deficiencies. During the 2024-25 school year, 103 students completed their graduation requirements while enrolled with the program. The number of students who graduate 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 to support seniors in completing the credit requirements necessary for graduation.

**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, 80.5% agreed with the statement, "The social emotional skills that I'm learning at school have been helpful," with 13.1% 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 includes valid CAASPP assessment scores. For a score to be considered valid, a student must have been continuously enrolled from Fall Census Day (the first Wednesday in October) through the testing date without a gap in enrollment exceeding 30 consecutive calendar days. If a student participates in CAASPP testing while enrolled in the Alternative Education program but does not meet these criteria, the test score is excluded from Dashboard reporting.

The 2025 Kern County Office of Education Dashboard reflects the Hispanic student group as having a performance level of red on the CAASPP English Language Arts (ELA) assessment, and both Hispanic and Socioeconomically Disadvantaged student groups as having a performance level of red on the CAASPP mathematics assessment.

The 2025 Kern County Special Education Dashboard reflects a performance color of yellow on both the ELA and mathematics. Community School received a performance color of orange in both ELA and mathematics on the 2025 Dashboard.

Although Community School administered CAASPP assessments to 181 students in ELA and 168 students in mathematics during the spring of 2025, the Dashboard recognized only 64 valid ELA scores and 73 valid mathematics scores. Two student groups received a performance color of orange, while all other student groups received no performance color due to insufficient student counts. Court School administered CAASPP assessments to 75 students in ELA and 72 students in mathematics in the spring of 2025. However, the 2025 Court School Dashboard does not display an academic performance indicator due to the low number of valid scores, with only 19 valid ELA scores and 20 valid mathematics scores reported.

Data from Kern Integrated Data System (KiDS) indicates that in the fall of 2025, Alternative Education high school students achieved an 83.6% pass rate in English courses and an 82.5% pass rate in mathematics courses. LCAP action items supporting student academic success include mentoring and coaching for teachers, program-wide utilization of paraprofessionals, and targeted professional learning for instructional staff.

**Chronic Absenteeism:** A student is considered chronically absent if they miss at least 10% of their enrolled instructional days. According to the 2025 California School Dashboard, 68.3% of 120 eligible Community School students in grades K-8 (students enrolled for at least 31 instructional days) were identified as chronically absent. This represents a 3.8% decrease from the 2024 Dashboard. The Hispanic student group received a performance color of red.

The 2025 Kern County Office of Education Dashboard reports that 61.5% of 143 eligible students were chronically absent, with Hispanic and Socioeconomically Disadvantaged student groups receiving a performance color of red.

The 2025 Kern County Special Education Dashboard indicates that 53.2% of 391 eligible students were chronically absent. No student groups received a performance color of red.

Current data from the Kern Integrated Data System (KiDS) for the 2025-26 school year shows a chronic absenteeism rate of 47% across all grades and 59% for grades K-8 at Community School. At Court School, KiDS data reflects a chronic absenteeism rate of 5% across all grades and 2% for grades K-8.

In an effort to serve local school districts throughout the county, the Alternative Education program has strategically located Community School sites. However, feedback from parents/guardians and referring school districts have indicated that transportation remains a significant barrier to consistent attendance. LCAP action items aimed at reducing truancy include the continued employment of School Social Workers, the provision of bus passes for students facing transportation challenges, and increased engagement with parents/guardians.

**Suspension Rate:** The 2025 California School Dashboard assigned Community School an overall performance color of red for suspension rate, with 15.2% of 975 eligible students suspended at least one day. Student groups receiving a performance color of red included African American, Foster Youth, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White.

The 2025 Court School Dashboard reflects an overall performance color of yellow for suspension rate, with 7.1% of 1,299 eligible students suspended at least one day. English Learners, Long-Term English Learners, and Students with Disabilities student groups received a performance color of red.

The 2025 Kern County Office of Education Dashboard indicates that English Learners, Hispanic, Long-Term English Learners, and Students with Disabilities student groups received a performance level of red.

The 2025 Kern County Special Education Dashboard reflected no students with a performance level of red.

Year-to-date data from the Kern Integrated Data System (KiDS) for the 2025-26 school year indicates that Court School's suspension rate is 5.9%, while Community School's suspension rate is 11.4%.

LCAP action items designed to reduce 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

#### **Learning Recovery and Emergency Block Grant**

The Alternative Education program's needs assessment aligns with findings from the 2025 California School Dashboard related to academic performance. A review of multiple state and local assessments indicates that many students in the Alternative Education program demonstrate significant academic deficits. Goal 2, Action 2.15 (AmeriCorps Mentors) directly addresses this identified need. AmeriCorps mentors will provide one-on-one and small group tutoring in English and mathematics to help bridge academic gaps. This support aligns with the allowable use of funds and is intended to strengthen students' foundational skills and improve overall academic outcomes.

## **Reflections: Technical Assistance**

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

The Alternative Education program most recently qualified for Differentiated Assistance (DA) in the following areas, encompassing both Court and Community Schools: Pupil Engagement – Chronic Absenteeism (Hispanic student group), Pupil Engagement – Graduation Rate (English Learner, Hispanic, Long-Term English Learner, Socioeconomically Disadvantaged, and Students with Disabilities student groups), School Climate – Suspension Rate (Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities student groups), and Outcomes in a Broad Course of Study – College and Career Indicator (English Learner, Hispanic, Long-Term English Learner, and Socioeconomically Disadvantaged student groups).

The Alternative Education program continues to collaborate with the Fresno County Office of Education to advance the established Theory of Improvement related to chronic absenteeism, with a particular focus on the Hispanic student group in Community Schools. As a result of these efforts, chronic absenteeism has declined 9.4% from the 2023 to the 2025 Dashboard. The DA work group has implemented a systemic practice of tracking students with attendance challenges and providing targeted, individualized interventions to address their specific needs.

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

Kern County Juvenile Court School

Kern County Community School

### ***Support for Identified Schools***

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

Based on Court and Community School graduation rates, the Alternative Education program qualified for Comprehensive Support and Improvement (CSI) funding to improve student outcomes. Upon initial CSI identification, the program conducted a needs assessment through participation in a Continuous Improvement Process (CIP) with three neighboring county offices of education. Participants in the process included district and site administrators, teachers, and paraprofessionals. Data reviewed during the CIP included information from the California School Dashboard as well as local data sources such as LCAP survey results, enrollment data, STAR Renaissance assessments, PBIS implementation data, and parent involvement metrics.

Through analysis of this data, the CIP team identified gaps between current performance and program goals in key areas, including academic achievement, chronic absenteeism, and suspension rates. The CIP process involved identifying a problem of practice, conducting a root cause analysis, and developing theories of action to improve student outcomes. As a result, the team determined that the Alternative Education program needed to establish consistent instructional structures and implement best practices while also cultivating a growth mindset culture. Further analysis revealed that chronic absenteeism was a critical area requiring targeted intervention.

To support these priorities, CSI funds are being used to support the employment of a CTE Program Specialist, a Teacher-Instructional Specialist, an Outreach and Engagement Facilitator, and a School Social Worker. Research indicates that students who are actively engaged in their education are more likely to attend school regularly and successfully graduate. Given the high rates of chronic absenteeism and low graduation rates in Court and Community Schools, increasing student engagement and providing access to meaningful life skills and career pathways are essential.

The CTE Program Specialist uses evidence-based practices to develop high-interest curriculum materials, design innovative and engaging programs, provide implementation support, and secure grant funding to sustain these initiatives. To further strengthen instructional quality, the Teacher-Instructional Specialist builds staff capacity by delivering professional development, supporting effective instructional practices, and analyzing data to inform curriculum and instructional decisions. Family and community engagement is also critical to improving attendance and graduation outcomes. The Outreach and Engagement Facilitator supports the Alternative Education program by coordinating student supports, engaging families and community partners, and building staff capacity. This role includes overseeing and coordinating school and community-based services, facilitating professional learning opportunities for educational partners, and collaborating with external agencies to share resources and information. The School Social Worker works collaboratively with staff, students, families, and community organizations to provide comprehensive, wraparound services.

The Alternative Education program believes that a focus on academic engagement, social emotional well-being, college and career readiness, and meaningful family and community outreach will lead to increased regular school attendance and higher rates of graduation, either through the Alternative Education program or students' 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. Student participation in CTE programs is tracked through the program's student information system, allowing for real-time monitoring of enrollment and participation. The program also analyzes graduation rates of students who were enrolled in CTE courses to determine whether a positive correlation exists between CTE participation and student outcomes. In addition, CTE data is tracked through Kern Integrated Data Systems (KiDS). To assess the success of existing and newly implemented pathways and courses, the CTE Program Specialist will continue to gather feedback from educational partners, including staff, students, and community partners. Educational partners are also invited to provide input as plans are developed 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, both of which provide real-time access to student performance and progress. Additional monitoring will occur through the annual LCAP survey, in which students and staff respond to questions related to curriculum and instruction, including engagement, interest, rigor, and preparation for college and career.

Outreach and Engagement Facilitator: The Outreach and Engagement Facilitator will track parent/guardian and community participation at various events to measure the number of students and families positively impacted. Growth in this area will be demonstrated through annual comprehensive needs assessments, as well as through analysis of correlations between engagement, student attendance, and academic achievement. Further monitoring will occur through the annual LCAP, in which parents/guardians provide feedback on the program's engagement efforts.

School Social Worker: The School Social Worker will document meetings with students and track services provided. Additional data will be collected through the LCAP survey, in which students respond to questions related to their social emotional well-being.

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 reviewed and discussed at each meeting, and data related to strategies implemented with CSI funding is shared with council members.

# 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	To increase parent/guardian engagement and solicit meaningful feedback, meetings were held at various times. A total of five parent/guardian meetings were conducted. During these meetings, parents/guardians received updates on progress made toward action items outlined in the 2025-26 LCAP. Additionally, parents/ guardians were encouraged to complete the LCAP survey if they had not already done so. As a result of these efforts, 73 parents/guardians completed the 2026 LCAP survey.
Certificated and Classified Staff	Between February 3, 2026, and February 27, 2026, certificated staff, including principals and other administrators, as well as classified staff were invited to complete the LCAP survey. A total of 41 staff members (38% of staff) completed the survey.
Students	To maximize student participation, the Alternative Education program offered two survey windows. Students were given the opportunity to complete the LCAP survey between October 1, 2025, and October 31, 2025, and again from February 3, 2026, to February 27, 2026. A total of 393 students completed the survey.
Community Partners	Community members and partner agencies, including the Kern County Probation Department, School Community Partnerships, School Wellness, mental health agencies, and various advocacy organizations such as the Dolores Huerta Foundation, Equal Justice Society, and the NAACP, were invited to participate in a Town Hall meeting held on March 19, 2026. The meeting focused on reviewing progress toward the 2025-26 LCAP goals and action items and on gathering input to inform the development of the 2026-27 LCAP. A total of 10 community partners completed the survey.
Advisory Committees	<p>The Court and Community School Site Councils (SSCs) and English Learner Advisory Committees (ELACs) serve as the program's District Advisory Committee for the purposes of the Local Control and Accountability Plan (LCAP). These advisory bodies met on the dates listed below to review a range of data, including state and local student academic assessment results, as well as progress toward 2025-26 LCAP goals and action items. These committees also function as the program's Parent Advisory Committee. In addition, the Court and Community Site Councils were consulted during the March 2026 meetings to gather input related to the Equity Multiplier goal, metrics, and action items.</p> <ul style="list-style-type: none"> <li>• Court SSC: September 30, October 21, March 31, May 19</li> <li>• Community SSC: October 7, October 21, March 24, May 13</li> <li>• Court School ELAC: September 29, May 13</li> <li>• Community School ELAC: September 29, May 13</li> <li>• District ELAC: September 29, May 13</li> </ul> <p>On April 13, 2026, the advisory committees were provided with an overview of the LCAP, including an analysis of data trends and educational partner feedback. Members discussed the continued need to provide increased and/or improved services for students served by the program. Participants were given the opportunity to ask questions and provide comments related to the LCAP.</p>
Equity Multiplier Funds	During meetings held in March of 2026, 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. Council members engaged in discussions to determine the most appropriate use of funds to support identified student groups.
SELPA	The Alternative Education program collaborated with a representative from the Special Education Local Plan Area (SELPA) during a KCSOS LCAP training held March 5, 2026. Discussions were held related to how the program's LCAP intentionally provides for students with disabilities as a student group, including specific metrics and action items.

Bargaining Units	Representatives from the Kern County Education Association (KCEA) and the Superintendent of Schools Classified Association (SOSCA) were invited to attend a meeting on May 5, 2026, to review the LCAP draft. Topics discussed during the meeting included educational partner engagement and key components of the LCAP, including Equity Multiplier funding.
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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 actively invite parents/guardians to attend school events and to participate in advisory committee meetings to support their students' academic success. LCAP metrics and action items related to family engagement include promoting consistent use of the Parent Portal and utilizing Parent Square to efficiently share timely information with families. Feedback from the LCAP survey indicates that the majority of parents/guardians are satisfied with the support they receive and the quality of education provided to their students.

During the 2026-27 school year, instructional staff will continue to receive coaching in *Edmentum*, the program's core curriculum platform. Staff members have also received training in Universal Design for Learning (UDL) and Project Based Learning (PBL) to strengthen instructional practices and increase student engagement. The program will maintain contracted English Learner Development (ELD) training and coaching to support multilingual learners.

Through the California Community Schools Partnership Program, the program will continue to provide outreach, events, and essential services to students and families at no cost.

**Certificated and Classified Staff**

LCAP survey responses reflect strong staff support for the instructional program. Among respondents, 83.3% agreed with the statement, "Instruction at my school is grade-level appropriate and aligned to the Common Core State Standards," with an additional 11.1% indicating they were undecided. Similarly, 75.0% agreed with the statement, "Instruction at my school is differentiated for the individual needs of students (for example, English learners, students with disabilities, students who achieving above grade level, etc.)," while 8.33% were undecided.

Survey comments highlighted the need for continued English learner supports to ensure that all teachers consistently provide both integrated and designated ELD instruction. Additional feedback emphasized the importance of maintaining Career and Technical Education (CTE) opportunities for students.

LCAP action items aligned to these priorities include funding for a Teacher – EL Specialist, three ELD teachers, ongoing ELD-focused professional learning, and continued implementation of CTE programs.

**Students**

LCAP survey results reflect meaningful levels of student engagement and connection to school. Among students who participated in the survey, 63.8% reported that they learn a great deal in their classes (17.6% undecided), and 49.9% indicated that their teachers make them excited about learning (21.0% undecided). Additionally, 53.0% of students described instruction as challenging and interesting (23.8% undecided).

Students also reported strong relationships with school staff. Of those surveyed, 73.4% shared that they have at least one adult on campus with whom they have a positive connection (13.7% undecided), and 64.5% feel that staff genuinely care about them (21.0% undecided). Social emotional learning continues to be a program strength, with 80.5% of students indicating that the social emotional skills they are learning in school have been helpful. Furthermore, 71.3% of students believe their school provides a safe place to learn.

LCAP metrics and action items that support instructional engagement including renewing Edmentum licenses, utilizing a Teacher – Instructional Specialist, offering a variety of CTE opportunities, and regularly analyzing LCAP survey data to inform continuous improvement. While a strong percentage of students report that the program supports their social emotional needs, the school will continue to build on this success through additional LCAP actions, including employing School Social Workers and contracting with a Mental Health Clinician to expand student supports.

**Community Partner Agencies**

Responses from Community Partner Agencies on the LCAP survey reflect a strong and positive working relationship with the Alternative Education program. The program will continue to collaborate closely with partner agencies to support students' academic achievement and social emotional well-being.

LCAP action items aligned to this priority include continued collaboration through contracts with the Kern County Probation Department and the Bakersfield Police Department, as well as maintaining an Outreach and Engagement Facilitator to coordinate services and strengthen community connections.

### **Advisory Committees**

Members of the Advisory Committee who attended the LCAP Advisory Committee meeting did not provide additional input regarding the goals, metrics, and action items in the LCAP.

### **Equity Multiplier Funds**

Discussions with educational partners at both Court and Community Schools indicated a continued need for expanded behavioral supports due to the elevated social emotional needs of students. Community School partners identified the need for a Mental Health Clinician, while Court School partners expressed the need for a Behavior Intervention Specialist.

### **SELPA**

The Alternative Education program will continue to recognize students with disabilities as a distinct student group, highlighting their needs and progress where appropriate throughout 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 often have a history of behavioral challenges, substance use, and/or trauma. In response, the program has chosen to continue prioritizing a social emotional goal in the LCAP.

According to 2026 LCAP survey results, 80.5% of students reported that the social emotional skills they have been learning in school have been helpful, with an additional 13.1% indicating they were undecided. These findings underscore the value of providing intentional social emotional supports.

Research consistently demonstrates that strong social emotional support increases prosocial behaviors, improves academic achievement, and fosters more positive attitudes toward school. Increased social emotional support is also associated with higher rates of high school graduation, greater readiness for post-secondary education, career success, positive work and family relationships, improved mental health outcomes, and active civic engagement.

