LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kern County Superintendent of Schools
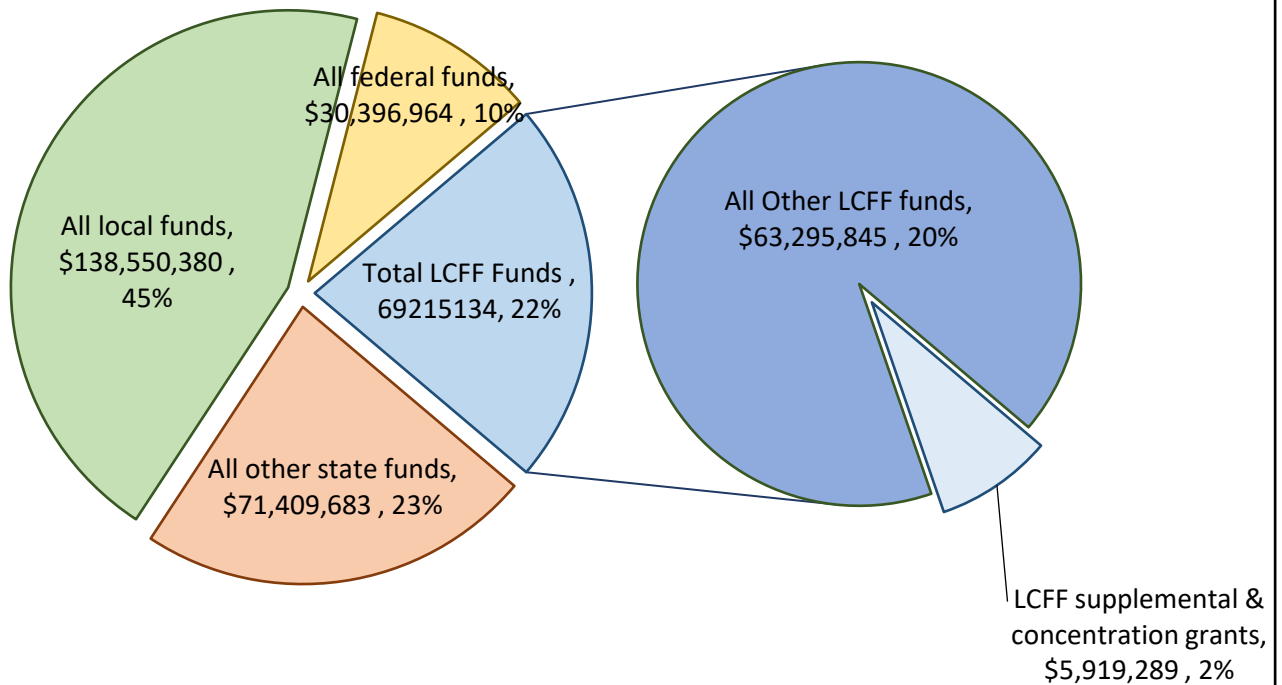
CDS Code: 15 10157 0000000

School Year: 2024-25

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

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs 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 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $30,396,964 , 10%

All local funds, $138,550,380 , 45%

Total LCFF Funds , 69215134, 22%

All other state funds, $71,409,683 , 23%

All Other LCFF funds, $63,295,845 , 20%

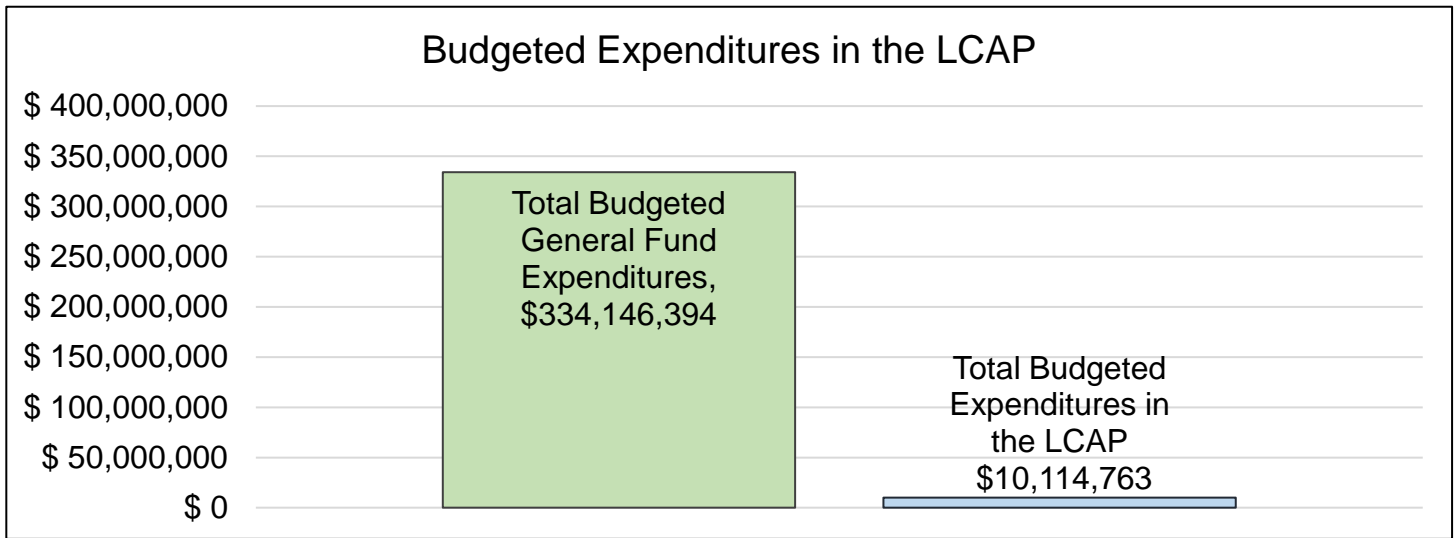LCFF supplemental & concentration grants, $5,919,289 , 2%

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 $309,572,161.00, of which $69,215,134.00 is Local Control Funding Formula (LCFF), $71,409,683.00 is other state funds, $138,550,380.00 is local funds, and $30,396,964.00 is federal funds. Of the $69,215,134.00 in LCFF Funds, $5,919,289.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.

Budgeted Expenditures in the LCAP

Bar chart titled "Budgeted Expenditures in the LCAP" with a y-axis ranging from $0 to $400,000,000. Total Budgeted General Fund Expenditures, $334,146,394. Total Budgeted Expenditures in the LCAP $10,114,763.

This chart provides a quick summary of how much Kern County Superintendent of Schools plans to spend for 2024-25. 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 $334,146,394.00 for the 2024-25 school year. Of that amount, $10,114,763.00 is tied to actions/services in the LCAP and $324,031,631.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
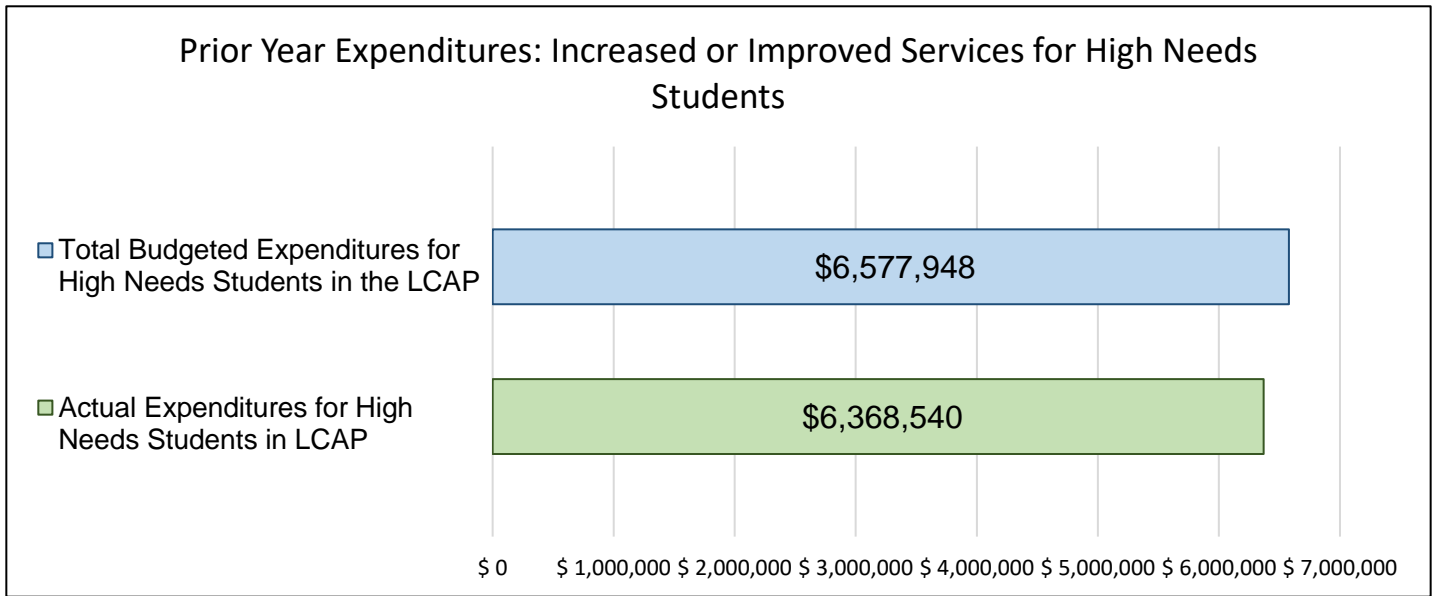
KCSOS provides fiscal and instructional support services to 46 districts in Kern County; operates Alternative Education, Foster Youth, Special Education, and Child Development programs; supports transportation, technology, and human resources programs; and serves as administrative agent for the Fiscal Crisis and Management Assistance Team, Self Insured Schools of California, and Schools Legal Service. Total General Fund Expenditures for the 2024-25 school year include salaries and operating expenditures as well as capital outlay for the entire KCSOS organization.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Kern County Superintendent of Schools is projecting it will receive $5,919,289.00 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 $6,903,198.00 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 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the LCAP — $6,577,948

□ Actual Expenditures for High Needs Students in LCAP — $6,368,540

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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 2023-24, Kern County Superintendent of Schools's LCAP budgeted $6,577,948.00 for planned actions to increase or improve services for high needs students. Kern County Superintendent of Schools actually spent $6,368,540.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of $209,408.00 had the following impact on Kern County Superintendent of Schools's ability to increase or improve services for high needs students:

Some actions required less funding to implement than were budgeted resulting in underexpenditure of supplemental and concentration grant funds. These funds are required to be carried forward and spent on unduplicated students in the following year. The 2024-25 LCAP includes the expenditure of the carryover funds as required by law.

2023–24 Local Control and Accountability Plan Annual Update

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

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

Goals and Actions

Goal

Goal #	Description
1	All students will demonstrate growth in their social emotional development as measured by an analysis of data relating to parent/guardian support and school climate and connectedness through action items that build students' capacity and skills in order for students to continue to grow in their social emotional development.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3(b): Parental Involvement – Efforts to seek participation of parents of unduplicated pupils Outcome #1 Number of Court School Back to School Night events, as measured by sign in sheets	4	4	4	4	4
Outcome #2 Number of Community School Back to School Night events, as measured by sign in sheets	4	4	3	4	4
Outcome #3 EL students: Percentage of parents/guardians present at Back to School Night meetings were parents/guardians of EL students, as measured by sign in sheets	27.3%	38.2%	21.1%	29.3%	At least 30.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Outcome #4 EL students: 100% of parents/guardians of this student group receive additional outreach, as measured by call logs	No data (New metric for the 21-22 LCAP)	100%	100%	100%	100%
Outcome #5 Low Income students: 100% of parents/guardians of this student group receive additional outreach, as measured by call logs	No data (New metric for the 21-22 LCAP)	100%	100%	100%	100%
Outcome #6 Homeless/Foster Youth students: 100% of parents/guardians of this student group receive additional outreach, as measured by call logs	No data (New metric for the 21-22 LCAP)	100%	100%	100%	100%
Priority 3(c): Parental Involvement – Efforts to seek participation for pupils with exceptional needs Outcome #7 Students with Disabilities: 100% of parents/ guardians of this student group receive additional outreach, as measured by call logs	No data (New metric for the 21-22 LCAP)	100%	100%	100%	100%
Outcome #8 100% of parents/guardians are invited to attend 30 day, annual, and triennial IEPs, as measured by a Team Meeting Notice	100%	100%	100%	100%	100%
Priority 6(a): School Climate – Suspension Rate Outcome #9 Suspension rate, as measured by Aeries	Data from 2019-20 Court: 5.0% Community: 7.0%	Court: 6.4% Community: 8.9%	As of 3/31/23 in KiDS Court: 2.65% Community: 9.36%	As of 3/29/24 in KiDS Court: 8.9% Community: 10.7%	Court: 3.0% Community: 5.0%
Priority 6(b): School Climate – Expulsion Rate Outcome #10 Expulsion rate, as measured by Aeries	The Alternative Education program does not expel students.	N/A	N/A	N/A	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6(c): School Climate – Other local measures on sense of safety and school connectedness Outcome #11 Percentage of staff who agree with the statement, "My school provides students with a safe place to learn," as measured by the LCAP survey	Agree: 93.4% (Undecided: 2.9%)	Agree: 88.1% (Undecided: 7.6%)	Agree: 77.2% (Undecided: 10.5%)	Agree: 91.1% (Undecided: 2.2%)	At least 95.0%
Outcome #12 Percentage of students who agree with the statement, "My school provides students with a safe place to learn," as measured by the LCAP survey	Agree: 82.9% (Undecided: 8.3%)	Agree: 74.0% (Undecided: 15.5%)	Agree: 77.6% (Undecided: 14.80%)	Agree: 71.0% (Undecided: 17.4%)	86.0%
Outcome #13 Percentage of students who agree with the statement, "The staff at this school cares about me," as measured by the LCAP survey	Agree: 74.8% (Undecided: 16.8%)	Agree: 67.0% (Undecided: 22.7%)	Agree: 72.1% (Undecided: 13.73%)	Agree: 62.3% (Undecided: 22.4%)	81.0%
Outcome #14 Percentage of students who agree with the statement, "There is at least one adult at my school with whom I have a positive connection/ relationship," as measured by the LCAP survey	Agree: 71.4% (Undecided: 19.0%)	Agree: 68.3% (Undecided: 16.4%)	Agree: 73.0% (Undecided: 14.7%)	Agree: 72.8% (Undecided: 12.7%)	78.0%
Outcome #15 Percentage of students who agree with the statement, "The social emotional skills that I'm learning at school have been helpful," as measured by the LCAP survey	Agree: 78.5% (Undecided: 11.5%)	Agree: 73.5% (Undecided: 18.9%)	Agree: 81.8% (Undecided: 13.2%)	Agree: 75.6% (Undecided: 13.3%)	85.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Outcome #16 Implementation of Multi-Tiered Systems of Support, as measured by the SWIFT (Schoolwide Integrated Framework for Transformation)-Fidelity Integrity Assessment (FIA)	No data	Court: implementation stage of 25% of SWIFT-FIA items Community: installing stage of 5% of SWIFT-FIA items	Court: implementation stage of 71% of SWIFT-FIA items Community: installing stage of 25% of SWIFT-FIA items	Court: implementation stage of 40% of SWIFT-FIA items Community: Installing stage of 45% of SWIFT-FIA items	Court: implementation stage or higher in 70% of SWIFT-FIA items Community: installing stage or higher in 75% of SWIFT-FIA items

Goal Analysis

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

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

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

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

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

Budgeted expenditures for Goal 1 of the 2023-24 LCAP totaled $794,285 (LCFF funds only). Actual expenditures were approximately $803,000 (LCFF funds only). Minimal differences were experienced between budgeted expenditures and estimated actual expenditures. As mentioned above, Action 7 (BrightBytes Contract) was completed without the use of funds.