Social emotional learning establishes the foundation for a positive learning environment and strengthens students' capacity to succeed in both school and beyond. The metrics and action items outlined in Goal 1 will build upon the progress already made by the Alternative Education program, using a tiered approach to deepen students' connection to and growth in their social emotional development.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<b>Priority 3 – Parental Involvement and Family Engagement</b> 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	<u>2025-26 Data</u> Court: 78 parents/guardians attended 3 events Community: 50 parents/guardians attended 3 events	Court: 116 parents/guardians Community: 59 parents/guardians	Court: -28 Community: -4
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	<u>2025-26 Data</u> 51	35	21
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	<u>2025-26 Data</u> 73	80	No difference
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%)	<u>2026 Survey Data</u> Agree: 87.0% (Undecided: 8.7%)	Agree: 95.0%	-0.1%
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%)	<u>2026 Survey Data</u> Agree: 94.2% (Undecided: 2.9%)	Agree: 95.0%	2.6%
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%)	<u>2026 Survey Data</u> Agree: 97.2% (Undecided: 2.8%)	Agree: 96.0%	2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%)	<u>2026 Survey Data</u> Agree: 95.8% (Undecided: 4.2%)	Agree: 97.0%	-0.3%
1.8	<b>Priority 5 – Student Engagement</b> 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%	<u>7/1/25 – 3/13/26</u> Court: 98.4% Community: 84.5%	Court: 88.1% Community: 87.8%	Court: 13.3% Community: -0.3%
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%	<u>2025 Dashboard</u> Court: 9.5% Community: 68.3%	Court: 4.6% Community: Less than 60%	Court: 3.4% Community: -9.4%
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%)	<u>2025 Dashboard</u> Court: 41.8% (2024 DASS Rate: 72.5%) Community: 38.6% (2024 DASS Rate: 56.1%)	Court: 29.8% Community: 36.1%	Court: 13.5% Community: 4.0%
1.11	<b>Priority 6 – School Climate</b> 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%)	<u>2025 Dashboard</u> Court: 7.1% (Current rate through 3/13/26: 5.9%) Community: 15.2% (Current rate through 3/13/26: 11.4%)	Court: 2.6% Community: 8.6%	Court: 3.0% Community: 5.1%
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%)	<u>2026 Survey Data</u> Agree: 71.3% (Undecided: 15.6%)	Agree: 72.5%	1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%)	<u>2026 Survey Data</u> Agree: 64.5% (Undecided: 21.0%)	Agree: 63.8%	2.2%
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%)	<u>2026 Survey Data</u> Agree: 73.4% (Undecided: 13.7%)	Agree: 74.3%	0.6%
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%)	<u>2026 Survey Data</u> Agree: 80.5% (Undecided: 13.4%)	Agree: 77.1%	4.9%

## Goal Analysis for 2025-26

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 successfully implemented all action items under Goal 1 in the 2025-26 LCAP. The program supported students' social emotional needs through targeted staffing, professional learning, contracted services, and parent engagement efforts. Staff received training in Trauma Informed Care and Multi-Tiered System of Supports (MTSS) practices. Additional successes related to Goal 1 included daily social emotional lessons for students, the distribution of school site-specific merchandise to foster a sense of community, and the employment of staff to further support MTSS initiatives.

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 multiple opportunities are provided for parents/guardians to attend school events and participate in committees, the program has historically struggled to secure consistent involvement due to the high student turnover rate.

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 2025-26 LCAP totaled \$951,619 (LCFF funds only). Actual expenditures were approximately \$921,119 (LCFF funds only). There were minimal differences between budgeted 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 prioritizes social emotional learning for its students. This commitment is reflected in the ongoing professional learning provided to staff and the implementation of social emotional curriculum.

Court and Community Schools operate differently from traditional schools, where the majority of students typically attend the same school year after year. When comparing metrics such as suspension rates and survey data across years, it is important to recognize that the student population often changes significantly from one year to the next. As a result, data trends may not consistently increase or decrease as might be expected in a traditional school setting where the same cohort of students is measured over time. Additionally, short enrollment periods can make it difficult to determine whether specific actions are fully effective.

Action 1.1 (Professional Learning and Coaching) effectively equipped staff to support the increasing needs students are exhibiting related to mental health and social emotional well-being. Action 1.2 (MTSS Program Specialist) and Action 1.3 (School Social Workers) worked in conjunction to strengthen MTSS implementation at school sites. As reflected in the metrics, the majority of students surveyed each year report that staff at their school care about them, that they have a positive connection/relationship with at least one adult on campus, and that the social emotional skills they are learning at school have been helpful. Program data indicates that the combined efforts of Actions 1.1-1.3 had a positive correlation with students' social emotional well-being.

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 collectively to support a positive school climate and help students feel connected to their school. Overall, the established metrics support the effectiveness of these actions. The combined impact of Actions 1.4-1.6 and 1.8-1.9 contributed to maintaining a positive school climate and fostering a sense of belonging among students.

Action 1.7 (Community Schools Outreach and Engagement Facilitator), Action 1.10 (Parent Engagement), Action 1.11 (School Messenger/Parent Square), and Action 1.12 (Aeries) worked together to strengthen parent/guardian involvement. Parents/guardians of students who are identified as English learners, low income, homeless, foster youth, or students with disabilities received targeted outreach related to attending school events and meetings. The Aeries Parent Portal and Parent Square provide additional communication channels with families. The program saw an increase in parent/guardian attendance at Town Hall meetings compared to those held during the 2023-24 school year. A variety of parent courses are offered annually through School Community Partnerships, including Parent Project. Additionally, the program's School Counselor – Prevention Services offered two parent/guardian trainings related to human trafficking during the 2025-26 school year. The Community Schools Outreach and Engagement Facilitator has helped strengthen connections between schools, families, and the community as evidenced by the offering of community events. The Alternative Education program believes that the combined impact of Actions 1.7 and 1.10-1.12 has had a positive correlation with parent/guardian engagement while acknowledging that continued efforts are needed 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 2026-27 LCAP will continue as implemented as it was during the 2025-26 school year.

**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.	Cost of this action is included as part of regular staff duties.	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 training for staff and students in the area of MTSS in order to support staff and students' social emotional well-being.	\$174,781	No
1.3	School Social Workers	Five 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.	\$841,169	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.	\$376,146	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.	\$177,004	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.	\$132,973	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 with 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 to increase parent/guardian engagement.	\$10,000	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.	\$15,000	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 with a 47-credit deficit and reading skills at the fifth-grade level. Since the majority of students perform below grade level in both reading and mathematics, the program prioritizes high-quality instruction in literacy and numeracy to strengthen students' comprehension, foundational skills, and overall academic proficiency. Growth in these areas is essential to prepare students for post-graduation education and career pathways.

LCAP survey results reflect cautious optimism. Among staff respondents, 61.8% agreed with the statement, "My school is preparing students for future college and/or career paths," while 26.5% remained undecided. Similarly, 63.8% of students agreed with the statement, and 19.9% were undecided.

The metrics and actions outlined in Goal 2 are designed to address the academic needs of all students and to ensure readiness for post-high school opportunities. Key strategies include maintaining low student-to-teacher ratios in all classes, providing targeted academic support through paraprofessionals, ensuring reliable and functional technology for access to curriculum, and expanding access to a variety of Career and Technical Education (CTE) pathways.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	<b>Priority 1 – Basic Services</b> 1A: Percentage of teachers that are fully credentialed Source: California Commission on Teacher Credentialing	<u>2023-24 Data</u> 97%	<u>2024-25 Data</u> 84% (7 teachers working toward credential requirements)	<u>2025-26 Data</u> 89% (5 teachers working toward credential requirements)	100%	-8%
2.2	<b>Priority 2 – Implementation of State Standards</b> 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%)	<u>2026 Survey Data</u> Agree: 87.0% (Undecided: 4.4%)	Agree: At least 70%	27.0%
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%)	<u>2026 Survey Data</u> Agree: 73.9% (Undecided: 13.0%)	Agree: At least 70%	23.9%
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%)	<u>2026 Survey Data</u> Agree: 78.3% (Undecided: 0%)	Agree: At least 70%	23.3%
2.5	<b>Priority 4 – Student Achievement</b> 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%	<u>2025 Results</u> Court English: 0% Math: 0% Community English: 10.00% Math: 0%	Court English: 1.5% Math: 1.5% Community English: 8.86% Math: 1.5%	Court English: No difference Math: No difference Community English: 2.64% Math: No difference

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>7/1/24 – 3/31/25</u> 23 students (3.0% of students enrolled for at least 30 days)	<u>7/1/25 – 3/31/26</u> 41 students (4.9% of students enrolled for at least 30 days)	5% of enrolled students	2.1%
2.7	4E: Percentage of English learners making progress toward English language proficiency Source: California School Dashboard	<u>2023 Dashboard</u> Court: 53.3% Community: 41.4%	<u>2024 Dashboard</u> Court: 27.3% Community: 31.6%	<u>2025 Dashboard</u> Court: 42.3% Community: 50.7%	Court: 40% Community: 40%	Court: -11.0% Community: 9.3%
2.8	4F: English Learner Reclassification Rate Source: Program data	<u>2022-23 Data</u> 1.1%	<u>2023-24 Data</u> 1.4%	4.7%	1.1%	3.6%
2.9	4H: Percentage of students who score at the Standard Exceeded rate Source: CAASPP ELA and Math	<u>2023 Results</u> Court English: 0% Math: 0% Community English: 1.23% Math: 0%	<u>2024 Results</u> Court English: 0% Math: 0% Community English: 4.17% Math: 0.71%	<u>2025 Results</u> Court English: 0% Math: 0% Community English: 0% Math: 0%	Court English: 1.5% Math: 1.5% Community English: 2.73% Math: 1.5%	Court English: 0% Math: 0% Community English: -1.23% Math: 0%
2.10	<b>Priority 7 – Course Access</b> 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%	<u>2025-26 Data</u> 100%	100%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	<u>2025-26 Data</u> 100%	100%	No difference
2.12	<b>Priority 8 – Pupil Outcomes</b> 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	<u>Fall 2025 Data</u> Court Reading: 6 months Math: 6 months Community Reading: 4 months Math: 3 months	Court Reading: 5 months Math: 5 months Community Reading: 4 months Math: 4 months	Court Reading: -2 months Math: No difference Community Reading: 1 month Math: No difference
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%)	<u>2026 Survey Data</u> Agree: 61.7% (Undecided: 26.5%)	Agree: 74.9%	-11.7%
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%)	<u>2026 Survey Data</u> Agree: 63.8% (Undecided: 19.9%)	Agree: 67.9%	-2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.15	<p><b>Priority 9 – Coordination of Instruction of Expelled Pupils</b></p> <p>Frequency of meetings held with superintendents of Kern County districts Source: Email invitations</p>	Monthly	Monthly	Monthly	Monthly	No difference

## Goal Analysis for 2025-26

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 successfully implemented all action items under Goal 2 in the 2025-26 LCAP. The program supported students' academic needs through strategic staffing, professional learning, curriculum implementation, professional service contracts, and assisting with transportation needs.

A particular strength in this area was the completion of professional learning focused on supporting the needs of English Learner and Long-Term English Learner student groups. Additional successes included providing instructional coaching for teachers, continuing the implementation of CTE programs, and supporting the technological needs of both staff and students.

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

Budgeted expenditures for Goal 2 of the 2025-26 LCAP totaled \$5,232,400 (LCFF funds only). Actual expenditures were approximately \$5,118,400 (LCFF funds only). The most significant variance occurred in Action 2.3 (Outlying School Sites). During the summer of 2025, the program vacated the leased facility that housed Lake Isabella Community School and relocated to a KCSOS-operated site. As a result, lease payments and related facility expenses were eliminated.

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. A data analysis determined that the average high school student enrolls deficient 47 credits and reading at a 5<sup>th</sup> 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. Due to these short enrollments periods, the Alternative Education program has very little time with each student to build on their identified strengths and address the deficiencies in their learning.

Action 2.1 (Teacher Staffing), Action 2.2 (Paraprofessionals), Action 2.3 (Outlying School Sites), Action 2.4 (Edmentum Curriculum), Action 2.5 (Teacher – Instructional Specialist), and Action 2.14 (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 certificated staff and administrative responses over

the years regarding instruction being rigorous, grade level appropriate, tied to the Common Core State Standards, and differentiated for the individual needs of students. Over the past few years, 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 2025 CAASPP scores were based on 19 eligible students in ELA and 20 eligible students in math, which is 1.5% of students enrolled throughout the year. Community School's 2025 CAASPP scores were based on 64 eligible students in ELA and 73 eligible students in mathematics, which is 6.6% and 7.5% of students enrolled throughout the year, respectively. 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 2025, 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 2024-25 school year, 103 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 2.1-2.5 and 2.14 are having a positive impact on the educational needs of students even though not all metrics may not show a positive correlation.

Action 2.6 (Educational Associates – Technology), Action 2.7 (Impero Contract), and Action 2.8 (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 2.9 (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 their school is preparing them for a future college and/or career path. During the 2024-25 school year, 320 industry-recognized certifications were awarded, 315 students were enrolled in a CTE course, 533 students were enrolled in a Career Readiness/Exploration class, and 30 students participated in Jobs!Plus, which resulted in 17 paid internships. The combined impact of Action 2.9 and other supports outside of those included in the LCAP prepare students for opportunities post-high school graduation.

Action 2.10 (Academic Advisors) supports the academic standing of all students. Academic Advisors meet with students to review credit standing, assist with FAFSA 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 2.11 (Teacher – EL Specialist) and Action 2.12 (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 is not 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 2.11 and 2.12 as being effective for the program's English learners.

Action 2.13 (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 program 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 2026-27 LCAP will continue as implemented during the 2025-26 school year, with one modification and one addition. Action 2.7 has been updated from Impero to Lightspeed following the Alternative Education program's transition to a new service provider. Action 2.15 has been added in response to Learning Recovery and Emergency Block Grant funds.

**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.	\$1,908,195	Yes
2.2	Paraprofessionals	Paraprofessionals will be utilized program wide in order to provide individual and small group instructional support to assist students in achieving academic success and to ensure student attendance and participation.	\$1,921,475	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.	\$100,000	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.	\$138,521	No
2.6	Technology Support	KCSOS technology department 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.	\$275,000	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Lightspeed Contract	A contract with Lightspeed will provide teachers with the ability to define which websites students can visit during instruction, ensuring a safe and secure teaching and learning environment.	\$3,000	Yes
2.8	Hardware Update	Hardware that is more than six years old will be updated to support teaching and learning practices.	\$150,000	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.	\$139,155	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.	\$396,615	Yes
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.	\$187,780	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

Action #	Title	Description	Total Funds	Contributing
2.15	AmeriCorps Mentors	<p>Contract with AmeriCorps to place mentors at school sites to support students' academic needs in the areas of English and mathematics.</p> <p>This action is supported by Learning Recovery Emergency Block Grant funds. The Alternative Education program received \$90,975 to implement this effort. Research indicates that small group tutoring is a highly effective, evidence-based intervention that can improve test scores and grades while increasing student engagement and attendance. Progress on this action will be monitored using Metric 2.12.</p>	\$90,975	No

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

Based on the results of the 2025 California School Dashboard, the additional student groups received the lowest performance level on the applicable state indicators:

### Court School

- Suspension Rate: English Learners, Long-Term English Learners

### Community School

- Suspension Rate: White
- College and Career Indicator: Long-Term English Learners

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 93.2% of the Community School population and are in the majority of the categories listed above, the Alternative Education program believes the

quarterly review of metrics and implementation of actions will benefit all students, including the specific student groups that are supported by Goal 3.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	<b>Priority 4 – Student Achievement</b> 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%	<u>2025 Results</u> English: 8.07% Math: 0%	English: 8.35% Math: 1.5%	English: 1.22% Math: No difference
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%	<u>2025 Results</u> English: 10.29% Math: 0%	English: 12.11% Math: 2.25%	English: -0.82% Math: -1.25%
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	<u>2025 Dashboard</u> 50.7% making progress	34.6%	19.1%
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	<u>2025 Dashboard</u> 50.7% making progress	34.6%	19.1%
3.5	4A: Court School English Learner student group English Learner Progress Source: California School Dashboard	New metric based on 2024 Dashboard	<u>2024 Dashboard</u> 27.3% making progress	<u>2025 Dashboard</u> 42.3% making progress	30.3%	15.0%
3.6	<b>Priority 5 – Student Engagement</b> 5B: Community School Hispanic student group chronic absenteeism rate Source: KiDS/California School Dashboard	<u>2023 Dashboard</u> 76.1%	<u>2024 Dashboard</u> 66.1%	<u>2025 Dashboard</u> 67.0%	73.1%	9.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	5B: Community School Socioeconomically Disadvantaged student group chronic absenteeism rate Source: KiDS/California School Dashboard	<u>2023 Dashboard</u> 78.5%	<u>2024 Dashboard</u> 73.4%	<u>2025 Dashboard</u> 70.8%	73.5%	-7.7%
3.8	5E: Community School English Learner student group graduation rate Source: California School Dashboard	<u>2023 Dashboard</u> 23.8%	<u>2024 Dashboard</u> 19.5%	<u>2025 Dashboard</u> 34.2%	26.8%	10.4%
3.9	5E: Community School Long-Term English Learner student group graduation rate Source: California School Dashboard	New metric based on 2024 Dashboard	<u>2024 Dashboard</u> 20.5%	<u>2025 Dashboard</u> 34.2%	22.5%	13.7%
3.10	5E: Community School Hispanic student group graduation rate Source: California School Dashboard	<u>2023 Dashboard</u> 29.3%	<u>2024 Dashboard</u> 28.5%	<u>2025 Dashboard</u> 37.1%	32.3%	7.8%
3.11	5E: Community School Socioeconomically Disadvantaged student group graduation rate Source: California School Dashboard	<u>2023 Dashboard</u> 34.0%	<u>2024 Dashboard</u> 28.1%	<u>2025 Dashboard</u> 37.7%	37.0%	3.7%
3.12	5E: Community School Students with Disabilities student group graduation rate Source: California School Dashboard	<u>2023 Dashboard</u> 21.2%	<u>2024 Dashboard</u> 26.9%	<u>2025 Dashboard</u> 46.2%	24.2%	25.0%
3.13	5E: Community School White student group graduation rate Source: California School Dashboard	<u>2023 Dashboard</u> 48.7%	<u>2024 Dashboard</u> 32.4%	<u>2025 Dashboard</u> 50.0%	51.7%	1.3%
3.14	5E: Court School Hispanic student group graduation rate Source: California School Dashboard	<u>2023 Dashboard</u> 34.9%	<u>2024 Dashboard</u> 43.4%	<u>2025 Dashboard</u> 50.0%	37.9%	15.1%
3.15	5E: Court School Socioeconomically Disadvantaged student group graduation rate Source: California School Dashboard	<u>2023 Dashboard</u> 28.3%	<u>2024 Dashboard</u> 39.1%	<u>2025 Dashboard</u> 41.8%	31.3%	13.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current 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%	<u>2025 Dashboard</u> 29.7%	26.5%	6.2%
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%	<u>2025 Dashboard</u> 34.6%	28.5%	8.1%
<b>Priority 6 – School Climate</b>						
3.18	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%	<u>2025 Dashboard</u> 11.7%	6.2%	2.5%
3.19	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%	<u>2025 Dashboard</u> 12.9%	6.2%	3.7%
3.20	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%	<u>2025 Dashboard</u> 15.7%	7.2%	5.5%
3.21	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%	<u>2025 Dashboard</u> 20.0%	20.3%	-3.3%
3.22	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%	<u>2025 Dashboard</u> 28.0%	24.8%	1.2%
3.23	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%	<u>2025 Dashboard</u> 46.9%	25.7%	19.2%
3.24	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%	<u>2025 Dashboard</u> 12.1%	11.3%	-1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.25	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%	<u>2025 Dashboard</u> 31.7%	28.1%	1.6%
3.26	6A: Community School White student group suspension rate Source: KiDS/California School Dashboard	New metric based on 2025 Dashboard	N/A	<u>2025 Dashboard</u> 12.1%	11.1%	N/A
3.27	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%	<u>2025 Dashboard</u> 8.6%	2.8%	2.8%
3.28	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%	<u>2025 Dashboard</u> 7.4%	5.7%	-0.3%
3.29	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%	<u>2025 Dashboard</u> 7.1%	6.1%	-1.0%
3.30	6A: Court School Students with Disabilities student group suspension rate Source: KiDS/California School Dashboard	New metric based on 2024 Dashboard	<u>2024 Dashboard</u> 9.1%	<u>2025 Dashboard</u> 8.8%	7.1%	-0.3%
3.31	6A: Court School English Learner student group suspension rate Source: KiDS/California School Dashboard	New metric based on 2025 Dashboard	N/A	<u>2025 Dashboard</u> 9.9%	8.9%	N/A
3.32	6A: Court School Long-Term English Learner student group suspension rate Source: KiDS/California School Dashboard	New metric based on 2025 Dashboard	N/A	<u>2025 Dashboard</u> 13.4%	12.4%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.33	<b>Priority 8 – Pupil Outcomes</b> 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	<u>2025 Dashboard</u> 0% prepared	1.5%	No difference
3.34	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	<u>2025 Dashboard</u> 1.3% prepared	9.4%	-6.6%
3.35	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	<u>2025 Dashboard</u> 2.6% prepared	9.0%	-1.5%
3.36	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	<u>2025 Dashboard</u> 9.1% prepared	10.9%	-0.3%
3.37	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	<u>2025 Dashboard</u> 0% prepared	4.1%	-2.6%
3.38	Community School Long-Term English Learner student group college and career readiness rate Source: California School Dashboard	New metric based on 2025 Dashboard	N/A	<u>2025 Dashboard</u> 0% prepared	0.5%	N/A
3.39	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	<u>2025 Dashboard</u> 0% prepared	1.5%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.40	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	<u>2025 Dashboard</u> 3.6% prepared	5.4%	-0.3%
3.41	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	<u>2025 Dashboard</u> 2.0%	3.9%	-0.4%
3.42	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	<u>2025 Dashboard</u> 0% prepared	4.5%	-3.0%

## Goal Analysis for 2025-26

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 successfully implemented all action items under Goal 3 in the 2025-26 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 hiring Behavior Intervention Specialists, providing professional learning, and a team dedicated to improving chronic absenteeism rates. The program hired an additional employee in January 2026 under Action 3.3 (Instructional Assistant III – Behavior Emphasis) due to an increased need at one court school.

Action 3.8 (Campus Supervisor) was not implemented until March 2026 after repeated efforts to fill the position. Therefore, data to support the effectiveness of this position is not available.

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 is funded exclusively with Equity Multiplier funds. Budgeted expenditures for Goal 3 of the 2025-26 LCAP totaled \$1,243,119. Actual expenditures were approximately \$1,193,619. The material variance is primarily attributed to lower than anticipated costs for professional learning (Actions 3.1 and 3.12). In addition, Action 3.8 (Campus Supervisor) remained unfilled until March of 2025, resulting in reduced personnel expenditures.

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 that the student groups who received the lowest performance level on the applicable state indicators are provided with the necessary supports to be successful.

Action 3.1 (Professional Learning Communities) continues to be a work in progress. During the 2024-25 school year, a PLC Leadership Team was established and participated in a three-day conference and a four-day training series to develop strategies for enhancing PLC implementation. In the 2025-26 school year, all administrators and site teacher representatives attended a two-day *PLC for Alternative Settings* training series to build capacity for sustaining collaborative, student-centered practices. Administrators are scheduled to attend an additional multi-day PLC training in either July or October 2026 to further support implementation during the 2026-27 school year. The Alternative Education program anticipates that full implementation of PLCs will have a positive impact on staff collaboration and student learning.

Action 3.2 (ELD Teachers) has been effective in supporting the instructional needs of the program's English learners. Eligible students receive regularly scheduled designated ELD instruction in addition to integrated ELD instruction. Of students who completed the LCAP survey and indicated they were English learners, 74.0% reported that they receive instruction that helps them to better understand and use English to improve their listening, speaking, reading, and writing skills, with 16.6% being undecided. In response to the LCAP survey statement regarding whether EL students are provided with and understand coursework appropriate for their grade level, some staff members commented that the support of the ELD teachers is a valuable asset in this area.

Action 3.3 (Instructional Assistant III – Behavior Emphasis) has been effective in providing individualized applied behavioral and instructional support to students with disabilities. Program data indicates a reduction in behavior incidents in the classroom where the Instructional Assistant III – Behavior Emphasis provides support.

Action 3.4 (CTE Teacher) and Action 3.5 (College and Career Fairs) worked together to effectively support students' post-secondary opportunities. The CTE Teacher provides theoretical and clinical learning experiences that prepare students for employment in the welding field. College and career fairs provide opportunities for students to engage in discussions that encourage exploration of post-high school college and career pathways. Students attended educational fairs, leadership conferences, and an agricultural expo. Two school sites host Career Week each spring, during which guest speakers share their professional experiences with students. Academic Associates regularly share information with students about available opportunities. Of students who completed the LCAP survey, 63.8% agreed that their school is preparing them for future college and/or career paths, while 19.9% were undecided. Among staff respondents, 61.8% agreed with this statement, with 26.5% indicating they were undecided. The combined impact of Actions 3.4 and 3.5 supports students in developing the skills and awareness necessary for success upon completion of their high school requirements.

Action 3.6 (Differentiated Assistance Team) and Action 3.7 (Attention2Attendance) work in conjunction to support students with truancy concerns and to reduce the chronic absenteeism rate. The DA Team meets monthly to conduct a Plan, Do, Study, Act (PDSA) cycle to determine which supports are effective and which may need to be modified or discontinued. Attention2Attendance supports this work by tracking each student's tardies and absences, with truancy letters being sent home as needed. The majority of students identified as a focus of the DA Team's work have demonstrated improvement in their attendance, supporting the effectiveness of Actions 3.6 and 3.7.

Action 3.9 (Vice Principal) and Action 3.10 (School Resource Officer) work together to support positive student behavior and reduce suspension rates. The Vice Principal has organized safety and discipline procedures across school sites to reduce behavioral issues and allow principals to focus more of their efforts on instructional support and MTSS strategies. The School Resource Officer helps create a safe learning environment, fosters positive relationships with students, and serves as a mentor. Among students who responded to the LCAP survey and attend sites supported by these actions, 77.2% agreed that their school provides students with a safe place to learn, while 14.8% were undecided. Among staff respondents working at these sites, 92.0% agreed that their school provides students with a safe place to learn, with 8.0% indicating they were undecided. Based on these data, the combined supports of these actions are considered effective.

Action 3.11 (Behavior Intervention Specialists) have been effective in identifying, analyzing, and replacing challenging behaviors with more productive ones. Students enrolled at school sites that employ a Behavior Intervention Specialist report building positive relationships with these staff members and express appreciation for the support they provide.

Action 3.12 (English Learner Professional Learning) is considered effective in providing skills and strategies to the program's ELD team. Staff participated in professional learning focused on biliteracy, culturally sustaining pedagogies, and equity in education for all students. The program anticipates an increase in the percentage of EL students participating in the next LCAP survey who agree that ELD teachers provide the academic supports they need.

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 2026-27 LCAP to include additional student groups that received the lowest performance level on the 2025 California School Dashboard for the applicable state indicators. An additional position was added to both Action 3.3 (Instructional Assistants III – Behavior Emphasis) and Action 3.11 (Behavior Intervention Specialists). Additionally, Action 3.13 (Mental Health Clinician) has been added to the 2026-27 LCAP.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$409,743	No
3.3	Instructional Assistants III – Behavior Emphasis	Two Instructional Assistants will provide individualized applied behavioral and instructional support strategies and techniques to identified students.	\$132,778	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.	\$47,500	No
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

Action #	Title	Description	Total Funds	Contributing
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.	\$36,374	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.	\$201,390	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	Four 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.	\$417,895	No
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.	\$20,000	No
3.13	Mental Health Clinician	A contracted Mental Health Clinician will provide a comprehensive range of services to students, including conducting assessments, developing individualized treatment plans, and delivering individual, group, and family counseling.	\$172,896	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 numerous barriers to educational success, including frequent changes in home and school placements, inconsistent academic support and guidance, and, for many, the impact of trauma on learning and behavior. Collectively, these challenges contribute to poorer educational outcomes for foster youth, including higher rates of absenteeism, suspension, and dropout, as well as lower levels of academic achievement and graduation when compared to other at-risk student groups.

The actions outlined in this goal are designed to work in concert to address the unique needs of foster youth and to ensure the effective coordination of services and supports for foster youth served by LEAs throughout Kern County.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	<p><b>Priority 10(a) – Working with the county Child Welfare Agency to minimize changes in school placement</b></p> <p>Number of regional meetings, trainings, and technical assistance provided to child welfare and probation Source: Foster Focus, service logs, sign-in sheets</p>	<p><u>2023-24 Data</u> 822</p>	<p><u>2024-25 Data</u> 868</p>	<p><u>2025-26 Data</u> 1,081</p>	1,022	259
4.2	<p>Number of services provided to child welfare social workers and probation officers, including records requests, consultation, and Best Interest Determination meetings Source: Foster Focus, service logs</p>	<p><u>2023-24 Data</u> 802</p>	<p><u>2024-25 Data</u> 859</p>	<p><u>2025-26 Data</u> 1,310</p>	882	508
4.3	<p>Percentage reduction in gap between foster youth and non-foster youth students in school stability rates Source: DataQuest</p>	<p><u>2022-23 Data</u> 34% gap Foster Youth: 56% Non-Foster Youth: 90%</p>	<p><u>2023-24 Data</u> 31% gap Foster Youth: 58% Non-Foster Youth: 89%</p>	<p><u>2024-25 Data</u> 32% gap Foster Youth: 58% Non-Foster Youth: 90%</p>	25% gap	2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	<u>2024-25 Data</u> 12% gap Foster Youth: 16% Non-Foster Youth: 4%	9% gap	No difference
4.5	<b>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</b>  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	<u>2025-26 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	<u>2025-26 Data</u> 475	520	6
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	<u>2025-26 Data</u> 111	115	46
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%	<u>2024-25 Data</u> 15% gap Foster Youth: 32% Non-Foster Youth: 17%	8% gap	4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	<u>2024-25 Data</u> 21% gap Foster Youth: 19% Non-Foster Youth: 40%	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%	<u>2024-25 Data</u> 13% gap Foster Youth: 11% Non-Foster Youth: 24%	12% gap	2%
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%	<u>2024-25 Data</u> 28% gap Foster Youth: 37% Non-Foster Youth: 9%	11% gap	11%
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%	<u>2024-25 Data</u> 133% gap Foster Youth: 55% Non-Foster Youth: 88%	20% gap	4%
4.13	<b>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</b>  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	<u>2025-26 Data</u> 4	4	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	<u>2025-26 Data</u> 35	38	12
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%	<u>2025-26 Data</u> 42%	43%	6%
4.16	<b>Priority 10(d) – Establishing a mechanism for the efficient expeditious transfer of health and education records and education passports</b>  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%	<u>2025-26 Data</u> 75%	93%	3%

## 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 between the planned actions and actual implementation of Goal 4. To develop a comprehensive and responsive program, the Kern County Foster Youth Services Coordinating Program (FYSCP) incorporates feedback from foster youth, analyzes school and community data, conducts program observations, and engages in ongoing dialogue with LEAs to inform program activities and goals. FYSCP supports LEAs through coordination of services, professional development, and student engagement. Using a continuous improvement model, the program monitors progress toward its goals, evaluates the impact of its efforts, and identifies best practices and lessons learned. Overall, FYSCP has made steady progress toward its three-year goals, with the team regularly reflecting on challenges, monitoring outcomes, and identifying innovative solutions. This approach has strengthened program effectiveness while maintaining a focus on equity, student voice, and trauma-informed practices.

Collaboration remains central to FYSCP's service delivery. To facilitate communication between child welfare and educational systems, FYSCP maintains a countywide contact list of Foster Youth Liaisons and convenes AB490 Foster Youth Liaison meetings with representatives from 46 school districts, as well as child welfare, probation, and

community college partners. During the 2025-26 school year, FYSCP hosted five meetings focused on addressing the unique challenges that foster youth face in enrollment, attendance, and academic success. FYSCP also represents the educational interests of foster youth in standing meetings and advisory groups, collaborating with educational leaders, foster caregiver associations, and partner agencies. Additionally, FYSCP contributes to state and local steering committees focused on advocacy, educational rights, and post-secondary access. Staff also participate in weekly SMART meetings, a multi-agency forum supporting youth with complex needs, and conducted outreach at five community events to raise awareness of foster youth educational rights and available resources.

FYSCP is a founding on-site partner of the Dream Center, Kern County's only one-stop resource center for foster youth ages 12-24. Through this partnership, FYSCP collaborates with child welfare, probation, post-secondary institutions, and community agencies to support transition-age youth with housing, employment, and education. Staff provide school of origin assistance, referrals, and consultation to social workers, while also offering direct support to students. During the 2025-26 school year, 113 students received 157 educational services and referrals through the Dream Center.

FYSCP administers Foster Focus, a statewide data-sharing system that provides real-time student information to support educational stability and coordination of services. During the 2025-26 school year, the system was utilized by 190 child welfare staff, eight probation users, and 277 users across 36 school districts, with additional reporting provided to three charter schools. Five districts linked their student information systems to Foster Focus, allowing daily uploads of grades, attendance, and behavior data. Currently, 11% of Kern County LEAs have fully integrated systems.

Efforts to improve data quality and access have resulted in an increase in completed and updated student records, from 72% in 2023-24 to 75% in 2025-26. FYSCP provided targeted training to social workers and probation officers on monitoring student progress through Foster Focus and continues to support new social worker induction through the Kern County Department of Human Services. To improve access to Education Rights Holder (ERH) information, select FYSCP staff were granted access to the Child Welfare Services database, allowing for more efficient verification of student status and support for schools. Additional training was provided to social workers to improve timely entry of ERH information.

Professional learning remains a key priority. During the 2025-26 school year, FYSCP delivered both virtual and in-person trainings on topics including foster care systems, educational rights, post-secondary planning, student voice, and the use of data systems. The program also expanded its impact through the Superintendent's Foster Youth Initiative, which focuses on improving outcomes in attendance, suspension, and academic achievement. FYSCP collaborates with a designated administrator liaison to provide targeted technical assistance and participates in monthly Superintendent meetings and weekly communications to maintain focus on foster youth outcomes. New training opportunities for administrators and front office staff were developed to strengthen implementation of enrollment protections and reduce barriers to access.

FYSCP also strengthened internal collaboration within Kern County Superintendent of Schools by partnering with programs such as Special Education, School-Community Partnerships and Community Schools, Kern Integrated Data System, School and District Leadership Support, the Math Coordination Team, and College and Career initiatives. Through District Alignment and Support Huddle (DASH) meetings, FYSCP supported districts in analyzing data, identifying barriers, and implementing targeted strategies aligned to LCAP priorities and California School Dashboard outcomes. These efforts emphasized the use of implementation science to ensure sustainable, data-informed improvements.

Partnerships with Community Schools and other programs expanded access to trauma-informed, site-based supports. FYSCP also co-hosted a countywide Educational Rights Holder surrogate training, resulting in 14 trained community members prepared to serve in this critical role. Collaborative efforts extended to enrichment opportunities, including STEAM Summer Camp and career exploration programming, providing foster youth with hands-on learning, leadership development, and exposure to post-secondary pathways.

Student voice remains a central component of FYSCP's work. The Student Voice Ambassador Program expanded to 13 sites, engaging over 120 students in leadership development and school improvement efforts. Students participated in retreats, events, and project-based activities, leading to increased engagement, improved school connectedness, and tangible site-level changes. Participants were recognized through awards and the Seal of Civic Engagement, contributing to increased confidence and a sense of belonging.

FYSCP also continued to promote Youth Empowering Success (YES!) chapters as a best practice for student engagement and peer support, with 24 active chapters reported across multiple districts during the 2025-26 school

year. The program culminated in the 11<sup>th</sup> Annual YES! Conference, which brought together 91 students and 93 adult partners for a day of learning, advocacy, and connection. Through youth-led discussions, interactive workshops, and shared commitments to action, the conference reinforced the importance of youth voice and partnership. Participant feedback reflected a 93% positive rating, with students reporting increased overall confidence and adults gaining valuable insight into how to better support foster youth. Overall, the conference provided a meaningful and empowering experience that strengthened engagement, leadership, and collaboration.

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 4 does not utilize LCFF funds. Additional costs were incurred under Action 4.1 (MOU with Child Welfare Services Agency) due to annual maintenance fees associated with 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 resulted in measurable progress, persistent challenges remain.

In October 2025, Kern County served 1,908 students in foster care, representing the fifth-largest foster youth student population in California. During the 2025–26 school year, FYSCP directly served 895 foster youth, ages 0 to 22, through school-based supports, community events, and services at the Dream Center, expanding access to critical resources across the county. FYSCP provides targeted supports including college and career advising, independent living skills, transportation coordination, youth leadership development, and assistance with immediate enrollment and school of origin stability. These efforts are designed to reduce and ensure consistent access to education. However, foster youth in Kern County continue to experience higher rates of trauma, chronic absenteeism, and school mobility, factors that negatively impact academic achievement, graduation rates, and post-secondary access. FYSCP remains focused on addressing these challenges through coordinated, student-centered supports that promote stability and improve outcomes.