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

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

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

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

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

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

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

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

Goal

Goal #	Description
2	All students will demonstrate growth in literacy and numeracy leading to college and career paths as measured by an analysis of data relating to the provision of basic services, implementation of Common Core State Standards, continued parent/guardian involvement, increased student academic achievement, increased student engagement, and access to a broad course of study through action items that support the academic achievement of all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1(a): Basic Services – Teacher are appropriately assigned and fully credentialed Outcome #1 Percentage of teachers that are fully credentialed, as measured by teacher accreditation	100%	98.3%	95.6%	97%	100%
Outcome #2 Percentage of teachers appropriately assigned, as measured by teacher accreditation	100%	100%	100%	100%	100%
Outcome #3 Percentage of teachers who hold appropriate EL authorization, as measured by teacher accreditation	100%	98.3%	95.6%	100%	100%
Priority 1(b): Basic Services – Pupil access to standards-aligned materials Outcome #4 Percentage of students that have access to standards-aligned materials, as measured by curriculum and supplemental materials	100%	100%	100%	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1(c): Basic Services – School facilities maintained in good repair Outcome #5 All facilities will have an overall rating of "Good," as measured by the Facilities Inspection Tool (FIT)	"Good" rating for all facilities	"Good" rating for all facilities	"Good" rating for all facilities	Average of "Good" rating for all facilities	"Good" rating for all facilities
Priority 2(a): Implementation of State Standards – Implementation of CA academic and performance standards Outcome #6 Percentage of certificated staff who agree with the statement, "Instruction at my school is grade-level appropriate and aligned to the Common Core State Standards," as measured by the LCAP survey	Agree: 81.7% (Undecided: 11.7%)	Agree: 72.9% (Undecided: 20.3%)	Agree: 75.0% (Undecided: 18.8%)	Agree: 61.1% (Undecided: 33.3%)	Agree: 88.0%
Outcome #7 Percentage of administrators who agree with the statement, "Instruction at my school is grade-level appropriate and aligned to the Common Core State Standards," as measured by the LCAP survey	Agree: 91.7% (Undecided: 0%)	Agree: 90.0% (Undecided: 10.0%)	Agree: 71.4% (Undecided: 14.3%)	Agree: 75.0% (Undecided: 0%)	Agree: 95.0%
Outcome #8 Percentage of certificated staff who agree with the statement, "Instruction at my school is rigorous," as measured by the LCAP survey	Agree: 57.4% (Undecided: 19.7%)	Agree: 52.5% (Undecided: 20.3%)	Agree: 43.8% (Undecided: 28.1%)	Agree: 50.0% (Undecided: 33.3%)	Agree: 70.0%
Outcome #9 Percentage of administrators who agree with the statement, "Instruction at my school is rigorous," as measured by the LCAP survey	Agree: 50.0% (Undecided: 25.0%)	Agree: 70.00% (Undecided: 20.0%)	Agree: 42.9% (Undecided: 42.9%)	Agree: 75.0% (Undecided: 0%)	Agree: 70.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Outcome #10 Percentage of certificated staff who agree with the statement, "Instruction at my school is differentiated for the individual needs of students," as measured by the LCAP survey	Agree: 80.0% (Undecided: 10.0%)	Agree: 74.6% (Undecided: 11.9%)	Agree: 75.0% (Undecided: 12.5%)	Agree: 61.1% (Undecided: 33.3%)	Agree: 85.0%
Outcome #11 Percentage of administrators who agree with the statement, "Instruction at my school is differentiated for the individual needs of students," as measured by the LCAP survey	Agree: 75.0% (Undecided: 8.33%)	Agree: 100.0%	Agree: 42.9% (Undecided: 28.6%)	Agree: 50.0% (Undecided: 25.0%)	Agree: 85.5%
Outcome #12 Percentage of certificated and classified staff who agree with the statement, "I received the professional development needed to provide and/or support effective remote instruction," as measured by the LCAP survey	Agree: 77.0% (Undecided: 12.2%)	This question was removed from the 2022 LCAP survey as students are no longer receiving instruction through distance learning.	N/A	N/A	N/A
Priority 2(b): Implementation of State Standards – Programs/ Services to enable English learners to access to CCSS and ELD Standards Outcome #13 Percentage of teachers that received professional learning training related to EL supports and resources in *Edmentum*, as measured by sign in sheets	No data	100% of teachers who use *Edmentum* received training. (CTE teachers do not use *Edmentum*.)	Professional learning previously completed.	N/A	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3(a): Parental Involvement – Efforts to seek parent input in making decisions for districts and school sites Outcome #14 Percentage of parents/guardians who agree with the statement, "My school actively seeks parent/ guardian input into decisions related to my student's education through surveys, IEP meetings, parent conferences, etc.," as measured by the LCAP survey	96.2%	Agree: 82.4% (Undecided: 13.7%)	100%	Agree: 87.1% (Undecided: 5.7%)	Agree: 95.0%
Outcome #15 Percentage of parents/guardians who agree with the statement, "My school values parents/guardians as important partners in my student's education," as measured by the LCAP survey	94.2%	Agree: 86.3% (Undecided: 11.8%)	100%	Agree: 91.6% (Undecided: 4.2%)	Agree: 95.0%
Outcome #16 Number of LCAP Town Hall meetings, as measured by sign in sheets	7	5	4	8	7
Outcome #17 Number of parent/guardian participants at LCAP Town Hall meetings, as measured by sign in sheets	23	8	15	30	28
Outcome #18 Number of parent/guardian LCAP survey respondents, as measured by the LCAP survey	52	59	22	73	62

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4(a): Pupil Achievement – Statewide Assessments Outcome #19 Percentage of Court and Community School English learners that increase their English proficiency by at least one level over the previous administration, as measured by ELPAC	20%	Court: 57.1% increased their Overall performance from 2019 to 2021 Community: 47.6% increased their Overall performance from 2019 to 2021	Court: 30.8% increased their Overall performance from 2021 to 2022 Community: 40.7% increased their Overall performance from 2021 to 2022	Court: 57.1% increased their Overall performance from 2022 to 2023 Community: 42.9% increased their Overall performance from 2022 to 2023	At least 25.0%
Outcome #20 CAASPP Standard Met/Standard Exceeded rate, as measured by CAASPP	Court English: 6.25% Math: 0% Community English: 4.17% Math: 0.85%	Court English: 0% Math: 0% Community English: 11.90% Math: 0%	Court English: 1.75% Math: 0% Community English: 8.02% Math: 1.90%	Court English: 0% Math: 0% Community English: 7.36% Math: 0%	Court English: 7.75% Math: 2.00% Community English: 5.75% Math: 2.50%
Outcome #21 Percentage of students that scored Near Standard or Above Standard in Reading, as measured by CAASPP	Court: 17.50% Community: 22.78%	Court: 31.48% Community: 51.78%	Court: 31.58% Community: 44.10%	Court: 36.29% Community: 41.10%	Court: 19.00% Community: 24.00%
Outcome #22 Percentage of students that scored Near Standard or Above Standard in Writing, as measured by CAASPP	Court: 11.25% Community: 18.89%	Court: 11.11% Community: 30.54%	Court: 3.51% Community: 21.74%	Court: 7.69% Community: 20.86%	Court: 12.75% Community: 20.50%
Outcome #23 Percentage of students that scored Near Standard or Above Standard in Math Concepts and Procedures, as measured by CAASPP	Court: 0% Community: 3.39%	Court: 5.66% Community: 17.47%	Court: 5.08% Community: 13.29%	Court: 1.96% Community: 8.64%	Court: 1.50% Community: 5.00%
Outcome #24 Percentage of students that scored Near Standard or Above Standard in Problem Solving and Modeling/Data Analysis, as measured by CAASPP	Court: 2.19% Community: 14.41%	Court: 41.51% Community: 48.19%	Court: 25.42% Community: 34.18%	Court: 17.65% Community: 38.04%	Court: 3.50% Community: 16.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Outcome #25 Percentage of students that scored Proficient/ Advanced on the California Science Test, as measured by CAST	Court 12th grade: 0% Community 8th grade: 0% 12th grade: 1.72%	Court 12th grade: Standard Met/ Exceeded: 0% Standard Nearly Met: 70.59% Community 8th grade: Standard Met/ Exceeded: 0% Standard Nearly Met: 45.45% 12th grade: Standard Met/ Exceeded: 5.56% Standard Nearly Met: 61.11%	Court 12th grade: Standard Met/ Exceeded: 4.17% Standard Nearly Met: 58.33% Community 8th grade: Standard Met/ Exceeded: 6.45% Standard Nearly Met: 35.48% 12th grade: Standard Met/ Exceeded: 7.14% Standard Nearly Met: 42.86%	Court 8th grade: Standard Met/ Exceeded: 0% Standard Nearly Met: 0% 12th grade: Standard Met/ Exceeded: 0% Standard Nearly Met: 66.67% Community 8th grade: Standard Met/ Exceeded: 0% Standard Nearly Met: 19.51% 12th grade: Standard Met/ Exceeded: 7.14% Standard Nearly Met: 64.29%	Court 12th grade: 1.50% Community 8th grade: 1.50% 12th grade: 3.00%
Priority 4(b): Pupil Achievement – Percentage of pupils completing a-g requirements Outcome #26 Number of students that earned academic credit in an a-g course, as measured by course enrollment	38	32 (3.3% of students enrolled for at least 30 days through 4/1/22)	29 (3.0% of students enrolled for at least 30 days through 3/31/23)	27 students (2.8% of students enrolled for at least 30 days through 3/29/24)	5% of enrolled students (This metric depends on the number of students enrolled during the school year.)
Priority 4(c): Pupil Achievement – Percentage of pupils completing CTE sequences/programs Outcome #27 Number of students that completed a CTE pathway	0 This is a required metric but not applicable to Alternative Education due to short enrollment periods.	0	0	0	0

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

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

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Outcome #47 Percentage of staff who agree with the statement, "My school is preparing students for future college and/or career paths," as measured by the LCAP survey	Agree: 73.3% (Undecided: 16.3%)	Agree: 65.3% (Undecided: 17.0%)	Agree: 54.4% (Undecided: 22.8%)	Agree: 73.4% (Undecided: 13.3%)	Agree: 81.3%
Outcome #48 Percentage of students who agree with the statement, "My school is preparing students for future college and/or career paths," as measured by the LCAP survey	Agree: 71.0% (Undecided: 18.8%)	Agree: 64.7% (Undecided: 22.6%)	Agree: 66.5% (Undecided: 21.3%)	Agree: 66.4% (Undecided: 12.1%)	Agree: 75.0%
Outcome #49 Percentage of students who agree with the statement, "I learn a lot in my classes," as measured by the LCAP survey	Agree: 72.4% (Undecided: 14.4%)	Agree: 64.5% (Undecided: 20.4%)	Agree: 71.8% (Undecided: 13.9%)	Agree: 65.1% (Undecided: 17.1%)	Agree: 75.5%
Outcome #50 Percentage of students who agree with the statement, "My teachers make me excited about learning," as measured by the LCAP survey	Agree: 57.0% (Undecided: 25.3%)	Agree: 44.9% (Undecided: 28.5%)	Agree: 52.5% (Undecided: 23.3%)	Agree: 48.2% (Undecided: 23.1%)	Agree: 70.0%
Priority 9: Coordination of Services for Expelled Youth Outcome #51 Frequency of meetings held with referring district personnel, as measured by email invitations	Quarterly	Quarterly	Quarterly	Quarterly	Quarterly
Outcome #52 Frequency of meetings held with superintendents of Kern County districts, as measured by email invitations	Monthly	Monthly	Monthly	Monthly	Monthly
Outcome #53 Frequency of District Student Tracking List, as measured by student database queries	Monthly	Monthly	Monthly	As requested by districts	Monthly

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Outcome #54 Frequency of KHSD Referral List monitoring, as measured by student database queries	Monthly	Monthly	Monthly	As requested by districts	Monthly
Priority 10: Coordination of Services for Foster Youth Outcome #55 Frequency of meetings held between Administrator and Foster Youth Services Liaison, as measured by email invitations	Monthly	Monthly	Quarterly	Quarterly	Monthly
Outcome #56 Frequency of meetings held between school site administrators and Foster Youth Services Liaison, as measured by email invitations	Quarterly	Biannually	Biannually	Biannually	Quarterly
Outcome #57 Frequency of transition counselors' attendance at AB 490 Liaison meetings, as measured by sign in sheets	Quarterly	Quarterly	Quarterly	Quarterly	Quarterly
Outcome #58 In compliance with EC 42921(d), all foster youth receive the following services: prompt foster youth evaluation; referrals/ linkages to tutoring/mentoring, counseling, transitional, and emancipation services; facilitation of timely individualized education programs and all Special Education services; efficient and expeditious transfer of health and education records and the health and education passport, as measured by Foster Focus	All services maintained	All services maintained	All services maintained	All services maintained	All services maintained

Goal Analysis

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

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

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

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

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

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

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

The Alternative Education program continues to provide a quality education for students during their enrollment, with an emphasis on preparing each student for college and/or a career. A recent analysis determined that the average high school student enrolls deficient 47 credits and reading at a 5th grade level. Since the majority of the program's students have reading and mathematics ability levels below their actual grade levels, the program has placed an emphasis on closing these deficit gaps and building students' basic skills in an effort to bring student achievement up to grade level. The short enrollment periods that were discussed in the Goal Analysis section of Goal 1 can negatively impact students academically. The Alternative Education program has very little time with each student to determine their areas of strength and needs and formulate a plan to address their academic deficiencies.

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

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

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

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

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

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

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

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

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

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

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

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

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4(a): Pupil Achievement – Statewide Assessments Outcome #1 Hispanic student group CAASPP Standard Met/Standard Exceeded rate, as measured by CAASPP	2022 Results ELA: 8.25% Math: 1.89%	New metric to 2023-24 LCAP	New metric to 2023-24 LCAP	ELA: 5.31% Math: 0%	ELA: 8.75% Math: 2.39%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Outcome #2 Socioeconomically Disadvantaged student group CAASPP Standard Met/Standard Exceeded rate, as measured by CAASPP	2022 Results ELA: 8.45% Math: 1.45%	New metric to 2023-24 LCAP	New metric to 2023-24 LCAP	ELA: 6.85% Math: 0%	ELA: 8.95% Math: 1.95%
Priority 5(b): Pupil Engagement – Chronic Absenteeism Rate Outcome #3 Hispanic student group chronic absenteeism rate, as measured by Kern Integrated Data System	Through 3/31/23 52%	New metric to 2023-24 LCAP	New metric to 2023-24 LCAP	Through 3/29/24 40%	51%
Outcome #4 Socioeconomically Disadvantaged student group chronic absenteeism rate, as measured by Kern Integrated Data System	Through 3/31/23 56%	New metric to 2023-24 LCAP	New metric to 2023-24 LCAP	Through 3/29/24 40%	55%
Priority 5(e): Pupil Engagement – High School Graduation Rate Outcome #5 Hispanic student group high school graduation rate, as measured by Aeries	54.1%	New metric to 2023-24 LCAP	New metric to 2023-24 LCAP	Data not available until after 6/30/24	55.1%
Outcome #6 Socioeconomically Disadvantaged student group high school graduation rate, as measured by Aeries	53.0%	New metric to 2023-24 LCAP	New metric to 2023-24 LCAP	Data not available until after 6/30/24	54.0%
Outcome #7 Students with Disabilities student group high school graduation rate, as measured by Aeries	53.0%	New metric to 2023-24 LCAP	New metric to 2023-24 LCAP	Data not available until after 6/30/24	54.0%
Priority 6(a): School Climate – Suspension Rate Outcome #8 Socioeconomically Disadvantaged student group suspension rate, as measured by Kern Integrated Data System	Through 3/31/23 10.3%	New metric to 2023-24 LCAP	New metric to 2023-24 LCAP	Through 3/29/24 10.7%	9.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Outcome #9 Students with Disabilities student group suspension rate, as measured by Kern Integrated Data System	Through 3/31/23 14.9%	New metric to 2023-24 LCAP	New metric to 2023-24 LCAP	Through 3/29/24 14.2%	14.4%

Goal Analysis

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

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

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

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

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

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

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

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

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

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

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

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 10(a): Working with the County Child Welfare Agency to minimize changes in school placement Outcome #1 Average changes in school placement per foster youth student enrolled in Kern County, as measured by Foster Focus	0.28 changes in school placement	0.47 changes in school placement	0.62 changes in school placement	0.56 changes in school placement	0.15 changes in school placement
Priority 10(b): Providing education related information to the County Child Welfare Agency to assist in the delivery of services to foster youth, including court reports Outcome #2 Percentage of Kern County districts with student databases linked to Foster Focus, as measured by Foster Focus	11%	11%	11%	11%	30%
Outcome #3 Percentage of foster youth students in Kern County districts with student database linked to Foster Focus, as measured by Foster Focus	53%	55%	62%	59%	70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Outcome #4 Number of requests of educational records exchanged within 4 days, as measured by email requests	28	30	54	82	250
Priority 10(c): Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of services Outcome #5 Frequency of meetings conducted by the Foster Youth Services Director in collaboration with the Juvenile Agencies Meeting (JAM), as measured by calendar invitations	Quarterly	Quarterly	Quarterly	Quarterly	Quarterly
Priority 10(d): Establish a mechanism for the efficient expeditious transfer of health and education records and education passport Outcome #6 Percentage of foster youth students with completed electronic school records and/or education rights holder information, as measured by Foster Focus	33%	72%	61%	74%	95%
Outcome #7 Percentage gap in CAASPP ELA scores between foster youth and general population, as measured by CAASPP	<u>2019 Results</u> 30% (Foster Youth: 21%; Overall: 51%)	Foster Youth data not available	<u>2022 Results</u> 19% (Foster Youth: 19%; Overall: 38%)	<u>2023 Results</u> 19% (Foster Youth: 19%; Overall: 38%)	20% gap
Outcome #8 Percentage gap in CAASPP math scores between foster youth and general population, as measured by CAASPP	<u>2019 Results</u> 29% (Foster Youth: 11%; Non-Foster: 40%)	Foster Youth data not available	<u>2022 Results</u> 14% (Foster Youth: 7%; Overall: 21%)	<u>2023 Results</u> 15% (Foster Youth: 8%; Overall: 23%)	20% gap

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Outcome #9 Percentage gap in four-year cohort graduation rates between foster youth and non-foster youth students, as measured by the graduation rate	24.4% (Foster Youth: 61.7%; Overall: 86.1%)	30.5% (Foster Youth: 53.5%; Non-Foster: 84.0%)	24.1% (Foster Youth: 63.3%; Non-Foster: 87.4%)	21.2% (Foster Youth: 64.2%; Overall: 85.4%)	20% gap

Goal Analysis

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

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

There were no substantive differences in planned actions and actual implementation of the actions listed above. To develop a comprehensive and responsive program, FYSCP utilizes feedback from foster youth students, school and community data analysis, program observation, and discussions with LEAs to design its program activities and goals. FYSCP assists LEAs in the areas of coordination of services, professional development, and student support and engagement. Following a continuous improvement model, FYSCP monitors its progress toward project goals, measures the impact of project objectives, and identifies potential best practices and lessons learned. Overall, FYSCP's efforts to adapt its program following the pandemic have been successful. The FYSCP team continues to routinely meet to reflect on challenges and progress as a group as well as be encouraged to think outside the box for solutions. The program continues to prioritize equity, student voice, and trauma-informed practices in its service delivery.