Efforts to improve school stability are beginning to show modest progress. Between the 2022–23 and 2024–25 school years, the stability gap between foster youth and their non-foster peers decreased from 34% to 32%. While incremental, this improvement suggests that targeted strategies, such as enhanced coordination with child welfare partners, increased staff training, and reinforcement of school of origin rights, are having a positive impact. Despite this progress, significant disparities remain. In the 2024–25 school year, only 58% of foster youth experienced school stability, compared to 90% of non-foster youth, underscoring the need for continued, intensive efforts.

FYSCP continues to prioritize improving academic outcomes for foster youth in English Language Arts (ELA) and mathematics. CAASPP data from 2024–25 highlights ongoing gaps and emerging trends. In ELA, the proficiency gap widened from 19 to 21 percentage points from 2022–23 to 2024–25, with foster youth proficiency remaining at 19% while non-foster youth increased to 40%. In mathematics, there are early signs of improvement: the gap narrowed from 15 to 13 percentage points, with foster youth proficiency increasing from 8% to 11%, compared to a smaller increase among non-foster youth (23% to 24%). While encouraging, overall performance levels remain low. Additionally, comparisons to 2018–19 data indicate that both foster youth and non-foster students continue to perform below pre-pandemic levels, reinforcing the need for sustained, targeted academic interventions.

Graduation and dropout data from 2024–25 further highlight widening disparities. The four-year cohort graduation rate for foster youth declined slightly from 56% in 2022–23 to 55% in 2024–25, while the rate for non-foster youth increased to 88%, expanding the gap to 33 percentage points. At the same time, the dropout rate for foster youth increased significantly from 26% to 37%, resulting in a 28-point gap compared to non-foster youth (9%). These trends underscore the urgency of strengthening coordinated interventions that improve engagement, stability, and pathways to graduation.

Chronic absenteeism remains a significant barrier. During the 2024–25 school year, 32% of foster youth students were chronically absent, compared to 17% of their non-foster peers, widening the gap from 11 to 15 percentage points since 2022-23. On average, foster youth missed 16 days of school, limiting consistent access to instruction and support. This challenge is compounded by disproportionately high suspension rates, with foster youth suspended at a rate of 15.7% compared to 3.6% for non-foster students. In response, FYSCP has expanded efforts

to address the root causes of absenteeism and disengagement, including trauma-informed training for educators, increased use of alternatives to exclusionary discipline such as mentoring and restorative practices, and expanded student voice initiatives that promote connection and belonging. Programs such as the YES! Conference, YES! Chapters, and the Student Voice Ambassador Program provide meaningful engagement opportunities that empower foster youth to build leadership skills and advocate for their needs.

In addition to direct services, FYSCP supports LEAs in building their capacity to serve foster youth through training and LCAP consultation. During the 2025-26 school year, FYSCP delivered 33 trainings, workshops, and events to 1,663 participants, including staff from child welfare, probation, and education, as well as caregivers and students. Participants represented 30 school districts, five charter schools, and other LEAs and county offices of education throughout California. Training evaluations were overwhelmingly positive, with average ratings of 99% for increased understanding and effectiveness and 100% confidence in applying learned strategies. FYSCP also provided individualized guidance to 46 LEAs and four charter schools on LCAP development and implementation to strengthen supports for foster youth.

FYSCP has made substantial progress in strengthening cross-agency collaboration, particularly in data sharing, school stability, and coordinated service delivery. During the 2025–26 school year, FYSCP conducted 1,081 regional meetings, trainings, and technical assistance contacts, exceeding its Year 3 target. Additionally, the program provided 1,310 direct services to child welfare and probation partners, well above the goal of 882, including records requests, case consultations, Best Interest Determination meetings, and coordination related to enrollment and school placement. These efforts, supported by real-time data and targeted technical assistance, have improved systemwide coordination and contributed to more timely enrollment and stable school placements.

FYSCP continues to strengthen collaboration across systems, including ongoing participation in the Juvenile Agencies Meeting (JAM), to expand Kern County's capacity to provide comprehensive, coordinated services that support improved academic outcomes for foster youth.

Improving FAFSA/CADAA completion rates remains a key priority. During the 2025-26 school year, FYSCP strengthened partnerships with school districts, child welfare agencies, and local colleges, including CSU Bakersfield, Bakersfield College, and Taft College. Using Webgrants WinZIP software, FYSCP tracked student progress and provided timely, individualized support. Staff worked directly with students at school sites and the Dream Center to assist with financial aid and college applications, while events such as the YES! Conference helped raise early awareness of post-secondary opportunities. The College Navigator Program, led by a Peer Support Specialist with lived foster care experience, provided targeted assistance with financial aid, housing, transportation, and college navigation. During the 2025–26 school year, 35 current and former students completed financial aid applications through the program. Following a decline in FAFSA completion rates from 36% in 2023–24 to 28% in 2024–25, FYSCP implemented targeted strategies that increased completion to 42% in 2025–26, meeting its Year 3 goal. Enhanced outreach, improved data tracking, and strengthened collaboration with school and community partners contributed to this success, supporting increased post-secondary access and readiness for foster youth.

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 2025-26 LCAP will be carried forward into the 2026-27 LCAP.

While FYSCP has made meaningful progress in expanding services, increasing FAFSA completion rates, and strengthening cross-agency collaboration, outcome data highlight critical areas requiring intensified focus. Suspension rates for foster youth have remained persistently high at 16% over the past three years, and the dropout rate has increased significantly from 26% in 2022–23 to 37% in 2025–26. These trends underscore the need to strengthen early intervention efforts, improve consistency of practices across school sites, and deepen coordination with district and agency partners to address root causes impacting student engagement and stability.

In response, FYSCP will expand its Regional Program Support model to more intentionally differentiate services based on district data, capacity, and identified needs. This will include increased proactive outreach to districts with the highest rates of suspension and dropout, more structured follow-up after technical assistance, and clearer tracking of service impact.

FYSCP will also enhance the use of real-time data through KiDS and Foster Focus to support earlier identification of students experiencing placement changes, enrollment delays, chronic absenteeism, or behavioral concerns. This will allow for more timely, coordinated interventions in partnership with child welfare, probation, and school staff.

Additionally, actions will be refined to strengthen systemwide capacity by expanding targeted training for administrators, front office staff, and educators on trauma-informed practices, alternatives to suspension, and strategies to improve student engagement and school connectedness. Increased emphasis will be placed on the consistent implementation of school stability and enrollment practices across sites.

FYSCP will continue to prioritize college and career readiness by engaging students earlier, strengthening alignment with school sites, and expanding partnerships across KCSOS programs to ensure students are connected to post-secondary pathways.

These refinements are designed to build on prior successes while directly addressing areas of concern, resulting in more proactive, coordinated, and data-informed supports that improve engagement, reduce exclusionary discipline, and increase graduation outcomes for foster youth.

**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

Action #	Title	Description	Total Funds	Contributing
4.5	FAFSA	Foster Youth Services Coordinating Program will ensure that high school seniors in foster care have the support, access, and resources to complete the FAFSA through educational case management, technical assistance, and collaboration with placement agencies, higher-education agencies, and school districts.	Cost of this action is included as part of regular staff duties.	N
4.6	FYSCP Research Specialist	Foster Youth Services Coordinating Program will continue to fund a research specialist to help gather, interpret, and analyze data from student databases (i.e., Foster Focus, KIDS, Aeries, CALPADS).	\$148,661	N
4.7	FYSCP Clerk	Foster Youth Services Coordinating Program will continue to fund a clerk to assure the fidelity of the data extracted from Foster Focus.	\$78,070	N
4.8	Student Voice Training	A Coordinator will lead training and student voice projects with foster youth students. Student voice projects are instrumental in ensuring student engagement and lowering rates of chronic absenteeism and high school dropout rates for high mobility students such as foster youth.	Cost of this action is included as part of regular staff duties.	N
4.9	YES! Conference	Foster Youth Services Coordinating Program will oversee and host an annual conference for foster youth.	\$10,000	N
4.10	YES! School Site Organizations	Foster Youth Services Coordinating Program will provide technical assistance to school districts in developing and supporting 26 Youth Empowering Success (YES!) school site organizations for Kern County foster youth students to promote their educational stability, increase graduation rates, assist with college/career transition, and help develop leadership skills.	Cost of this action is included as part of regular staff duties.	N
4.11	Peer Support Specialist	Foster Youth Services Coordinating Program will continue to fund a Peer Support Specialist to assist individual foster youth students with completion of their financial aid applications through the College Navigator Program.	\$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 and adult transition skills through increased student engagement and a positive school climate. These improvements will be evidenced by:</p> <ul style="list-style-type: none"> <li>- A reduction in the Distance from Standard (DFS) on state academic assessments in English Language Arts (ELA) and Math.</li> <li>- Increased use and analysis of student performance data aligned to the program's adopted standards-based curriculum.</li> <li>- Progress toward Individualized Education Program (IEP) goals through the provision of targeted instructional services and support strategies, as outlined in each student's IEP.</li> <li>- Reduced rates of chronic absenteeism and suspensions across all student groups and programs.</li> </ul>	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 program serves students with complex, extensive support needs who require a low staff-to-student ratio and highly specialized instruction to make progress academically and socially. Based on 2025 California School Dashboard data, the program demonstrated measurable growth alongside ongoing areas of need within its Special Day Class program. CAASPP Distance from Standard decreased by 68.4 points in English Language Arts and 85 points in mathematics, meeting or exceeding established targets. Additionally, the percentage of English learners making progress toward English language proficiency increased from 20.5% to 36.8%. Greater fidelity in implementing the program's adopted curriculum, coupled with the use of evidence-based practices, has contributed to these gains in student achievement. As the program continues to provide teachers with targeted training and coaching on strategies and tools to engage students with extensive support needs, it remains focused on ensuring all students have meaningful access to instruction and support aligned with their academic, functional, and transition needs.

The 2025 Dashboard data indicate improvement in key climate indicators. Chronic absenteeism declined to 53.2% (down from 59.3%) and suspensions decreased to 2.9% (down from 5.9%), IEP implementation data revealed that only 34% of students received 95-100% of their prescribed service minutes. Moving forward, the program must continue to address chronic absenteeism by refining attendance practices and strengthening parent and community engagement to reinforce the home-school connection and improve consistency of services.

Students with significant disabilities often require additional support to develop the social and behavioral skills necessary for learning, making Social Emotional Learning (SEL) a critical component of the program. Expanded access to SEL in the 2025-26 school year resulted in full participation among students in the Emotional Disabilities program and 80% participation among students with extensive support needs in weekly SEL activities. Collectively, these data points informed the development of the goal to strengthen instructional quality, student engagement, and school climate in order to improve academic, functional, and transition outcomes for all students served.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	<p><b>Priority 2 – Implementation of State Standards</b></p> <p>2A: Number of staff participating in at least one training on Core Curriculum and Instruction Source: Frontline Professional Learning Management System</p>	<p><u>2023-24 Data</u></p> <p>50% of certificated staff participated in at least one curriculum training; 0% of classified staff</p>	<p><u>2024-25 Data</u></p> <p>85% of certificated staff participated in at least one curriculum training; 0% of classified staff</p>	<p><u>2025-26 Data</u></p> <p>100% of certificated staff participated in curriculum training; 25% of classified staff</p>	<p>Certificated Staff: 100%</p> <p>Classified Staff: 70%</p>	<p>Certificated Staff: 50%</p> <p>Classified Staff: 25%</p>
5.2	<p>2A: Number of completed training hours for the purpose of improving specialized instruction Source: Frontline Professional Learning Management System</p>	<p><u>2023-24 Data</u></p> <p>7,466</p>	<p><u>2024-25 Data</u></p> <p>13,471</p>	<p><u>2026-27 Data</u></p> <p>4,250 (reduced number of staff)</p>	8,000	-3,216
5.3	<p>2A: Percentage of extensive support need 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</p>	<p><u>2023-24</u></p> <p>46%</p>	<p><u>2024-25</u></p> <p>78%</p>	<p><u>2025-26</u></p> <p>85%</p>	90%	39%
5.4	<p>2A: Activity in SAAVAS ELA curriculum Source: SAVVAS or other adopted MMSN Core Curriculum Online Management System</p>	<p><u>2023-24 Data</u></p> <p>Active students: 41%</p> <p>Active days: 3 days per student</p> <p>Active teachers: 66%</p>	<p><u>2024-25 Data</u></p> <p>Active students: 35%</p> <p>Active days: 3 days per student</p> <p>Active teachers: 67%</p>	<p><u>2025-26 Data</u></p> <p>Active students: 40%</p> <p>Active days: 3 days per student</p> <p>Active teachers: 68%</p>	<p>Active students: 70%</p> <p>Active teachers: 90%</p>	<p>Active students: -1%</p> <p>Active teachers: 2%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.5	<b>Priority 4 – Student Achievement</b> 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	<u>2025 Dashboard</u> 68.4 points	70 points	17.2
5.6	4A: CAASPP Math Distance from Standard Source: California School Dashboard; CAASPP score files	<u>2023 Dashboard</u> 111 points	<u>2024 Dashboard</u> 128.8 points	<u>2025-26 Data</u> 85 points	90 points	26
5.7	4E: Percentage of English learners making progress toward English language proficiency Source: California School Dashboard; ELAC score files	<u>2023 Dashboard</u> 37.8%	<u>2024 Dashboard</u> 17.2%	<u>2025-26 Data</u> 36.8%	50%	-1%
5.8	<b>Priority 5 – Student Engagement</b> 5B: Percentage of students who had 100-95% of their IEP service minutes implemented Source: SIRAS Service Minutes Report	New metric – 0%	<u>2024-25 Data</u> 40%	<u>2025-26 Data</u> 34%	70%	-6%
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%	<u>2025-26 Data</u> 53.2%	50%	13.1%
5.10	<b>Priority 6 – School Climate</b> 6A: Suspension rate Source: Aeries, KiDS, CALPADS	<u>2023 Dashboard</u> 5.2%	<u>2024 Dashboard</u> 5.9%	<u>2025-26 Data</u> 2.9%	2.5%	2.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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  0% of students in ESN classroom receive specific SEL instruction; PBIS is provided to 100% of students daily	<u>2025-26 Data</u> 100% of students in programs for students with ED receive SEL instruction & PBIS  80% of students in ESN classroom receive specific SEL instruction; PBIS is provided to 100% of students daily	100% of students participating in SEL curriculum adopted by program and receiving daily positive behavior interventions as needed	No difference; 80%

## 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 successfully implemented all action items under Goal 5 during the 2025-26 school year, with mixed levels of effectiveness. The program demonstrated improvements in student achievement on standards, student engagement, and school climate. However, continued growth is needed to ensure consistent implementation of all curricula using instructional strategies that effectively support students with extensive academic, functional, and behavioral needs.

The 2025 California School Dashboard reported performance levels in the yellow for both English Language Arts (ELA) and mathematics based on CAASPP scores, reflecting improvement from 2024. In ELA, the Distance from Standard (DFS) improved from 101.4 points to 68.4 points, meeting the established target. In mathematics, DFS improved from 128.8 points to 85 points, also meeting target. Additionally, the percentage of English learner (EL) students making progress toward English proficiency increased from 17.2% in 2024 to 36.8% in 2025. These gains are largely attributed to increased fidelity in implementing the adopted curriculum for students with special educational needs. The program will continue to prioritize curriculum and instruction aligned to state standards to further improve student outcomes.

In the area of chronic absenteeism, the program reduced the rate from 59.3% in 2024 to 53.2% in 2025. The 2025 Dashboard also indicated that 57.1% of English learners were chronically absent, representing an improvement of 11.1 percentage points, though still higher than the overall program rate. Chronic absenteeism continues to impact the implementation of Individualized Education Programs (IEPs); service log data indicate that only 34% of students received at least 95% of their prescribed service minutes. As of March 27, 2026, data from Kern Integrated Data System (KiDS) show that 53.6% of students are chronically absent, including 62.6% of English learners and 58.3% of foster youth. Additionally, many students experience significant medical needs that affect consistent participation in

classroom instruction. Given the complexity of student needs, the program should consider alternative delivery models, such as home instruction or independent study, when deemed appropriate by IEP teams.

The percentage of students suspended at least one day decreased from 5.2% to 2.9%, with no significant disproportionate rates reported on the 2025 Dashboard. However, current KiDS data indicate an overall suspension rate of 4.7%, with foster youth disproportionately affected at 18.5%, highlighting an ongoing need for targeted supports and interventions.

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 5 does not utilize LCFF funds. Both budgeted and estimated actual expenditures totaled \$97,000.

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

Overall, the actions implemented under Goal 5 demonstrated partial to substantial effectiveness in improving student achievement, engagement, and school climate, while also highlighting persistent challenges that continue to limit full implementation and impact.

Actions focused on specialized academic curriculum, instruction, and professional learning were effective. Increased training, coaching, and mentoring of teachers led to measurable improvements in the use of adopted, standards-aligned curriculum, particularly Unique Learning System (ULS) and core academic programs. This increased fidelity of implementation corresponded with significant gains in student achievement as evidenced by reductions in CAASPP Distance from Standard (DFS) in both ELA and mathematics, meeting established targets. Improvements in English learner progress toward proficiency further suggest that instructional practices are becoming more responsive to student needs. Additionally, targeted coaching and curriculum support strengthened instructional consistency across classrooms and supported improved development of IEP goals.

Actions related to school climate and behavior supports, including PBIS and SEL implementation, were also effective. Suspension rates declined notably, and no significant disproportionality was identified on the most recent Dashboard, reflecting stronger behavior supports and more proactive classroom interventions.

Actions associated with student engagement, attendance, and IEP service delivery were less effective. Although chronic absenteeism declined overall, rates remain unacceptably high, particularly for English learners and foster youth. Persistent absenteeism significantly limited the program's ability to deliver 95-100% of required IEP service minutes, resulting in a decrease in the percentage of students receiving full access to prescribed services. This challenge constrained progress toward engagement-related goals, despite improvements in instructional quality and school climate.

Additionally, actions requiring extended professional development time, such as full-day or multi-day trainings, were hindered by a shortage of qualified certificated and classified substitutes. These staffing challenges limited access to in-depth training opportunities and reduced consistency of implementation across sites.