Collaboration is also at the core of FYSCP's service delivery. To facilitate communication and collaboration between child welfare and educational systems, FYSCP maintains a contact list of Foster Youth Liaisons and coordinates the county AB490 Foster Youth Liaison Meetings with representation from 46 school districts in addition to child welfare, probation, and community college staff. During the 2023-24 school year, FYSCP hosted five meetings with education partners to address the unique challenges that foster youth students experience when enrolling, attending, and succeeding in school. To strengthen the capacity of educational partners to support the educational success of foster youth students, FYSCP represents the educational interests of foster youth at standing meetings and advisory committees with school boards, school counselors, local group home and foster family home caregiver associations, probation staff, and other agencies serving children in foster care. In addition, FYSCP provided its support and guidance to several state and local education steering committees in the areas of equity, curriculum, culturally sensitive teaching, and higher education to increase academic achievement and educational equity for foster youth during the 2023-24 school year. FYSCP also represented the educational interests of higher-need Kern County students in care during weekly meetings at SMART, a multiagency review committee for youth who may have multiple needs and would benefit from more coordinated care. FYSCP staff also raised awareness of foster youth educational rights, support, and post-secondary resources with the general public at 22 virtual and in-person community and school outreach events throughout Kern in 2023-24.

FYSCP is one of the Dream Center's founding on-site programs of the Dream Center. The Dream Center is Kern County's only one-stop resource center for foster youth and provides high-quality, personalized services to ensure current and former foster youth ages 12-24 receive the assistance they need to progress and succeed in the areas of independent living, housing, education, and health. FYSCP staff also partner with co-located child welfare social workers, probation placement officers, and Employment Training Resources staff to assist transition-age students with housing, employment, and access to post-secondary education or career technical education programs. FYSCP staff provide social workers with school of origin assistance, referrals, and program navigation in addition to providing training and consultation on specific issues to foster youth education advocacy. Students and youth can also meet with FYSCP staff for direct assistance and referrals to community partners. During the 2023-24 school year, 70 students received services and referrals from FYSCP at the Dream Center.

FYSCP offers schools and placement agencies access to real-time student outcome data from Foster Focus to assist schools, placement workers, and caregivers in providing students in foster care with needed education support, helping with smooth transitions between schools, and coordinating to address attendance and discipline issues. FYSCP serves as the county administrator for Foster Focus, a web-based foster youth data-sharing tool to ensure students receive appropriate educational support. In 2023-24, 187 users from child welfare, 14 users from Probation, and 268 users from 31 school districts utilize Foster Focus to identify and record services to foster youth, which accounted for 92% of Kern's students in foster care. Three charter schools also receive specialized Foster Focus student reports from FYSCP. Moreover, five school districts opted to link their student information systems to Foster Focus. This option allows student grades, behavior, and attendance to automatically upload into Foster Focus to help child welfare and probation workers access the most current, detailed data about their students' academic performance. Currently, 11% of Kern County LEAs have their student database linked into Foster Focus. This number did not grow over the past two years because the Sacramento County Office of Education, the state Foster Focus administrator, has not hired a new developer, so no new districts could be added as a "linked" districts.

To assist school stability and inter-agency service coordination, FYSCP staff increased the percentage of foster youth students with completed and updated school records in Foster Focus from 33% in 2019-20 to 72% in 2023-24. FYSCP produced a training video specifically for social workers and probation officers on how to use Foster Focus to monitor their youth's school progress and support educational stability. FYSCP also continues to be part of the Kern County Department of Human Services' induction training for new social workers to ensure the implementation of Foster Focus into social workers' workflow. Foster Focus training also includes information on the importance of school stability, school of origin best practices, and transportation protocols to improve collaboration between child welfare and schools. Every foster youth under age eighteen must have an Education Rights Holder (ERH), who is required to make education decisions in the youth's best interest. However, documenting ERH information has been challenging for FYSCP, as it requires accessing child welfare records and manually entering the data into Foster Focus. To address this challenge, in 2024, an additional FYSCP staff member received access and training to the Child Welfare Services (CWS) Database through FYSCP's MOU with the Kern County Department of Human Services. This access enables FYSCP to assist schools in verifying foster youth status, identifying the youth's education rights holder, and accessing current social worker contact information.

Access to continuous, high-quality professional development and technical assistance for all involved foster youth educational partners is important to support the educational success of students in foster care. To encourage participation, during the 2023-24 school year, FYSCP offered virtual and in-person training options to agency partners to accommodate staffing shortages and remote working schedules. Training and presentation topics included an overview of the foster care system, the education rights of foster youth, supporting foster youth students in high school, resources for foster youth before and after they turn 18, leveraging youth voice in agency services, trauma-informed care strategies, and post-secondary and career readiness best practices.

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

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

FYSCP continued to promote Youth Empowering Success (YES!) chapters as a district best practice for meaningful youth engagement, youth development, and youth voice. YES! chapters are school site foster youth support organizations created to mentor and empower foster youth in middle school and high school. FYSCP continued to promote YES! as a best practice for districts to integrate Social and Emotional Learning (SEL) and offer youth meaningful student engagement, youth leadership, and youth voice, especially during COVID-19. However, the majority of the 23 middle and high school chapters were unable to maintain an active YES! chapter and hold regular student meetings during the school years 2021-22 to 2023-24. During the 2023-24 school year, Kern High School District, Greenfield, Delano Union, and Tehachapit Unified reported a total of 16 active YES! chapters.

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

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

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

FYSCP is designed to primarily increase the overall capacity of Kern County's LEAs to expand access to services and to assist them in the delivery of direct services for foster youth with the goal of improving educational outcomes. While the implementation of the LCAP Priority 10 goal has impacted the educational outcomes of foster youth in Kern County, there is still room for further improvement. In the 2023-24 school year, there was a cumulative count of 2,060 students in Kern County schools who were also in foster care. This number made Kern County the 6th largest county foster youth student population in California. From 2021-22 to 2023-24, FYSCP served 1,524 students in foster care from ages 0 to 22 years old in schools and at the Dream Center. FYSCP provided these students the following services and assistance: college and career transition services, independent living skills including job skills and employment support, transportation, youth workshops, college readiness skills, financial aid application coaching, and assistance with immediate enrollment and school of origin. Foster youth encounter a host of obstacles in their pursuit of education, including trauma, elevated suspension and absenteeism rates, and higher levels of school mobility. Consequently, they often experience lower academic achievements, graduation rates, and college enrollment figures. The onset of the pandemic further exacerbated these pre-existing challenges, pushing our students even further behind their peers.

Because of high mobility due to changes in living placements following the pandemic, more foster youth changed schools multiple times in their K–12 education than in the past three school years. As a result, Kern County students in foster care averaged 0.56 changes in school placement in 2022-23 compared to 0.28 in 2019-20. FYSCP seeks to improve foster youth academic outcomes in ELA and mathematics. The most recent CAASSP performance data from 2022-23 shows the percentage gap in ELA scores between foster youth students and non-foster youth students shrank from 30% in 2018-19 to 19% in 2022-23. Moreover, the percentage gap in math scores between foster youth students and non-foster youth students also narrowed from 29% in 2018-19 to 15% in 2022-23. FYSCP continues to have concerns about the learning loss as a result of the pandemic. A comparison of the 2018-19 and 2022-23 CAASPP data in reading and writing revealed a decline for both non-foster youth and foster youth students. Non-foster students' proficiency dropped 6 percentile points to 38%, and foster youth proficiency declined 2 points to 19%. These scores regressed to levels observed in 2015-16, setting both groups back by seven years. In math, non-foster students' math proficiency dropped 5 points to 23%, and foster students fell 3 points to 8% proficiency in basic math concepts. Beginning in 2021-22, the program partnered with Kern Tutoring to provide foster youth students with 40 hours of in-person tutoring. Examining 2022-23 school year data reveals promising trends since 2020-21. While the graduation rate of foster youth students dropped to 54% in SY 2020-21, it rebounded to 63% in 2021-22 before it declined again to 56% in 2022-23. Furthermore, the dropout rates among foster youth decreased from 33% in 2020-21 to 26% in 2022-23, marking a shift towards improved student retention and success.

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

FYSCP has demonstrated substantial progress in building collaborative relationships among various agencies and systems that work with foster youth, focusing support on data sharing, assistance to ensure school stability, learning support, and student support. FYSCP coordinated services and information with LEAs and other partners to obtain necessary records to determine appropriate school placements and coordinate instruction. FYSCP received 82 requests of educational records in 2023-24 compared to 30 requests in 2020-21. All records requested were exchanged within four business days. However, FYSCP acknowledges that child welfare and school staff made informal requests for records, so data was not reported. Regarding electronic records, the percentage of foster youth students in Kern County districts with student database linked into Foster Focus rose from 55% in 2020-

21 to 59% in 2023-24. However, as previously mentioned, no new LEAs had their student information systems "linked" into Foster Focus during the 2021-22 school year because of staffing shortages at Sacramento County Office of Education.

In addition to coordinating resources to serve foster youth, FYSCP support LEAs in building their capacity to serve foster youth in their schools by providing training and LCAP consultations to LEAs with LCAP compliance to support foster youth. During the 2023-24 school year, FYSCP provided 21 in-person and virtual trainings to a total of 960 attendees. Attendees included staff from child welfare and probation, foster caregivers, and foster youth students in addition to staff from 43 school districts, three charter schools, and other LEAs and COEs throughout California. In addition, presentations and training offered by Kern FYSCP were all rated very highly by respondents, with positive ratings averaging 97%. These attendee ratings included increasing their understanding of the topic (98%), helping them perform their duties to a higher standard (99%), and giving them the skills and confidence necessary to apply what they had learned (95%). During the 2023-24 school year, FYSCP provided guidance and support to 46 LEAs and four charter schools on the development of integrated policy and practice for LCAP to engage in effective program planning for foster youth under LCFF, either in-person, virtually, or by phone.

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

Since 2016, FYSCP has hosted an annual YES! Conference, a youth-driven event that brings together foster youth, their caregivers, and community agencies to address the barriers Kern's foster youth experience and create solutions together. Amid the pandemic's challenges, the conference adopted a virtual format in 2021 and 2022. However, marking a significant milestone, the 8th annual YES! Conference returned to its in-person format on March 24, 2023, and was planned with a Youth Advisory Board of foster youth students. Under the theme "*In 2023, It Starts With Me!,*" a total of 110 middle and high school students attended the event at Bakersfield College including foster youth students from KCSOS court and community schools. The conference featured national motivational speaker, Mark Anthony Garret, interactive like skills and self-care workshops, resource fair of student-centered programs and supports, and several opportunity prize drawings. Following the success of the 2023 event, the 9th annual YES! Conference took place on April 5, 2024, with the theme "*Moving Forward: Dream. Plan. Achieve. Repeat*" with keynote motivational speaker Dee Hankins at Bakersfield College. This most recent event exceeded expectations with a record-breaking attendance with 13 middle schools and 15 high schools in attendance for a total of 203 foster youth students. Students reported that they came away with a sense of connection, purpose, and, most important of all, the knowledge that so many in our community care about them.

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

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

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

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

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

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

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

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

    o   When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

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

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

    - ▪ The reasons for the ineffectiveness, and

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary 2024-25 LCAP

General Information

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

The Alternative Education program serves students in grades K-12 who are enrolled in Juvenile Court and Community School programs. The combined 2023-24 CBEDS enrollment was 619 students. However, the program expects to serve around 2,500 students during the 2023-24 school year, many with multiple enrollments throughout the year in the program's five Court and six Community School sites.

Juvenile Court School serves adjudicated, incarcerated, or neglected students from all over the county. The average length of enrollment in Court School during the 2022-23 school year was 49 days. Court School sites include Bridges Career Development Academy, Central School, Erwin Owen High School, Miriam Jamison Children's Center, and Redwood High School. The Court School program qualifies for Equity Multiplier funding.

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

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

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

Kern County Superintendent of Schools provides a Foster Youth Services Coordinating Program (FYSCP) to support a streamlined approach for foster youth educational services. The KCSOS FYSCP collaborates with Alternative Education administration and transition counselors, as well as the Kern County Probation Department and Child Welfare. FYSCP supports Alternative Education students by providing prompt enrollment and supporting Individualized Learning Plans. In addition, FYSCP communicates regularly with school district liaisons to coordinate educational placements and transitions of foster youth students. This includes monitoring the transfer of records to adhere to the two-day allotment in order for foster youth students to maintain a smooth educational transition.

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

Reflections: Annual Performance

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

Successes

College and Career Readiness: According to program data, during the 2022-23 school year, 387 students completed industry-recognized certificates/ credentials in the areas of Forklift Safety, OSHA-10 for Construction, CDC Occupational Safety Certificate, HeartSaver CPR, HeartSaver First Aid, BLS CPR for Healthcare, Stop the Bleed, and ServeSafe. In addition, 442 students were enrolled in career readiness or career exploration courses. Through the JobsPlus! program, 24 students participated in paid internships. The Alternative Education program has historically had low percentages on the College and Career Indicator (CCI). The 2023 Dashboard indicates 2.4% of Court School students and 7.3% of Community School students are considered "prepared." In order to be considered "prepared," students must meet certain qualifications, which can include scoring "Standard Met" or higher in both the English Language Arts and Mathematics CAASPP exams, achieving a specific score on Advanced Placement or International Baccalaureate exams, completing college courses for credit, or meeting UC and CSU entrance requirements. The Kern County Office of Education 2023 Dashboard reflects English Learner, Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, and White student groups as having a performance level of very low. The Court School Dashboard reflects African American, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities student groups as having a performance level of very low while the Community School Dashboard indicates the English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups have a performance level of very low. Although not reflected on the Dashboard, the Alternative Education program offers a variety of ways for students to prepare for college and/or a career. During the 2023-24 school year, the Alternative Education program offered a variety of CTE pathways, CTE and a-g courses through *Edmentum*, and a job readiness/career exploration class to students. Of staff who completed the LCAP survey, 73.4% agreed with the statement, "My school is preparing students for future college and/or career paths," with an additional 13.3% being undecided. In response to this same statement, 66.4% of students agreed, with 21.1% being undecided. Utilizing predominantly grant funding, the Alternative Education program will continue to offer quality CTE programs for students.

Local Assessment: The Alternative Education program utilizes STAR Renaissance to assess student growth every 60 days in the areas of reading and mathematics. Data is used to inform instructional decisions and determine if interventions are needed. STAR data for the 2022-23 school year indicates Court School students showed an average growth of 8 months in reading and 10 months in math. During this same time frame, Community School students showed an average growth of 4 months in reading and 6 months in math. Data for the fall semester of 2023 indicates Court School students had an average growth of 8 months in reading and 6 months in math while Community School students showed an average growth of 3 months in both reading and math.

English Learners: According to the 2023 Dashboard, 53.3% of English learners in Court School and 41.1% of English learners in Community School were identified as making progress toward English language proficiency. Program data indicates that 57.1% of Court School students and 42.9% of Community School students increased their Overall performance on the ELPAC from 2022 to 2023. Educational partners who participated in the LCAP survey, including parents/guardians who identified their child as an English learner, responded to two questions related to EL instruction. In response to the statement, "All of the teachers at my school ensure that EL students are provided with and understand coursework that is appropriate for their grade level," 87.9% of EL parents/guardians agreed (3.0% undecided) and 71.7% of staff agreed (17.4% undecided). In response to the statement, "All of the teachers at my school ensure that EL students are provided with instruction that helps them better understand and use English to improve their listening, speaking, reading, and writing skills," 90.9% of EL parents/guardians agreed (9.1% undecided) and 63.0% of staff agreed (15.3% undecided). The

Alternative Education program contracted with the county office's Instructional Services division for three years of professional learning and support related to ELD, which began in the 2022-23 school year.

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

Social Emotional Learning: Since the spring of 2020, daily instruction in the Alternative Education program has included a social emotional component. Of students who participated in the LCAP survey, 75.6% agreed with the statement, "The social emotional skills that I'm learning at school have been helpful," with 13.3% being undecided. During the 2023-24 school year, all program staff participated in five trainings related to Restorative Justice Practices and four trainings related to de-escalation techniques. In addition, staff has continued to receive support related to the trauma informed practices trainings from previous years. The MTSS Coordinator works with school site MTSS teams to review data, analyze trends, and discuss best practices for student support. Both Court and Community Schools have CA MTSS grants. These grants support the program's efforts to build capacity for coaching and implementation of MTSS to improve outcomes for all students.