In summary, Goal 5 actions were effective in improving instructional quality, curriculum implementation, student achievement, and school climate, but were less effective in addressing attendance, consistent service delivery, and workforce capacity. Moving forward, the program will need to strengthen systems for improving attendance, recruit and retain qualified staff and substitutes, and reinforce practices that support consistent student participation and effective IEP implementation.

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.

Based on an analysis of the California School Dashboard and local implementation data, no changes were made to the overall goal, as Goal 5 continues to address identified areas of student need related to achievement, engagement, and school climate. Dashboard indicators for English Language Arts, mathematics, chronic absenteeism, and suspension rates confirm that the focus of the goal remains appropriate and aligned with state priorities.

Refinements were made to metrics and actions for the coming year to strengthen implementation fidelity, feasibility, and overall effectiveness. These adjustments were informed by reflections on program outcomes, progress toward targets, and challenges encountered during implementation.

In response to Dashboard results for CAASPP English Language Arts and mathematics, particularly Distance from Standard (DFS), Action 5.1 (Specialized Academic Curriculum and Instruction Training) will continue, with refinements made to the delivery of 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
5.1	Specialized Academic Curriculum and Instruction Training	All Kern County Special Education certificated and classified staff will be trained and coached on effectively utilizing adopted curriculum in their classrooms on a consistent basis. Staff will be trained and coached on strategies to maximize student engagement by incorporating appropriate accommodations, behavior supports, technology, and evidence-based strategies to support the needs of all students.	\$10,000	No
5.2	Transition to Adulthood Planning and Instruction	Kern County Special Education will develop course content and strategies along with policies and procedures to promote effective transitions to adulthood for individuals with special needs.	\$5,000	No
5.3	Parent and Community Partnerships	Kern County Special Education will develop and schedule activities to promote both parent involvement and community access as integral parts of the instructional program.	\$8,000	No
5.4	Student Enrollment, Attendance, and IEP Implementation Handbook	Policies and procedures related to student enrollment, attendance, and IEP implementation for students in the county’s special education classrooms will be collaboratively developed by program leadership, teachers, and referring districts.	\$2,000	No
5.5	Classified and Certificated Substitute Recruitment and Development	Kern County Special Education will work collaboratively with KCSOS Human Resources and Educator Development departments to recruit certificated and classified substitutes. A minimum of four hours of training on the foundations of providing support and instruction to students with extensive support needs will be provided.	\$5,000	No

Action #	Title	Description	Total Funds	Contributing
5.6	IEP Development Training	Kern County Special Education administration, 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, transition to adulthood, accommodations and modifications, assessments, and services.	\$8,000	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$4,457,480	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
10.096%	0%	\$0	10.096%

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            Actions:            1.8            1.9            1.10            1.11            1.12</p>	<p>The overall chronic absenteeism rate in Community School is 51%, with higher rates observed across each of the three unduplicated student groups: Foster Youth (61%), English Learners (57%), and Socioeconomically Disadvantaged students (55%).</p> <p>In Court School, the chronic absenteeism rate for Foster Youth is 7%, which is slightly higher than the rate for all students (6%).</p>	<p>To strengthen engagement and connection to school, the program will promote field trips and provide school-specific merchandise. The program will also continue to communicate and collaborate with parents/guardians to increase awareness of parent engagement opportunities. Parent Square will be utilized to support improved daily student attendance.</p> <p>These actions will be implemented on an LEA-wide basis with the expectation that all students experiencing truancy will benefit. Given the higher chronic absenteeism rates among the program's unduplicated student groups, it is anticipated that absenteeism rates for these groups will decrease at a greater rate than for the overall student population.</p>	<p>Metrics:            1.1            1.2            1.3            1.4            1.5            1.6            1.7            1.8            1.9            1.10</p>
<p>Goal: 1            Actions:            1.4            1.5            1.6</p>	<p>The suspension rate in Community School is higher for Foster Youth (17.1%) and Socioeconomically Disadvantaged students (12.7%) compared to the rate for all students (11.4%).</p>	<p>The Kern County Probation Department will provide intensive supervision and intervention. Campus supervisors will support efforts to improve school climate and ensure campus safety. The Program Specialist – Behavior Emphasis will deliver targeted behavioral support to identified students.</p> <p>These actions will be implemented on an LEA-wide basis with the expectation that all students will benefit from increased intervention and support. Given the higher suspension rates among Foster Youth and Socioeconomically Disadvantaged students, it is anticipated that suspension rates for these groups will decrease at a greater rate than for the overall student population.</p>	<p>Metrics:            1.11            1.12</p>

Community School 2025 CAASPP scores indicate the following:

- 90.00% 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
- 91.93% of Socioeconomically Disadvantaged students did not meet standards in ELA
- 100% of Socioeconomically Disadvantaged students did not meet standards in mathematics
- CAASPP results for Foster Youth are not reported due to the small number of students tested

Court School 2025 CAASPP scores indicate the following:

- 100% of all students did not meet standards in ELA
- 100% of all students did not meet standards in mathematics
- 100% of Socioeconomically Disadvantaged students did not meet standards in ELA
- 100% of Socioeconomically Disadvantaged students did not meet standards in mathematics
- CAASPP results for Foster Youth and English Learners are not reported due to the small number of students tested

According to the 2026 LCAP survey, 49.9% of students agree with the statement, "My teachers make me excited about learning," with 21.0% being undecided.

According to the 2026 LCAP survey, 63.8% of students agree with the statement, "I learn a lot in my classes," with 17.6% being undecided.

According to the 2026 LCAP survey, 53.0% of students agree with the statement, "Instruction at my school is challenging and interesting," with 23.8% being undecided.

According to the 2026 LCAP survey, 63.8% of students agree with the

Academic instruction will be supported by maintaining school sites in outlying locations to promote access and support student achievement. The program will continue to prioritize low student-to-teacher ratios to enable specialized instruction and targeted intervention, utilize paraprofessionals to provide individual and small group support, and employ Academic Associates to develop individualized education plans. Additionally, CTE and career readiness opportunities will be provided to support students' postsecondary goals.

Curriculum supports include implementation of standards-based curriculum with embedded English language arts and mathematics intervention, ongoing technology support to minimize disruptions to teaching and learning, and a contract with Lightspeed to maintain a safe and secure digital learning environment. Hardware will be updated as needed to support instruction. The program will also utilize an automated substitute system to ensure the availability of qualified substitutes to maintain continuity of instruction.

These actions are intended to address the academic needs of Socioeconomically Disadvantaged students and English Learners with the expectation that all students will benefit. The program anticipates a greater reduction in the percentage of Socioeconomically Disadvantaged students and English Learners 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.

- Goal: 2  
 Actions:  
 2.1  
 2.2  
 2.3  
 2.4  
 2.6  
 2.7  
 2.8  
 2.9  
 2.10  
 2.14

- Metrics:  
 2.1  
 2.2  
 2.3  
 2.4  
 2.5  
 2.6  
 2.9  
 2.10  
 2.11  
 2.12  
 2.13  
 2.14  
 2.15

	statement, "My school is preparing students for future college and/or career paths," with 19.9% being undecided.		
Goal: 2 Action: 2.13	The overall chronic absenteeism rate in Community School is 51%, with higher rates observed across each of the three unduplicated student groups: Foster Youth (61%), English Learners (57%), and Socioeconomically Disadvantaged students (55%).	Regular school attendance is essential for students to access the social emotional and academic supports they need. To address transportation barriers, students may be provided with daily or monthly passes for the city's public transportation system.  This action is intended to support improved daily attendance among unduplicated student groups, with the expectation that all students will benefit. Given the higher chronic absenteeism rates among Foster Youth, English Learners, and Socioeconomically Disadvantaged students, it is anticipated that absenteeism for these groups will decrease at a great rate than for the overall student population.	Metrics: 2.5 2.9 2.12

### 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	<p>Community School 2025 CAASPP results indicate that 0% of English Learners met or exceeded standards in both ELA and mathematics. Comparable data is not available for Court School due to the low number of students tested.</p> <p>Community School 2025 CAASPP results indicate that 0% of Long-Term English Learners (LTELs) met or exceeded standards in ELA and mathematics. Comparable data is not available for Court School due to the low number of students tests.</p> <p>The 2025 California School Dashboard reports that 50.7% of Community School English Learners and 42.3% of Court School English Learners are making progress toward English language proficiency.</p> <p>According to the 2026 LCAP survey, 71.4% 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," while 9.5% are undecided.</p> <p>Additionally, 76.2% 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," while 14.3% are undecided.</p>	<p>The Teacher – EL Specialist will support teachers and administrators in all areas related to English learners, including lesson planning, small group instruction, and ELPAC training and administration.</p> <p>While not funded through the LCAP, professional learning in English Language Development (ELD) remains a priority for the Alternative Education program. The program completed a three-year professional learning series in the 2024-25 school year. In the 2025-26 school year, the ELD trainer provided one-on-one mentoring and coaching to teachers to support their English learners and Long-Term English learners. This support will continue into the 2026-27 school year.</p> <p>Expected outcomes associated with this action include increased use of integrated and designated ELD strategies by teachers; growth in the percentage of English learners improving by at least one proficiency level on the ELPAC; increased progress toward English language proficiency among English learners and Long-Term English learners; improved CAASPP outcomes in ELA and mathematics for these student groups; increased implementation of EL supports during instruction; and higher percentages of staff indicating through the LCAP survey that the program effectively supports English learners in developing English proficiency and meeting academic standards.</p>	<p>Metrics: 2.5 2.7 2.8</p>

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

The LCAP does not consist of any limited actions contributing to meeting the increased or improved services 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.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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](mailto: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]).

- o 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.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- o 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.

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 Section 52060\(g\)](#) and [EC Section 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:  
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 of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

### **Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

### **Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

## Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

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

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

**Note:** [EC Section 42238.024\(b\)\(1\)](#) 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.

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

An explanation of why the LEA has developed this goal.

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

### **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **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 succinctly 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.

- Concluding 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 schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the 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)**

- 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).



# LCFF Budget Overview for Parents

County Office of Education (COE) Name: Kern County Superintendent of Schools

CDS Code: 15 10157 0000000

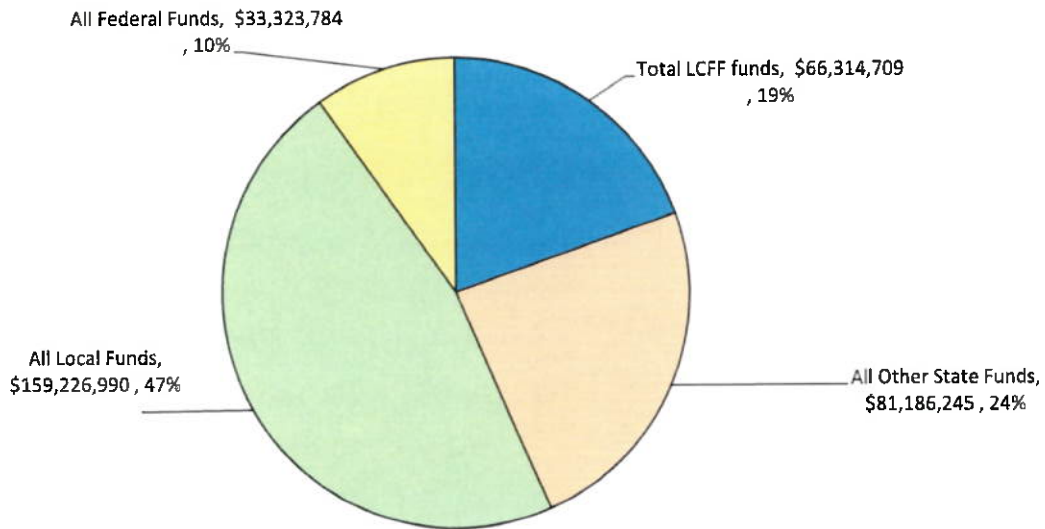
School Year: 2026-27

LEA contact information: Molly Mier (momier@kern.org)

County Offices of Education (COEs) receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF provides funding for 1) COE oversight activities of its school districts and 2) COE instructional programs in the form of base level of funding for all students and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2026-27 School Year

### Projected Revenue by Fund Source



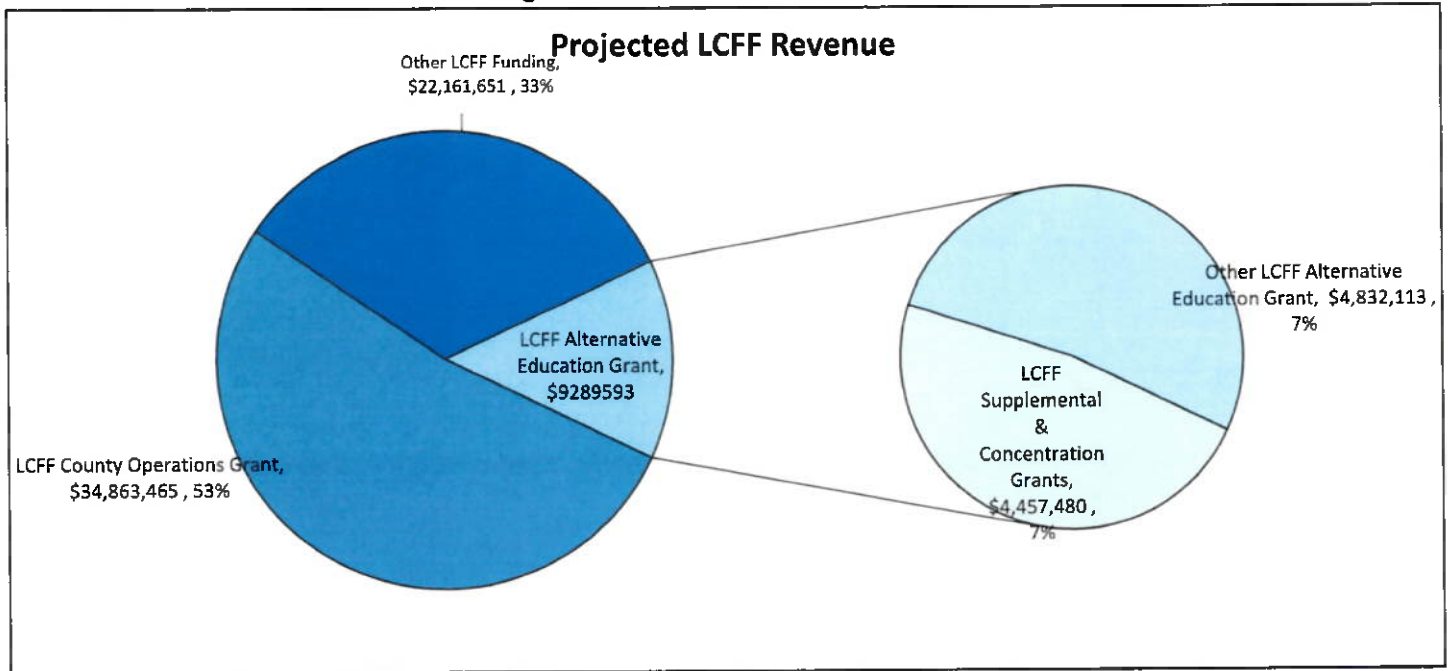
This chart shows the total general purpose revenue Kern County Superintendent of Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kern County Superintendent of Schools is \$340,051,728.00, of which \$66,314,709.00 is Local Control Funding Formula (LCFF), \$81,186,245.00 is other state funds, \$159,226,990.00 is local funds, and \$33,323,784.00 is federal funds.

Of the \$81,186,245.00 attributed to All Other State Funds, \$1,899,510.00 are attributed to the Student Support and Enrichment Block Grant.

# LCFF Budget Overview for Parents

## LCFF Budget Overview for the 2026-27 School Year

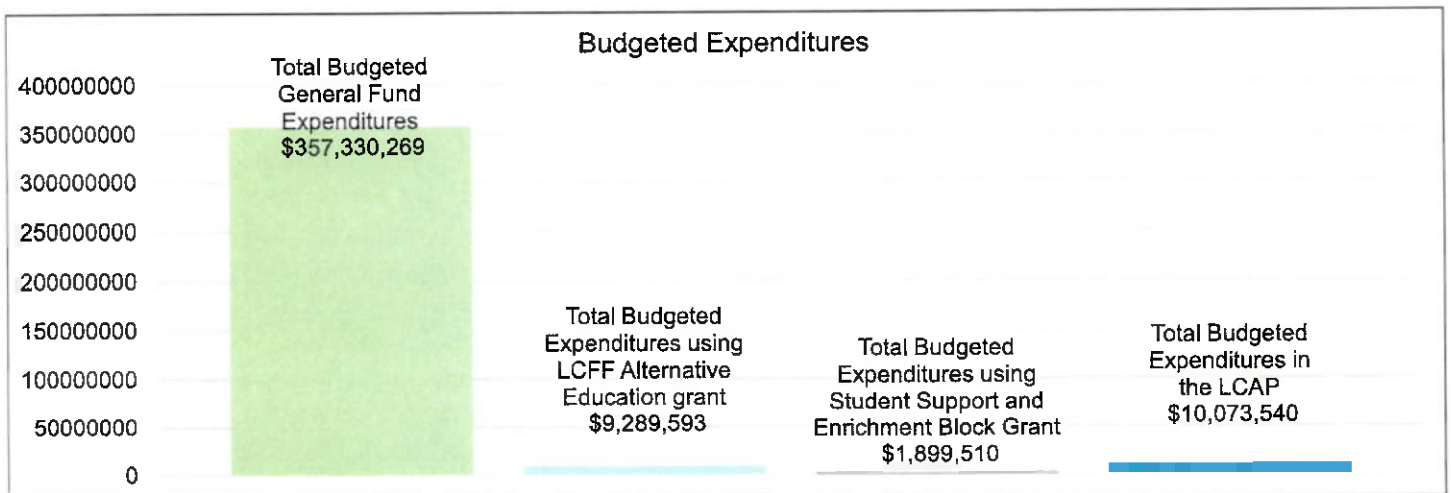


This chart shows the LCFF revenue Kern County Superintendent of Schools expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Kern County Superintendent of Schools is \$66,314,709.00, of which \$34,863,465.00 is attributed to the LCFF County Operations Grant, \$9,289,593.00 is attributed to the LCFF Alternative Education Grant, and \$22,161,651.00 is other LCFF funds. Of the \$9,289,593.00 attributed to the LCFF Alternative Education Grant, \$4,457,480.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

KCSOS receives home-to-school transportation funds, which are reinvested into the KCSOS special education transportation program to help subsidize costs for districts. Additionally, KCSOS receives funding to provide Differentiated Assistance to school districts and charter schools throughout Kern County. This tailored support addresses disparities and areas of low performance identified through the California School Dashboard.