Challenges

Academic Performance: The California School Dashboard only captures valid CAASPP scores. In order for a test score to be valid, the student must have been continuously enrolled from Fall Census Day (the first Wednesday in October) to the date of testing without a gap of more than 30 consecutive calendar days. If a student tests with the Alternative Education program but does not meet these parameters, the test is excluded. The Kern County Office of Education 2023 Dashboard reflects Socioeconomically Disadvantaged and Hispanic student groups as having a performance level of red on both CAASPP ELA and math assessments. The Kern County Special Education 2023 Dashboard reflects Socioeconomically Disadvantaged, Students with Disabilities, and White student groups as having a performance level of red on the CAASPP ELA assessment and Students with Disabilities and White student groups as having a performance level of red on the CAASPP math assessment. Although Community School CAASPP tested 165 students in English Language Arts and 163 students in mathematics in the spring of 2023, the Dashboard only recognized 66 scores in English Language Arts and 68 scores in mathematics. The Socioeconomically Disadvantaged student group received a performance color of red in English Language Arts and mathematics. Court School CAASPP tested 53 students in English Language Arts and 51 in mathematics in the spring of 2023. The Court School Dashboard does not have an academic performance indicator due to the low number of valid scores, which are 15 in English Language Arts and 16 in mathematics. Data from Kern Integrated Data System (KiDS) indicates that in the fall of 2023, 76% of Alternative Education students successfully passed their courses with a grade of C or better. Action items included in the LCAP to support student academic success include utilizing paraprofessionals program wide and providing a variety of professional learning to instructional staff.

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

Dashboard and the Kern County Office of Education Dashboard. The Court School Dashboard does not provide a performance color in this area due to low numbers but indicates that 6.1% of 33 eligible students were chronically absent. Current data from KiDS for the 2023-24 school year shows a chronic absenteeism rate of 51% in all grades and 72% for grades K-8 in Community School. In Court School, KiDS shows a current chronic absenteeism rate of 27% for all grades and 10% for grades K-8. In an attempt to serve local school districts throughout the entire county, the Alternative Education program has strategically located Community School sites. However, discussions with parents/guardians and referring school districts have indicated that transportation is a barrier to regular school attendance. Action items included in the LCAP to reduce truancy rates include continuing to employ School Social Workers and providing bus passes for students with transportation challenges.

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

Reflections: Technical Assistance

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

Kern County Juvenile Court School

Kern County Community School

Support for Identified Schools

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

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

The CIP process consisted of determining a problem of practice, doing a root cause analysis, and developing theories of action in order to support student outcomes. The CIP team established that the Alternative Education program should create consistent structures for instruction and best practices in addition to cultivating a growth mindset culture. Additional work completed by the CIP team indicated that chronic absenteeism is an area for additional support. In order to support these initiatives, the program is using CSI funds to employ a CTE Program Specialist, an Outreach and Engagement Facilitator, and a Teacher – Instructional Specialist.

Research shows that students who are engaged in their education have a higher likelihood of attending school and graduating. Due to high chronic absenteeism rates and low graduation rates in Court and Community Schools, engaging students in their education and providing them with a life skill is critical. The CTE Program Specialist will use evidence-based interventions to develop high-interest curriculum materials, design innovative and engaging programs, provide guidance for implementation, and be responsible for securing grants to continue implementing programs. In support of engaging instruction, The Teacher – Instructional Specialist will build the capacity of staff by providing professional development, supporting effective teaching practices, and analyzing data to make informed curriculum and instructional decisions. Securing family and community support and involvement is key in improving attendance rates and, therefore, graduation rates. The Outreach and Engagement Facilitator will support the Alternative Education program by integrating student supports, engaging families and the community, and building the capacity of staff. The Facilitator will provide oversite and coordination of school and community-based services, facilitate professional learning opportunities for educational partners, and work with external agencies to disseminate information.

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

Monitoring and Evaluating Effectiveness

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

<u>CTE Program Specialist</u>: The Alternative Education program will continue to monitor the implementation and effectiveness of its CTE pathways and courses. Students who participate in CTE programs are tracked in a student management system. This allows for real-time updates on the number of students participating in CTE programs. The Alternative Education program is able to analyze graduation rates and dropout rates for students who participate in CTE courses to determine if there is a positive correlation. In addition, the program is also able to track CTE data through Kern Integrated Data Systems (KiDS). In order to determine the success of implemented pathways and courses, the CTE Program Specialist will continue to seek feedback from educational partners, including staff, students, and community partners. In addition, educational partners are requested to provide feedback as plans develop for future CTE pathways and courses.

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

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

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

Engaging Educational Partners

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

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

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

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

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

Educational Partner(s)	Process for Engagement
Community Partners	Community members and partner agencies from the Kern County Probation Department, School Community Partnerships, School Wellness, mental health agencies, and various advocacy groups, including Dolores Huerta Foundation, Equal Justice Society, and NAACP, were invited to attend a Town Hall meeting on March 14, 2024. The focus of the meeting was to discuss progress made toward the 2023-24 LCAP goals and action items. A total of 31 community partners completed the LCAP survey.
Advisory Committees	The Court and Community School Site Councils and English Learner Advisory Committees serve as the program's District Advisory Committee for the purposes of the LCAP. The advisory committees met on the following dates at which time members reviewed various pieces of data, including state and local student academic assessment data, and progress made toward the 2023-24 LCAP goals and action items. These committees also served as the program's Parent Advisory Committee. The Court and Community School Site Councils were consulted at the March 2024 meetings to gather input related to the Equity Multiplier goal, metrics, and action items. • Court School Site Council: September 26, October 18, March 12, May 22 • Community School Site Council: October 2, October 26, March 14, May 23 • Court School ELAC: September 21, May 13 • Community School ELAC: September 21, May 13 • District ELAC: September 21, May 13 On April 18, 2024, the Advisory Committees were provided information that reviewed the LCAP, learned about the trends in data and educational partner feedback, and discussed the need to continue to provide increased and/or improved services to the program's students. Participants were given the opportunity to ask any questions or provide comments related to the LCAP.
Equity Multiplier Funds	During their meetings in March of 2024, the Court and Community School Site Councils were presented with information related to Equity Multiplier funding, including how funding amounts are generated and results from the 2023 California School Dashboard. Discussions were held to determine the appropriate use of funds to support necessary student groups.
SELPA	The Alternative Education program collaborated with representatives from the Special Education Local Plan Area (SELPA) during KCSOS LCAP trainings held on January 23, 2024, and February 6, 2024. Discussions were held related to how the program's LCAP intentionally provides for students with disabilities as a student group. The Alternative Education program will continue to engage students with disabilities and their families in the LCAP process, ensure LCAP action items support students with disabilities, and connect the LCAP to the Special Education Plan (SEP).
Bargaining Units	Representatives from Kern County Education Association (KCEA) and Superintendent of Schools Classified Association (SOSCA) were invited to attend a meeting on April 25, 2024, to review the LCAP draft. Topics discussed during the meeting included educational partner engagement and highlights of the LCAP, including Equity Multiplier funding.

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

Parents/Guardians

The Alternative Education program will continue to invite parents/guardians to school events and to participate in advisory committee meetings to help support the academic needs of their children. Metrics and action items in the LCAP that speak to parent/guardian engagement include encouraging the use of Parent Portal by all parents/guardians and utilizing School Messenger as a way to quickly distribute information to families. Comments on the LCAP survey indicate that some parents/guardians would like their child to be more academically engaged. Instructional staff will continue to receive training related to *Edmentum*, the program's online curriculum, during the 2024-25 school year. At the conclusion of the 2023-24 school year, all instructional staff will have been trained in Universal Design for Learning (UDL) in order to support the diverse learning needs of students, improve accessibility to learning opportunities, and increase student success. Year two of Project Based Learning (PBL) will take place during the 2024-25 school year. PBL is an instructional approach in which students explore real-world problems and challenges and acquire transferable knowledge. In addition, administrators, teachers, and paraprofessionals will receive additional training in 2024-25 related to supports for English learners.

Certificated and Classified Staff

LCAP survey responses show an increase in the percentage of staff who indicate instruction at their school is rigorous, grade-level appropriate, aligned to the Common Core State Standards, and differentiated for the individual needs of students. Comments on the LCAP survey spoke to staff's desire to receive further ELD training, the need to utilize the services of an ELD teacher, and more resources for parents/guardians. Action items in the LCAP that speak to supporting instructional practices include professional learning for instructional staff and a Teacher – Instructional Specialist. In order to strengthen academic supports for English learners, the program will continue to employ a Teacher – EL Specialist to provide support to staff and students. The program has contracted with the Instructional Support Department of KCSOS for three years of ELD professional learning. Year one, which was the 2022-23 school year, focused on administrators to enable them to support their instructional staff. Year two, which was the 2023-24 school year, focused on supporting teachers and administrators in order to build educator capacity in delivering engaging curriculum that address English learner language development needs. Year three, which will be the 2024-25 school year, will engage paraprofessionals in the professional learning along with teachers and administrators. Through the California Community Schools Partnership Program, the program will continue to offer outreach to parents/guardians as well as community events.

Students

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

Community Partner Agencies

Community Partner Agency responses to the LCAP survey indicate a positive working relationship between community partners and the Alternative Education program. The program will continue to collaborate with partner agencies to provide for students' academic and social emotional needs. LCAP action items related to coordinating support with community partners include contracting with the Kern County Probation Department and maintaining an Outreach and Engagement Facilitator.