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

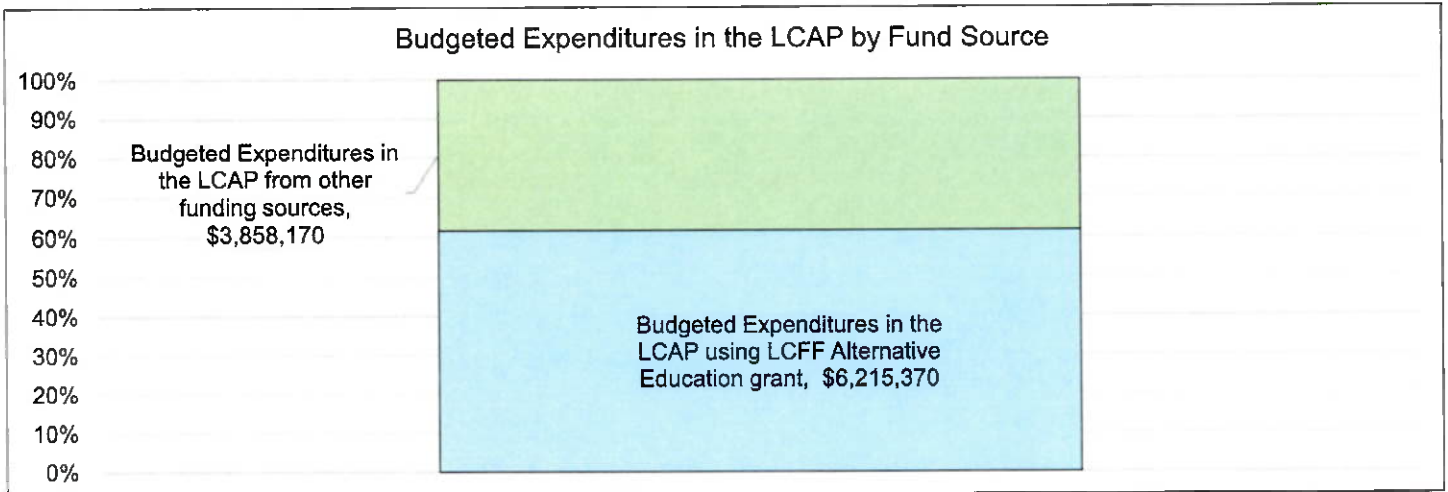


# LCFF Budget Overview for Parents

This chart provides a quick summary of how much Kern County Superintendent of Schools plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Kern County Superintendent of Schools plans to spend \$357,330,269.00 for the 2026-27 school year. Of that amount, \$9,289,593.00 is attributed to the Alternative Education Grant and \$1,899,510.00 is attributed to the Student Support and Enrichment Block Grant. \$347,256,729.00 of the General Fund Budgeted Expenditures are not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

KCSOS provides fiscal and instructional support services to 46 districts across Kern County; operates alternative education, foster youth, special education, and child development programs; supports transportation, technology, and human resources services; and serves as the administrative agent for the Fiscal Crisis and Management Assistance Team, Self Insured Schools of California, and Schools Legal Service. Total General Fund Expenditures for the 2026-27 school year include salaries, operating costs, and capital outlay across the entire KCSOS organization. The Alternative Education Grant includes the program's base budget as well as supplemental and concentration grant funding. The LCAP requires accounting only for supplemental and concentration funds. Alternative Education Grant funds not included in the LCAP support general program expenditures, such as employee salaries and benefits, maintenance and operations costs, and instructional supplies. For the 2026-27 school year, KCSOS will utilize Student Support and Enrichment Block Grant funds to support a CTE culinary program, provide college and career counseling, and facilitate student transitions.



This chart provides a quick summary of how much Kern County Superintendent of Schools plans to spend for 2026-27 for planned actions and services in the LCAP.

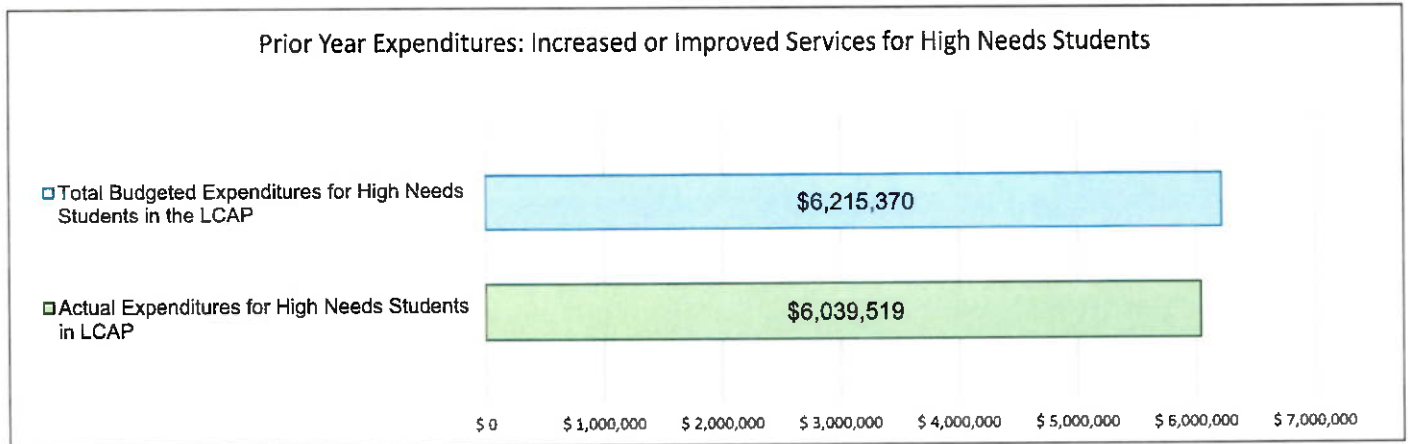
The text description of the above chart is as follows: Kern County Superintendent of Schools plans to spend \$10,073,540.00 on actions/services in the LCAP. Of those funds, \$6,215,370.00 is attributed to the Alternative Education Grant and \$0.00 is attributed to the Student Support and Enrichment Block Grant.

## Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Kern County Superintendent of Schools is projecting it will receive \$4,457,480.00 based on the enrollment of foster youth, English learner, and low-income students. Kern County Superintendent of Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Kern County Superintendent of Schools plans to spend \$6,215,370.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Kern County Superintendent of Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Kern County Superintendent of Schools estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Kern County Superintendent of Schools's LCAP budgeted \$6,215,370.00 for planned actions to increase or improve services for high needs students. Kern County Superintendent of Schools actually spent \$6,039,519.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of \$175,851.00 had the following impact on Kern County Superintendent of Schools's ability to increase or improve services for high needs students:

KCSOS received less supplemental and concentration funding than anticipated when the LCAP was developed. Despite this, the Alternative Education program was able to implement the LCAP as planned. Additional details regarding implementation can be found in the Goal Analysis sections of the LCAP.

4.2.3

**Report to the Kern County Office of Education Board of Trustees  
Progress Report on Local Indicators  
June 9, 2026**

The Local Control Funding Formula (LCFF) identifies ten state priorities for county offices of education. Five priorities are monitored by the state and seven priorities are monitored through “local indicators,” with two of the priorities overlapping. Local Education Agencies (LEAs) are required to report local indicator progress to their governing boards and upload results to the California School Dashboard.

The local indicators include:

- **Priority 1:** Basic Services
- **Priority 2:** Implementation of State Standards
- **Priority 3:** Parent Involvement and Family Engagement
- **Priority 6:** School Climate (also monitored by the state)
- **Priority 7:** Course Access (also monitored by the state)
- **Priority 9:** Coordination of Services for Expelled Youth
- **Priority 10:** Coordination of Services for Foster Youth

For each of the local indicators, LEAs must utilize self-reflection tools to describe progress and assess whether the standard has been Met, Not Met, or Not Met for Two or More Years. Selecting “Met” indicates the task has been completed and the results have been reported to the governing board at a regularly scheduled meeting and to educational partners through the California School Dashboard.

**Priority 1: Basic Services – MET**

- Number/percentage of misassignments of teachers of English Learners, total teacher misassignments, and vacant teacher positions: 5 teachers working toward credentials
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0
- Number of identified instances where facilities do not meet the “good repair” standards (including deficiencies and extreme deficiencies): 0

**Priority 2: Implementation of State Academic Standards – MET**

The Alternative Education administrative team used the Priority 2 Self-Reflection Tool to rate progress in each of the following areas:

**Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

<b>Content Area</b>	<b>Rating</b>
ELA – CCSS for ELA	4
ELD (Aligned to ELA)	5
Math – CCSS for Math	4
Next Generation Science Standards	4
History Social Science	4

**Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	Rating
ELA – CCSS for ELA	5
ELD (Aligned to ELA)	4
Math – CCSS for Math	5
Next Generation Science Standards	5
History Social Science	5

**Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	Rating
ELA – CCSS for ELA	4
ELD (Aligned to ELA)	4
Math – CCSS for Math	4
Next Generation Science Standards	4
History Social Science	4

**Progress implementing each of the following academic standards adopted by the State Board of Education for all students.**

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	Rating
Career Technical Education	4
Health Education Content Standards	3
Phys. Ed. Model Content Standards	3
Visual and Performing Arts	2
World Language	2

**Success at engaging in the following activities with teachers and school administrators during the prior school year, including the summer preceding the prior school year.**

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	Rating
Identifying the professional learning needs of groups of teachers or staff as a whole	5
Identifying the professional learning needs of individual teachers	5
Providing support for teachers on the standards they have not yet mastered	4

**Priority 3: Parent Involvement and Family Engagement – MET**

The Court and Community School Site Councils, which consist of staff, students, and parent/community members, completed the self-reflection tool related to Priority 3. The data reviewed to determine ratings included parent/guardian responses on the 2026 LCAP Survey, parent/guardian attendance at Back to School Night, Town Hall events, and offered trainings.

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Relationships	Rating
Rate the program’s success in developing the capacity of staff (administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
Rate the program’s progress in creating welcoming environments for all families in the community.	5
Rate the program’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	3
Rate the program’s progress in developing multiple opportunities for the program to engage in two-way communication between families and educators using language that is understandable and accessible to families.	5

**Based on the analysis of educational partner input and local data, briefly describe the program’s current strengths and progress in Building Relationships Between School Staff and Families.**

According to the 2026 LCAP survey, 97.2% of parents/guardians agreed with the statement, “I feel welcome at my student’s school,” and 95.8% of parents/guardian agreed with the statement, “The interactions I have with school staff are pleasant.” The Alternative Education program believes that building strong relationships with students and their families is foundational to student success. Program staff regularly connect with parents/guardians through phone calls and make intentional efforts to ensure families feel welcome during each visit to campus. However, the program faces challenges in fostering long-term, lasting relationships. Short enrollment periods in Community School can limit opportunities for sustained engagement, and Court School restrictions typically constrain parent/guardian access outside of events such as Back to School Night and scheduled meetings.

**Based on the analysis of educational partner input and local data, briefly describe the program’s focus area(s) for improvement in Building Relationships Between School Staff and Families.**

The Alternative Education program is committed to continuing to foster positive relationships with families through regular communication and invitations to school events. A key area of ongoing focus is increasing parent/guardian participation in advisory committees, including Court and Community School Site Councils and the Court and Community English Learner Advisory Committees.

**Based on the analysis of educational partner input and local data, briefly describe how the program will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.**

As noted previously, securing parent/guardian involvement in the Alternative Education program is challenging due to students' short enrollment periods and limited opportunities to engage with many Court School parents/guardians. Through the California Community Schools Partnership Program, the program has expanded the number of events and support services available to parents/guardians and families. Moving forward, the program aims to further strengthen and broaden family engagement, with a particular focus on increasing participation among underrepresented groups.

<b>Building Partnerships for Student Outcomes</b>	<b>Rating</b>
Rate the program's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
Rate the program's progress in providing families with information and resources to support student learning and development in the home.	3
Rate the program's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
Rate the program's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

**Based on the analysis of educational partner input and local data, briefly describe the program's current strengths and progress in Building Partnerships for Student Outcomes.**

According to the 2026 LCAP survey, 94.2% of participating parents/guardians agreed with the statement, "My school values parents/guardians as important partners in their student's education." Each Community School site maintains an open-door policy, encouraging ongoing communication with families to discuss student progress and collaborate on strategies to support both behavioral and academic success. Administrators also proactively schedule meetings with families of students who are struggling to identify barriers to success and determine how the school can best support both the student and the family.

**Based on the analysis of educational partner input and local data, briefly describe the program's focus area(s) for improvement in Building Partnerships for Student Outcomes.**

Through the California Community Schools Partnership Program, the Alternative Education program supports staff in partnering with parents/guardians to enhance the social emotional and academic well-being of their children. By utilizing surveys, focus groups, and parent workshops, the program identifies the resources and supports families need to effectively assist their children's academic success.

**Based on the analysis of educational partner input and local data, briefly describe how the program will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.**

The Alternative Education program will continue to build on existing efforts to strengthen partnerships that support improved student outcomes, including for families that are traditionally underrepresented. These efforts include extending invitations to all school events and maintaining consistent communication through Parent Portal and Parent Square. Additionally, participation in the California Community Schools Partnership Program will further enhance and support these initiatives.

<b>Seeking Input for Decision Making</b>	<b>Rating</b>
Rate the program's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups with decision making.	4

Rate the program’s progress in building capacity of and supporting family members to effectively engage in advisory groups and decision making.	4
Rate the program’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
Rate the program’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluate family engagement activities at school and district levels.	4

**Based on the analysis of educational partner input and local data, briefly describe the program’s current strengths and progress in Seeking Input for Decision Making.**

The Alternative Education program encourages parents/guardians to participate in committees to help inform decisions that impact students. The program actively recruits family members to serve on Court and Community School Site Councils, as well as the Court and Community English Learner Advisory Committees. Parents/guardians are also invited to attend annual Town Hall meetings, where the Local Control and Accountability Plan (LCAP) survey is shared to gather their input. Additionally, parents/guardians of students receiving special education services are encouraged to attend and actively participate in all IEP meetings. Results from the 2026 LCAP survey indicate that 87.0% of parents/guardians surveyed agreed with the statement, “My school actively seeks parent/guardian input into decisions related to their student’s education through surveys, IEP meetings, parent conferences, etc.” Despite these efforts, the high turnover rate in both Court and Community Schools continues to present challenges in maintaining consistent parent/guardian involvement.

**Based on the analysis of educational partner input and local data, briefly describe the program’s focus area (s) for improvement in Seeking Input for Decision Making.**

Through parent/guardian conferences, IEP meetings, School Site Council meetings, and school-based events, the Alternative Education program will continue to encourage families to engage in the decision-making processes that impact their child’s education. Outreach efforts supported by the California Community Schools Partnership Program further strengthen and expand these opportunities for meaningful involvement.

**Based on the analysis of educational partner input and local data, briefly describe how the program will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision Making.**

All actions undertaken by the Alternative Education program to improve parent/guardian engagement will intentionally include underrepresented families. Due to the program’s highly transient population and limited access to Court School parents/guardians, ensuring that families understand the critical importance of their involvement in decision-making can be challenging. However, the program will continue to make every effort to engage parents/guardians in school decision-making processes.

**Priority 6: School Climate – MET**

*LEAs will provide a narrative summary of the local administration as analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade span (e.g., K-5, 6-8, 9-12). This summary may also include an analysis of a subset of specific items on a local survey that are particularly relevant to school safety and connectedness.*

The Alternative Education program annually administers the LCAP survey to assess students’ perceptions of school safety and connectedness.

Results from the 2026 LCAP survey:

- 71.3% of students reported that their school provides students with a safe place to learn, with an additional 15.6% indicating they were undecided.
- 64.5% of students indicated that staff at their school care about them, with 21.0% undecided.
- 73.4% of students reported having at least one positive connection or relationship with an adult on campus, while 13.7% were undecided.
- 51.1% of students indicated they look forward to attending school each day, with an additional 22.4% undecided.

Over the past several years, the Alternative Education program has made significant progress in implementing a Multi-Tiered System of Supports (MTSS). Staff have received training in Trauma Informed Skills for Educators (TISE) and Restorative Practices, and MTSS site leadership teams continue to receive ongoing coaching. Both Court and Community Schools have been awarded CA MTSS grants to support this work. Under the guidance of the MTSS Program Specialist, the program will continue to prioritize MTSS to address students' social emotional needs and foster a positive school culture and climate.

### **Priority 7: Course Access – MET**

*LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the four following prompts:*

**Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

The Alternative Education program utilizes Aeries as its student information system, enabling staff to track course enrollment, academic credit attainment, and eligibility for specific services, such as English learner support and special education. Students are assigned courses and curriculum based on their grade level, credit needs, and any additional services for which they qualify.

**Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

All students enrolled in the Alternative Education program participate in a broad course of study. In addition, students at each school site earn academic credit across a variety of courses through *Edmentum*, the program's online curriculum, which includes both CTE and a-g approved courses. The program currently offers the following CTE programs and pathways:

- CTE Construction and EV Auto Pathway
- Culinary Pathway
- Ag/Forestry Pathway
- Welding

Students also have the opportunity to participate in the JobsPlus! work-based learning program.

English learners receive both integrated and designated ELD instruction throughout the school day. Reclassified English learners are monitored biannually to ensure appropriate classification, placement,

and support, as needed. Students receiving special education services are supported by a special education teacher and paraprofessional to help them meet the goals outlined in their IEPs.

**Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

Through curriculum aligned to the Common Core State Standards, including a-g approved courses and a range of CTE offerings, students have access to multiple pathways to meet their individual educational needs. The program ensures that all students are enrolled in coursework aligned to their grade level and credit requirements. One ongoing challenge is the short duration of enrollment in both Court and Community Schools, which can limit students’ ability to fully access and benefit from the breadth of educational opportunities available.

**In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure a broad course of study for all students?**

Through *Edmentum*, all students have access to standards-aligned curriculum that is updated annually. The Alternative Education program also implements *RULER* curriculum to support students’ social emotional needs. Additional CTE pathway programs have been proposed for implementation in future years, pending approval of grant funding.

**Priority 9: Coordination of Services for Expelled Students – MET**

Assess the degree of implementation of the progress in coordinating instruction for expelled youth in your county.

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	Rating
Assessing status of triennial plan for providing educational services to all expelled students in the county, including: a) Review of required data.	5
b) Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	5
c) Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.	5
Coordinating on development and implementation of triennial plan with all local educational agencies within the county.	5
Establishing ongoing collaboration and policy development for transparent referral process for local educational agencies within the county to the county office of education or other program options, including dissemination to all local educational agencies within the county a menu of available continuum of services for expelled students.	5
Developing memorandum of understanding regarding the coordination of partial credit polices between district of residence and county office of education.	2

**Priority 10: Coordination of Services for Foster Youth – MET**

Assess the degree of implementation of the progress in coordinating instruction for foster youth in your county.

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	<b>Rating</b>
Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, location educational agencies, the courts, and other organizations to support determining the proper educational placement of foster youth (e.g. school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).	5
Building capacity with local education agency, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth.)	5
Providing information and assistance to local educational agencies regarding the educational needs of foster youth in order to improve educational outcomes.	5
Providing direct educational services for foster youth in location educational agency or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources including, but not limited to, Local Control Funding Formula and federal, state, or local funding.	5
Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	5
Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners including, but not limited to, child welfare transition planning and independent living services, community	5
Developing strategies to prioritize the needs of foster youth in the community using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.	5
Engaging in the process of reviewing plan deliverables and of collecting and analyzing local educational agency and county office of education level outcome data for purposes of evaluation effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.	5

**Alternative Education**  
**2025-26 Court School Plan for Student Achievement (SPSA)**  
**Annual Evaluation**

**Goal 1: All students will demonstrate growth in their social and emotional development.**

Metric	Expected Outcome	Actual Outcome	Growth Target Met
School attendance data, as measured by Aeries	91.0%	<u>Through 5/1/26</u> 98.4%	Yes
Percentage of Court School students who agree with the statement, "My school provides students with a safe place to learn," as measured by the LCAP survey	Agree: 63.33%	Agree: 62.65% Disagree: 21.08% Undecided: 16.27%	No
Percentage of Court School students who agree with the statement, "The staff at this school cares about me," as measured by the LCAP survey	Agree: 59.64%	Agree: 60.64% Disagree: 20.74% Undecided: 18.62%	Yes
Percentage of Court School students who agree with the statement, "Students look forward to attending school each day," as measured by the LCAP survey	Agree: 73.46%	Agree: 51.81% Disagree: 24.10% Undecided: 24.10%	No
Percentage of Court School students who agree with the statement, "The social emotional skills that I'm learning at school have been helpful," as measured by the LCAP survey	Agree: 73.46%	Agree: 81.25% Disagree: 6.25% Undecided: 12.50%	Yes

**Goal 1 Actions**

The School Social Worker will consult and collaborate with school personnel to promote a school environment responsive to the needs of students; provide counseling and supports; provide crisis intervention and risk/threat assessments; and identify and develop programs and activities to address situations adversely affecting the personal, socio-emotional, and academic development of the students. (Title I, Part D)

- This action was fully implemented.

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. (Title I, Part A)

- This action was fully implemented.

The Community School Grant Outreach and Engagement Facilitator will provide support to the California Community Schools Partnership Program by integrating student supports, engaging families and the community, and building the capacity of staff. (CSI Funds)

- This action was fully implemented.

**Analysis**

**Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.**

The action items in Goal 1 of the Court School Plan for Student Achievement were fully implemented and determined to be effective. The School Social Worker provided social emotional supports to students and their families. The MTSS Program Specialist partnered with school sites to strengthen MTSS teams and support the implementation of MTSS practices. These teams engaged in data-driven processes, including analyzing aggregated data, identifying school-wide trends, problem-solved around tiered interventions, monitoring student progress, and addressing identified student needs. The Outreach and Engagement Facilitator supported the California Community Schools Partnership Program by collaborating with community partners to enhance services and supports for students and families.

**Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.**

The action items in Goal 1 were implemented as planned. Variances in salary and benefits costs were negligible.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SP5A.**

The metrics and action items associated with Goal 1 support students' social emotional well-being by monitoring data related to attendance, school safety, and overall school climate and culture. The Alternative Education program will continue to implement the same goal, metrics, and action items for the 2026-27 school year.

**Goal 2: All students will demonstrate growth in literacy and numeracy leading to college and career paths.**

Metric	Expected Outcome	Actual Outcome	Growth Target Met
Percentage of Court School students who Meet or Exceed Standard in ELA/Literacy, as measured by CAASPP (2025 results)	0.5%	0%	No
Percentage of Court School students who Meet or Exceed Standards in Mathematics, as measured by CAASPP (2025 results)	0.5%	0%	No
Court School student growth on STAR Renaissance Pre-Post Test, as measured by STAR Renaissance every 60 days	Reading: 6 months growth Math: 7 months growth	Fall 2025 Data Reading: 6 months growth Math: 6 months growth	No
Percentage of students who take the ELPAC with Court School in 2025 and 2026 who increase their Reading performance.	Somewhat/Moderately Developed: 45% Well Developed: 10%	ELPAC assessment scores will not be available until summer of 2026.	N/A

Percentage of Court School students who agree with the statement, "Instruction at my school is challenging and interesting," as measured by the LCAP survey	Agree: 57.68%	Agree: 56.57% Disagree: 24.57% Undecided: 18.86%	No
Percentage of Court School students who agree with the statement, "I learn a lot in my classes," as measured by the LCAP survey	Agree: 62.93%	Agree: 54.29% Disagree: 27.43% Undecided: 18.29%	No
Percentage of Court School students who agree with the statement, "My teachers make me excited about learning," as measured by the LCAP survey	Agree: 48.71%	Agree: 44.57% Disagree: 32.57% Undecided: 22.86%	No
Percentage of Court School students who agree with the statement, "My school is preparing students for future college and/or career paths," as measured by the LCAP survey	Agree: 61.19%	Agree: 55.03% Disagree: 24.26% Undecided: 20.71%	No

**Goal 2 Actions**

The Teacher – Technology Specialist will provide direct support to instructional staff, assist in the identification and implementation of appropriate technology resources to meet the instructional needs of the program, provide individual or small group support to instructional staff to increase their expertise in using technology as an instructional tool, model Common Core-aligned lessons in which technology is effectively infused into daily instruction, and collaborate with instructional staff and site level administrators to evaluate and monitor the implementation and effectiveness of technology. (Title I, Part A)

- This action was fully implemented.

The CTE Construction Teacher, CTE Welding Teacher, CTE Ag/Forestry teacher, and transportation industry experts will offer weekend CTE bootcamps at Erwin Owen High School and Redwood High School as enrichment to the program’s CTE offerings. (Title I, Part D)

- This action was fully implemented.

The CTE Program Specialist will use evidence-based interventions to develop high-interest curriculum materials, design innovative and engaging programs, provide guidance for implementation, and be responsible for securing grants to continue implementing programs. (CSI Funds)

- This action was fully implemented.

Teachers will provide intervention and enrichment as well as transition services related to college and career readiness. Courses are assigned based on the individual needs of students as indicated by a review of transcripts. Teachers will also use a variety of resources to expose students to various career options, instruct students on how to develop the necessary skills to gain and maintain employment, develop lessons utilizing research-based practices to introduce and inspire career choice among students, and utilize a variety of assessment tools to monitor and develop student achievement. (Title I, Part D)

- This action was fully implemented.

The Intervention Teacher will provide transition services, including gathering student records and completing diagnostic assessments to inform course assignments. (Title I, Part D)

- This action was fully implemented.

The Teacher – Instructional Specialist will build the capacity of staff by providing professional development, supporting effective teaching practices, and analyzing data to inform instruction. (CSI Funds)

- This action was fully implemented.

A teacher and paraprofessional will provide educational services for students who are housed at the Miriam Jamison Children’s Center, a 24-hour emergency shelter for neglected, abused, and abandoned children. (Title I, Part A)

- This action was fully implemented.

A paraprofessional will support individual and small group instruction to assist students in achieving academic success to ensure student participation. (Title I, Part A)

- This action was fully implemented.

The assessment paraprofessional will administer pre/post tests for incoming and existing students and conduct data analysis. (Title I, Part D)

- This action was fully implemented.

#### Analysis

**Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.**

The action items in Goal 2 of the Court School Plan for Student Achievement were fully implemented and determined to be effective. Teacher Specialists in the areas of technology and instruction provided direct support to instructional staff, assisted with the identification and implementation of curriculum and technology resources, and collaborated with teachers and administrators to coordinate the assessment and monitoring of student progress. Additional teachers supported students in the areas of Career Technical Education (CTE), intervention and enrichment instruction, career readiness and employment skills, and the administration of assessments to inform instruction. Instructional staffing was maintained at the Jamison Center to ensure continuity of educational services for students who are temporarily residing at the facility. A paraprofessional supported students’ instructional needs, while an assessment paraprofessional administered pre- and post-assessments and conducted data analysis. The CTE Program Specialist supported the implementation of CTE pathways and secured funding for future programs through grant development.

**Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.**

The action items in Goal 2 were implemented as planned. Salary and benefit costs were approximately \$30,000 higher than anticipated.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

The metrics and action items associated with Goal 2 support students' academic needs by analyzing assessment results, reviewing survey perception data, and providing direct support to students and instructional staff. The Alternative Education program will continue this goal, along with its associated metrics and action items, in the 2026-27 school year.

**Alternative Education**  
**2025-26 Community School Plan for Student Achievement (SPSA)**  
**Annual Evaluation**

**Goal 1: All students will demonstrate growth in their social and emotional development.**

Metric	Expected Outcome	Actual Outcome	Growth Target Met
School attendance data, as measured by Aeries	85.1%	<u>Through 5/1/26</u> 84.4%	No
Percentage of Community School students who agree with the statement, "My school provides students with a safe place to learn," as measured by the LCAP survey	Agree: 83.61%	Agree: 77.11% Disagree: 8.46% Undecided: 14.43%	No
Percentage of Community School students who agree with the statement, "The staff at this school cares about me," as measured by the LCAP survey	Agree: 77.74%	Agree: 67.63% Disagree: 9.66% Undecided: 22.71%	No
Percentage of Community School students who agree with the statement, "Students look forward to attending school each day," as measured by the LCAP survey	Agree: 49.36%	Agree: 49.00% Disagree: 29.50% Undecided: 21.50%	No
Percentage of Community School students who agree with the statement, "The social emotional skills that I'm learning at school have been helpful," as measured by the LCAP survey	Agree: 83.07%	Agree: 79.72% Disagree: 6.29% Undecided: 13.99%	No

**Goal 1 Actions**

School Social Workers will consult and collaborate with school personnel to promote a school environment responsive to the needs of students; provide counseling and supports; provide crisis intervention and risk/threat assessments; and identify and develop programs and activities to address situations adversely affecting the personal, socio-emotional, and academic development of the students. (Title I, Part A)

- This action was fully implemented.

The MTSS Program Specialist will provide training and technical assistance to Community School staff and students in order to develop and maintain MTSS systems throughout the program. (Title I, Part A)

- This action was fully implemented.

The Community School Grant Outreach and Engagement Facilitator will provide support to the California Community Schools Partnership Program by building the capacity of staff and partnering with stakeholders to increase outreach and engagement in support of students. (CSI Funds)

- This action was fully implemented.

**Analysis**

**Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.**

The action items in Goal 1 of the Community School Plan for Student Achievement were fully implemented and determined to be effective. School Social Workers provided social emotional supports to students and their families. The MTSS Program Specialist partnered with school sites to strengthen MTSS teams and support the implementation of MTSS practices. These teams engaged in data-driven processes, including analyzing aggregated data, identifying school-wide trends, problem-solved around tiered interventions, monitoring student progress, and addressing identified student needs. The Outreach and Engagement Facilitator supported the California Community Schools Partnership Program by collaborating with community partners to enhance services and supports for students and families.

**Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.**

The action items in Goal 1 were implemented as planned. Variances in salary and benefit costs were negligible.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSSA.**

The metrics and action items associated with Goal 1 support students' social emotional well-being by monitoring data related to attendance, school safety, and overall school climate and culture. The Alternative Education program will continue to implement the same goal, metrics, and action items for the 2026-27 school year.

**Goal 2: All students will demonstrate growth in literacy and numeracy leading to college and career paths.**

Metric	Expected Outcome	Actual Outcome	Growth Target Met
Percentage of Community School students who Meet or Exceed Standard in ELA/Literacy, as measured by CAASPP (2025 results)	10.50%	10.00%	No
Percentage of Community School students who Meet or Exceed Standards in Mathematics, as measured by CAASPP (2025 results)	0.5%	0%	No
Community School student growth on STAR Renaissance Pre-Post Test, as measured by STAR Renaissance every 60 days	Reading: 4 months growth Math: 4.5 months growth	<u>Fall 2025 Data</u> Reading: 4 months growth Math: 3 months growth	No
Percentage of students who take the ELPAC with Community School in 2025 and 2026 who increase their Reading Performance.	Somewhat/Moderately Developed: 40% Well Developed: 10%	ELPAC assessment scores will not be available until summer of 2026.	N/A

Percentage of Community School students who agree with the statement, "Instruction at my school is challenging and interesting," as measured by the LCAP survey	Agree: 58.06%	Agree: 49.51% Disagree: 23.53% Undecided: 26.06%	No
Percentage of Community School students who agree with the statement, "I learn a lot in my classes," as measured by the LCAP survey	Agree: 70.31%	Agree: 70.59% Disagree: 13.24% Undecided: 16.18%	Yes
Percentage of Community School students who agree with the statement, "My teachers make me excited about learning," as measured by the LCAP survey	Agree: 51.51%	Agree: 53.66% Disagree: 27.32% Undecided: 19.02%	Yes
Percentage of Community School students who agree with the statement, "My school is preparing students for future college and/or career paths," as measured by the LCAP survey	Agree: 67.64%	Agree: 70.15% Disagree: 10.45% Undecided: 19.40%	Yes

**Goal 2 Actions**

The Teacher – Technology Specialist will provide direct support to instructional staff, assist in the identification and implementation of appropriate technology resources to meet the instructional needs of the program, provide individual or small group support to instructional staff to increase their expertise in using technology as an instructional tool, model Common Core-aligned lessons in which technology is effectively infused into daily instruction, and collaborate with instructional staff and site level administrators to evaluate and monitor the implementation and effectiveness of technology.

- This action was fully implemented.

The CTE Program Specialist will use evidence-based interventions to develop high-interest curriculum materials, design innovative and engaging programs, provide guidance for implementation, and be responsible for securing grants to continue implementing programs. (CSI Funds)

- This action was fully implemented.

The Teacher – Instructional Specialist will build the capacity of staff by providing professional development, supporting effective teaching practices, and analyzing data to inform instructional practices. (CSI Funds)

- This action was fully implemented.

**Analysis**

**Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.**

The action items in Goal 2 of the Community School Plan for Student Achievement were fully implemented and demonstrated effectiveness. Teacher Specialists in the areas of technology and instruction provided direct support to instructional staff, assisted in identifying and implementing curriculum and technology resources, and collaborated with instructional staff and administrators to coordinate the assessment

and monitoring of student progress. The CTE Program Specialist supported the implementation of CTE pathways and secured additional funding by writing grants to expand and sustain future CTE programs.

**Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.**

The action items in Goal 2 were implemented as planned. Salary and benefit costs were approximately \$4,500 higher than anticipated.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

The metrics and action items associated with Goal 2 support students' academic needs by analyzing assessment results, reviewing survey perception data, and providing direct support to students and instructional staff. The Alternative Education program will continue this goal, along with its associated metrics and action items, in the 2026-27 school year.

4.2.5



**Kern County Plan for Providing  
Educational Services to Expelled Students**

**July 1, 2024 – June 30, 2027**

**Amended January 2026**

**Approved by the  
Kern County Board of Education:  
Initial Approval: June 6, 2024  
Expected Amended Approval: June 9, 2026**

**John G. Mendiburu, Ed.D.**

## Kern County Superintendent of Schools

### Plan for Providing Educational Services to Expelled Students between the Kern County Superintendent of Schools and the following Kern County School Districts

Arvin Union	Maricopa Unified
Bakersfield City	McFarland Unified
Beardsley	McKittrick
Blake	Midway
Buttonwillow Union	Mojave Unified
Caliente Union	Muroc Joint Unified
Delano Joint Union	Norris
Delano Union Elementary	Panama-Buena Vista
Di Giorgio	Pond
Edison	Richland
El Tejon Unified	Rio Bravo-Greeley Union
Elk Hills	Rosedale Union
Fairfax	Semitropic
Fruitvale	Sierra Sands
General Shafter	Southern Kern
Greenfield Union	South Fork Union
Kern High	Standard
Kernville Union	Taft City
Lakeside Union	Taft Union
Lamont	Tehachapi
Linns Valley-Poso Flat Union	Vineland
Lost Hills Union	Wasco Joint Union
Maple	Wasco Union

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## Overview

The Kern County Superintendent of Schools, in conjunction with school districts in Kern County, developed the Countywide Plan for Providing Educational Services to Expelled Students pursuant to Education Code 48926. The plan was adopted by the governing board of each school district and the County Board of Education.

The plan enumerates existing educational alternatives for expelled students, identifies gaps in educational services to expelled students, and strategies for filling those gaps. The plan also identifies alternative placements for students who are expelled and placed in district Community Day School programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district students, as determined by the governing board.

Pursuant to Education Code 48926, each county superintendent of schools, in conjunction with the superintendents of the local school districts, shall submit a triennial update to the plan to the Superintendent of Public Instruction by June 30th. Collaborating on the triennial update provides all districts and the county office an opportunity to review the current status of its educational offerings for this targeted population.

Kern County school district governing boards will refer each expelled student to an appropriate educational placement for the period of expulsion. The educational placement will be determined on an individual basis by the school district's governing board based on the seriousness of the offense, the available educational alternatives, the individual needs of students, and any other related factors.

County level alternatives for expelled students remain available to all expelled students unless such placement is determined not to be the most appropriate placement in the least restrictive environment for a student with disabilities. District-level alternatives for expelled students, if district-level alternatives exist, will vary from one district to the next, depending on the characteristics of that district.

The approval of the Kern County Board of Education and submission of the plan to the Superintendent of Public Instruction prior to June 30, 2024, shall satisfy requirements associated with the Countywide Plan for Providing Educational Services to Expelled Students. In addition, this plan shall be posted on the Kern County Superintendent of Schools website ([www.kern.org](http://www.kern.org)) and distributed to every district superintendent in Kern County prior to the 2024-2025 school year.

## **Current Educational Alternatives Available for Expelled Students and Strategies for Improvement During the Next Three Years**

### District Level Educational Alternatives

The governing board of each school district will determine which educational alternatives are appropriate and available. Educational alternatives offered at the district level include the following:

- Suspension of expulsion
- Referral to county Community School
- Expulsion held in abeyance with Independent Study
- District Continuation or Opportunity Schools
- District Independent Study program
- Alternative to expulsion classroom
- District operated Community Day School
- Formal Restorative Justice conference
- Parental request to transfer schools
- Parental request to attend a charter school

### County Level Educational Alternatives

The mission of the Kern County Superintendent of Schools Alternative Education program is to meet the unique educational, social, and emotional needs of our diverse student population in a safe and nurturing environment to encourage students to develop an enthusiasm for lifelong learning and pursue post-high school opportunities. Alternative Education is a student-centered option that supports and embraces the varying needs of students by providing an alternative method of delivering instruction and monitoring academic success. Rigorous curricula, intervention programs, career exploration, industry recognized certifications, and safe environments are characteristics of the Alternative Education program. Collaboration with partner agencies and school districts is integral to providing available resources to the students of Kern County.

Kern County Superintendent of Schools provides educational alternatives to expelled students through its Community School. Kern County students who have been expelled from district programs may be referred to the county operated Community School when the district board of education determines this to be the most appropriate placement. In order to refer a student to the county operated Community School program, a referral must be completed by the student's referring school district or agency. The most current Community School Referral can be found at <https://kern.org/alted/documents/>. Mandatory information on the referral or to accompany the referral includes, but is not limited to, the following:

- Reason for expulsion with relevant paperwork, including any stipulated expulsion or suspended enforcement agreements
- Attendance records from the current school year and previous school year
- Discipline records from the current school year and previous school year
- Information regarding the student's Individualized Education Program (IEP) or Section 504 plan with relevant paperwork including, but not limited to, the current IEP or Section 504 plan, all assessment reports for assessments conducted over the past three years, progress reports for the past year, and all manifestation determination documentation related to the incident that is resulting in the referral to the county operated Community School program.
- The date on which the student will be eligible to return to the district of residence.

Referring districts are responsible for completing all sections of the Community School Referral, including parent/guardian and student signatures. Incomplete referrals will not be accepted.

#### County Level Educational Alternatives for Students with Disabilities

The spectrum of needs of students with disabilities are vast. To address this issue, students with an IEP that are referred to the county operated Community School program go through a thorough review to ensure that placement in the program is the most appropriate placement in the least restrictive environment and will meet the unique identified needs of each student. The review process also ensures that all procedural safeguards have been met regarding the discipline of students with disabilities including, but not limited to, a procedurally and substantively appropriate manifestation determination meeting.

Students with disabilities may be referred to the county operated Community School program when the referring district or agency has complied with all legal requirements regarding the education of students with disabilities. This includes meeting all procedural timelines regarding annual and triennial reviews and assessments.

An IEP meeting is held within the first 30 days of enrollment in the county operated Community School program to which a representative from the referring district can be in attendance. In most cases, the Community School is able to meet the needs of students with disabilities. In those rare cases in which the IEP team determines that the student's needs would best be met in another placement, the IEP team will collaborate with the referring district to identify such placement to ensure a meaningful opportunity to progress in the student's IEP goals as well as access and progress in the general education curriculum, as appropriate. The county operated Community School program employs a Special Education Director to oversee and monitor the daily operations of Special Education supports and services to ensure each student's IEP needs continue to be met during their transition to and from the county operated Community School programs.

The county operated Community School may not be the most appropriate placement in the least restrictive environment for some students with disabilities, even if they are expelled from their district. Some students may continue to require intensive services as provided by their district of residence due to the severity of their disability. In such cases, it is the programmatic and fiscal responsibility of the district of residence to continue to provide the intensive services and support. If placement is appropriate for the student with disabilities, but additional services and support, including transportation, are needed for student success, it will be the responsibility of the district of special education accountability.

#### County Operated Community Schools

County level educational alternatives are available at the following Community School sites:

##### **Community Learning Center – CLC Tech**

300 E. Truxtun Avenue  
Bakersfield, CA 93305  
Phone: (661) 852-5600  
Fax: (661) 852-5696

##### **Lake Isabella Community School**

3630 Golden Spur Street #B  
Lake Isabella, CA 93240  
Phone: (661) 824-3111  
Fax: (661) 546-8789

##### **Community Learning Center - CLC**

330 E. Truxtun Avenue  
Bakersfield, CA 93305

##### **North Kern Community School**

1915 Cecil Avenue  
Bakersfield, CA 93215

Phone: (661) 852-5500  
 Fax: (661) 324-0922

**East Kern Community School**  
 15926 K Street  
 Mojave, CA 93501  
 Phone: (661) 824-3111  
 Fax: (661) 546-8789

Phone: (661) 721-2130  
 Fax: (661) 721-8618

**West Kern Community School**  
 301 North Street  
 Taft, CA 93268  
 Phone: (661) 763-3612  
 Fax: (661) 763-3648

District Reported Best Practices of Behavioral Intervention Approaches and Options Used to Minimize the Number of Suspensions Leading to Expulsion, Expulsion Orders, and Support for Students Returning from Expulsion

- Multi-Tiered Systems of Support (MTSS)
- Positive Behavior Interventions and Supports (PBIS)
- Restorative practices
- Alternatives to suspension
- Independent Studies program
- Check In Check Out
- Parent partnerships
- Parent volunteers
- Behavior Specialist
- Intervention Specialist
- School Social Worker
- In School Intervention
- Student Study Teams
- Trauma informed classrooms
- Professional development
- Social skills groups
- Skill based instruction
- Behavior Intervention/Support Plans
- Student incentives
- Schoolwide engagement activities
- Mentoring services
- Counseling services
- Relationship building
- Universal screening of students' social emotional health
- Recognition awards
- Field trip rewards
- Community support
- Substance abuse counseling
- Boys to Men program
- Additional staffing
- Student Affairs Specialist
- Behavior contracts
- Success plans

For students with an IEP or 504 plan, the following can be implemented in addition to the behavior interventions listed above:

- Completion of a Functional Behavior Analysis and implementation of Behavior Intervention Plans
- Employ Behavior Staff to support behavior interventions
- Make appropriate referrals to Educationally Related Mental Health Services (ERMHS)

#### How Best Practices Relate to Disproportionate Minority Representation in Expulsion Data

Kern County enrollment data during the 2022-23 school year as reported by the California Department of Education indicates students are 68.0% Hispanic, 19.5% White, and 5.1% African American. Best practices include evidence-based intervention strategies and, through the divisions of Instructional Support and School Wellness, training is provided geared toward educating instructional staff on cultural and socio-economic factors that impact minority students. Districts provide their boards with an analysis of disaggregated data to be reviewed on an annual basis and all possible options are explored for a student prior to recommending expulsion.

#### **Gaps in Educational Services**

##### Service Gaps Identified in the 2021-2024 Plan

###### 1. Geographic Area, District Size, and Rural Challenges

Kern County encompasses nearly 8,200 square miles. The average district enrollment in Kern County is approximately one third the state average. The large geographic area, smaller district size, and rural characteristics of the county continue to make it operationally and financially challenging to offer the range of alternatives often found in larger urban districts. The strategy for addressing this problem is to maintain a county operated Community School program that is committed to providing educational services to all 46 school districts in the county. Kern County Superintendent of Schools will continue to collaborate with referring districts to best determine how to serve all students in need of a county operated Community School setting.

###### 2. Transportation

County operated Community School programs do not receive funding for transportation. Geographic obstacles continue to be a concern for referring districts and the county operated Community School program. Strategies for addressing this problem continue to include school sites strategically located around the county to serve the highest number of students possible. Kern County Superintendent of Schools operates Community School sites in Bakersfield, Delano, Lake Isabella, Mojave, and Taft. When families communicate they are experiencing a short-term transportation barrier, the county operated Community School program will continue to temporarily provide public transportation passes.

###### 3. Lack of Social Emotional Education

The Alternative Education program has made the social emotional well-being of students a priority. Staff have been trained in Trauma Informed Skills for Educators (TISE) and continue to receive training related to trauma informed practices. Training has also been provided in the areas of Restorative Justice Practices and de-escalation techniques. The program employs a MTSS Program Specialist to lead MTSS efforts, which includes school site MTSS leadership teams. The program employs six School Social Workers, four of which support county operated Community Schools, and contracts yearly for additional support through AmeriCorps mentors. For the past several years, Alternative Education has used RULER as its social emotional curriculum. On the 2023 LCAP survey,

83.3% of Community School students agreed with the statement, “The social emotional skills that I’m learning at school have been helpful,” with 10.6% of students disagreeing and 6.1% of students being undecided.

**Identified Gaps in Educational Services to Expelled Students and Strategies for Supporting Gaps in the 2024-2027 Plan**

**1. Geographic Area, District Size, and Rural Challenges**

Due to the size of Kern County, the number of small districts, and the rural characteristics of the county, it is challenging to offer educational alternatives that are compatible for all districts. Small school districts often lack the funding and space to operate their own community day programs and, therefore, must rely on the county operated Community School program.

Strategies for supporting this gap:

- Utilizing charter schools
- Smaller districts to form collaborative for alternative educational services

**2. Transportation**

Given the absence of transportation funding and the size of the county, it is not feasible for the county operated Community School program to provide transportation for students to and from school. The county operated Community School program provides students with public transportation passes when a parent/guardian expresses a need.

Strategies for supporting this gap:

- Utilizing charter schools
- Providing public transportation passes

**Alternative Placements for Students Who Fail to Meet the Terms of Rehabilitation Plan in District Community Day School Placements**

The Community School program operated by Kern County Superintendent of Schools maintains a standing policy of accepting all students who have been expelled from their district of residence unless such placement is determined not to be the most appropriate placement for a student with a disability. If an initial placement is made to a district operated community day school and the student commits an expulsion offense or otherwise fails to meet the terms of the rehabilitation plan or program, the school district board of education will review the plan of rehabilitation that was established at the time of expulsion and make any necessary adjustments. If there is no educational alternative in the school district, the student may be referred to the county operated Community School program.

**Coordinated Efforts Between School Districts and Kern County Superintendent of Schools**

In Kern County, discussions between district and county office staff related to educational services for expelled students happen on an ongoing basis for the entire three-year period between triennial updates of this plan. The topics of these discussions include district and county offerings, progress in addressing the needs of students, and ongoing or emerging gaps in services. The topics of these discussions have been integrated into the structure of the current revision of the Countywide Plan for Providing Educational Services to Expelled Students. On February 7, 2024, the triennial update process was reviewed with the superintendents of Kern County districts at the monthly Superintendent’s Meeting. Superintendents were also provided a survey designed for their input on the key components required in the plan. On February 16, 2024, an optional meeting was offered for superintendents/designees to review information gathered from the survey. The updated plan was shared with superintendents of Kern County districts. The language contained in the 2024-2027 triennial update represents the coordinated effort of the county superintendent, in conjunction with the

superintendents of the school districts in Kern County. This document was taken to the Kern County Superintendent of Schools on June 6, 2024, for approval.

The language contained in the 2024-2027 triennial update represents the coordinated effort of the county superintendent, in conjunction with the superintendents of the school districts in Kern County. This document was taken to the Kern County Superintendent of Schools on June 6, 2024, for approval.

**Addendum to the Countywide Plan for Providing Educational Services to Expelled Students – January 1, 2026****Rehabilitation Plans**

In accordance with Assembly Bill (AB) 1230, governing boards must develop individualized student rehabilitation plans at the time of expulsion. These plans are to be created by a team of educators with relevant knowledge or expertise regarding the student and must directly address the specific behavior(s) that led to the expulsion.

Districts will ensure that expelled students have periodic reviews of their rehabilitation plans, including an assessment of progress at least 45 days prior to the end of the expulsion term. Referring districts are responsible for assisting students and ensuring access to academic, behavioral, counseling, community, and other services necessary to complete the rehabilitation plan, particularly those services not readily available at the county operated Community School. This may include providing transportation and/or assuming fiscal responsibility.

**Readmission Requirements**

Consistent with AB 1230, students may not be denied readmission due to cost, transportation, or lack of access to services required under their rehabilitation plan. If readmission is denied, the expulsion may be extended for only one semester at a time, and each extension must include continued reassessment.

**Continued Collaborative Efforts Between School Districts and Kern County Superintendent of Schools**

Kern County Superintendent of Schools issued a memorandum to district superintendents on January 30, 2026, outlining the AB 1230-required changes to the Countywide Plan for Providing Educational Services to Expelled Students. Districts were asked to provide input by February 13, 2026, to support revisions necessary to bring the Countywide Plan into full compliance with AB 1230.



**KCSOS**  
Advocates For Children

# 2026-2027 Proposed Budget

KERN COUNTY SUPERINTENDENT OF SCHOOLS

*H.2.6*

# General Fund - Revenues

	2025-26 Estimated Actuals	2026-27 Proposed Budget	Difference (Estimated Actuals & Proposed Budget)
LCFF Sources	\$66,359,802	\$66,314,709	(\$45,093)
Federal Revenue	\$33,251,095	\$33,323,784	\$72,689
Other State Revenue	\$95,002,831	\$81,186,245	(\$13,816,586)
Other Local Revenue	\$164,964,529	\$159,226,990	(\$5,737,539)
<b>Total Revenues</b>	<b>\$359,578,257</b>	<b>\$340,051,728</b>	<b>(\$19,526,529)</b>

# General Fund - Expenditures

	2025-26 Estimated Actuals	2026-27 Proposed Budget	Difference (Estimated Actuals & Proposed Budget)
Alternative Education	\$18,364,185	\$18,443,981	\$79,796
Special Education & SELPA	\$177,744,833	\$181,642,416	\$3,897,583
Administrative Agencies	\$66,885,041	\$52,818,598	(\$14,066,443)
County Operated	\$131,945,786	\$104,425,274	(\$27,520,512)
<b>Total Expenditures</b>	<b>\$394,939,845</b>	<b>\$357,330,269</b>	<b>(\$37,609,576)</b>

## Other Funds - Revenues

	2025-26 Estimated Actuals	2026-27 Proposed Budget	Difference (Estimated Actuals & Proposed Budget)
Charter School Fund	\$16,298,791	\$16,445,404	\$146,613
Child Development Fund	\$175,777,142	\$144,241,141	(\$31,536,001)
Cafeteria Fund	\$4,449,514	\$1,561,035	(\$2,888,479)
Cafeteria Enterprise Fund	\$0	\$6,662,943	\$6,662,943

## Other Funds - Expenditures

	2025-26 Estimated Actuals	2026-27 Proposed Budget	Difference (Estimated Actuals & Proposed Budget)
Charter School Fund	\$17,389,010	\$19,237,585	\$1,848,575
Child Development Fund	\$176,327,225	\$144,459,402	(\$31,867,823)
Cafeteria Fund	\$5,117,219	\$1,642,479	(\$3,474,740)
Cafeteria Enterprise Fund	\$0	\$6,965,055	\$6,965,055

# Summary

- Result of an organization wide & collaborative effort
- Aligned to LCAP, grants, and operational plans
- Compliant with all state standards
- Captures collective bargaining agreements
- Ensures the organization is fiscally stable

Thank you !

A.2.8

**RESOLUTION OF JOHN G. MENDIBURU, Ed.D.  
KERN COUNTY SUPERINTENDENT OF SCHOOLS**

In re:	)	
	)	
Request to Consolidate	)	
a County Board Member	)	Resolution
Election with November 3,	)	
2026 General Election in	)	
Ventura County	)	
_____	)	

*Recitals*

1. A portion of the territory represented by Kern County Board of Education Trustee Lori Cisneros is located within the boundaries of Ventura County.

2. The Ventura County Office of Education has requested that this Board adopt this resolution so that the respective county elections offices may coordinate and consolidate the upcoming elections with the upcoming November 3, 2026, general election.

3. Adopting this resolution is in the best interests of our County Board of Education and the voters in both counties.

Accordingly, this Board resolves as follows:

*Terms*

A. The governing board of the Kern County Board of Education hereby orders an election to be called and consolidated with any and all elections also called to be held on November 3, 2026, insofar as said elections are to be held in the same territory or in territory that is in part the same as the territory of the school district, and requests the Kern County Board of Supervisors order such consolidation under Elections Code section 10400; and

B. The governing board of the Kern County Board of Education hereby requests that the Ventura County Board of Supervisors permit the Ventura County Elections Department to provide any and all services necessary for conducting the election; and

C. Pursuant to Education Code section 5322, the authority for the specifications of the election order, the governing board of the Kern County Board of Education hereby orders an election to be held with the following specifications:

The election shall be held on Tuesday, November 3, 2026.

The candidate is responsible for paying the cost of publishing the Candidate's Statement of Qualifications in the Voter's Information Guide at the time of filing his/her statement.

The foregoing RESOLUTION was adopted upon motion by Trustee \_\_\_\_\_, seconded by Trustee \_\_\_\_\_, at a regular meeting of the Board of Trustees held on \_\_\_\_\_, 2026, by the following vote or abstention of each member present:

AYES:

NOES:

ABSTENTIONS:

ABSENT:

DATED: \_\_\_\_\_

\_\_\_\_\_  
John G. Mendiburu, Ed.D.  
County Superintendent of Schools and  
Secretary to the Kern County Board of Education