Advisory Committees

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

Equity Multiplier Funds

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

SELPA

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

Bargaining Units

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth in their social emotional development as measured by an analysis of data relating to parent/guardian support and school climate and connectedness through action items that build students' capacity and skills in order for students to continue to grow in their social emotional development.	Broad Goal

State Priorities addressed by this goal.

Priority 3 – Parental Involvement and Family Engagement

Priority 5 – Student Engagement

Priority 6 – School Climate

An explanation of why the LEA has developed this goal.

Students who enroll in the Alternative Education program typically have a history of behavioral issues, substance abuse issues, and/or trauma. Due to this, the program has elected to continue to include a social emotional goal in the LCAP. According to 2024 LCAP survey results, 75.6% of students indicated the skills they have been learning in school through the use of RULER social emotional curriculum have been helpful, with an additional 13.3% being undecided. Providing students with social emotional supports can increase prosocial behaviors, improve academic achievement, and improve student attitudes toward school. Greater social emotional competence can increase the likelihood of high school graduation, readiness for postsecondary education, career success, positive work and family relationships, better mental health, and engaged citizenship. Social emotional learning provides a foundation for a positive learning environment and can enhance students' abilities to succeed in school. The metrics and action items included in Goal 1 will continue to build upon the progress the Alternative Education program has made by utilizing a tiered approach to help students become more connected to their social emotional development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	**Priority 3 – Parental Involvement and Family Engagement** 3A: Number of parents/guardians attending Court and Community School Back to School Night events Source: Sign-in Sheets	<u>2023-24 Data</u> Court: 106 parents/guardians attended 4 events Community: 54 parents/guardians attended 4 events			Court: 116 parents/guardians Community: 59 parents/guardians	
1.2	3A: Number of parents/guardians attending LCAP Town Hall meetings Source: Sign-in Sheets	<u>2023-24 Data</u> 30			35	
1.3	3A: Number of parents/guardians LCAP survey respondents Source: LCAP Survey	<u>2023-24 Data</u> 73			80	
1.4	3A: Percentage of parents/guardians who agree with the statement, "My school actively seeks parent/guardian input into decisions related to my student's education through surveys, IEP meetings, parent conferences, etc." Source: LCAP Survey	<u>2024 Survey Data</u> Agree: 87.1% (Undecided: 5.7%)			Agree: 95.0%	
1.5	3A: Percentage of parents/guardians who agree with the statement, "My school values parents/guardians as important partners in my student's education." Source: LCAP Survey	<u>2024 Survey Data</u> Agree: 91.6% (Undecided: 4.2%)			Agree: 95.0%	
1.6	**Priority 5 – Student Engagement** 5A: School Attendance Rate Source: KiDS/Aeries	<u>7/1/23 – 3/9/24</u> Court: 85.1% Community: 84.8%			Court: 88.1% Community: 87.8%	
1.7	5B: Chronic Absenteeism Rate Source: KiDS/California School Dashboard	<u>2023 Dashboard</u> Court: 6.1% Community: 77.7%			Court: 4.6% Community: Less than 60%	

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

Goal Analysis for 2023-24

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

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

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

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

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Learning and Coaching	Professional learning will be provided to further advance staff's knowledge in a variety of areas, including Check-In Check-Out behavior intervention, Trauma Informed Skills for Educators (TISE), Restorative Justice Practices, de-escalation techniques, RULER social emotional curriculum, and threat assessments related to school culture and climate.	$50,000	No
1.2	MTSS Program Specialist	The MTSS Program Specialist will assist schools with building MTSS supports on each campus, provide oversight for maintaining supports, and secure trainings for staff and students in the area of MTSS in order to support staff and students' social emotional well-being.	$160,560	No
1.3	School Social Workers	Six School Social Workers will consult and collaborate with school personnel, promote a school environment that is responsive to the needs of students, and provide individual, group, and family counseling to support the needs of students and their families.	$952,699	No
1.4	Contract with Kern County Probation Department	A contract with Kern County Probation Department will provide additional intensive intervention and educational support for court-ordered and probation referred students through transportation, re-engagement, and MTSS strategies.	$350,000	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Campus Supervisors	Four Campus Supervisors will support school culture and climate through regular classroom visits, building relationships with students, and helping to ensure campus safety.	$385,175	Yes
1.6	Program Specialist – Behavior Emphasis	The Program-Specialist Behavior Emphasis will provide support related to behavior intervention methodology in meeting the identified educational goals of students and assist in the development of Behavior Intervention Plans for referred students.	$185,867	Yes
1.7	Community Schools Outreach and Engagement Facilitator	The Community Schools Outreach and Engagement Facilitator will support the implementation of the California Community Schools Partnership Program by integrating student supports, engaging families and the community, and building the capacity of staff.	$133,179	No
1.8	School Engagement	Students will be provided with opportunities for field trips to places such as museums, leadership conferences, and college campuses in order to increase student engagement.	$5,000	Yes
1.9	School Connectedness	Students will be provided merchandise specific to each school site and its mascot to foster a sense of community among students.	$10,000	Yes
1.10	Parent Engagement	Outreach opportunities and parenting classes will be offered to parents/ guardians in order to increase parent/guardian engagement.	$20,000	Yes
1.11	School Messenger	School Messenger will be utilized to increase and improve communication with parents/guardians.	$5,000	Yes

Goal #	Description	Type of Goal
2	All students will demonstrate growth in literacy and numeracy leading to college and career paths as measured by an analysis of data relating to the provision of basic services, implementation of Common Core State Standards, continued parent/guardian involvement, increased student academic achievement, increased student engagement, and access to a broad course of study through action items that support the academic achievement of all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1 – Basic Services

Priority 2 – Implementation of State Standards

Priority 4 – Student Achievement

Priority 7 – Course Access

Priority 8 – Pupil Outcomes

Priority 9 – Coordination of Instruction of Expelled Pupils

An explanation of why the LEA has developed this goal.

The average high school student enrolls in the Alternative Education program deficient 47 credits and reading at a 5th grade level. Since the majority of the program's students have reading and mathematics ability levels below their actual grade levels, the program has placed an emphasis on providing high quality instruction in literacy and numeracy to improve students' understanding, comprehension, and ability levels. The gains acquired in these skill sets will prepare students for post-graduation education and career options. LCAP survey results indicate that of staff who participated in the survey, 73.4% agree with the statement, "My school is preparing students for future college and/or career paths," with 13.3% being undecided. In response to this same statement, 66.4% students agreed with 21.1% being undecided. The metrics and actions included in Goal 2 will support the academic needs of all students in order to prepare them for post-high school opportunities. This will be done through providing a low student-to-teacher ratio in all classes, ensuring additional academic support through the use of paraprofessionals, maintaining functioning technology to provide access to curriculum, and providing students with a variety of CTE options.

Measuring and Reporting Results

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

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

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

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

Goal Analysis for 2023-24

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Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Teacher Staffing	A low student-to-teacher ratio will be maintained in order to continue to provide a safe and effective learning environment, allowing for specialized instruction, intervention, and support for Tier 3 students.	$2,300,650	Yes
2.2	Paraprofessionals	Paraprofessionals will be utilized program wide in order to provide individual and small group instructional support to assist students in achieving academic success and to ensure student attendance and participation.	$1,990,748	Yes
2.3	Outlying School Sites	Community School sites will be maintained in Lake Isabella and Taft to support the educational needs of students in outlying areas.	$250,000	Yes
2.4	*Edmentum* Curriculum	*Edmentum* licenses will be renewed to provide students with engaging, grade-level appropriate, and standards-aligned curriculum and intervention to assist students with mastering academic content.	$125,000	Yes
2.5	Project Based Learning	Instructional staff will be provided with Project Based Learning (PBL) training. PBL is a student-centered teaching method in which students learn by actively engaging in real-world and personally meaningful projects.	$15,000	No
2.6	Teacher – Instructional Specialist	The Teacher – Instructional Specialist will build the capacity of staff by providing professional development, supporting effective teaching practices, and analyzing data to inform instructional decisions.	$142,127	No
2.7	Educational Associates - Technology	Two Educational Associates – Technology will provide the necessary support in order to maintain instructional technology and troubleshoot technology issues as they arise to limit interruptions to instruction and learning.	$295,650	Yes
2.8	Impero Contract	A contract with Impero will provide teachers with the ability to define which websites students can visit during instruction, ensuring a safe and secure teaching and learning environment.	$20,000	Yes
2.9	Hardware Update	Hardware that is more than six years old will be updated to support teaching and learning practices.	$200,000	Yes
2.10	CTE Building and Construction Trades	The CTE Building and Construction Trades teacher will provide instruction aligned with National Center for Construction Education and Research (NCCER) and OSHA to prepare students for employment in this industry sector.	$138,382	Yes

Action #	Title	Description	Total Funds	Contributing
2.11	Academic Associates	Four Academic Associates will create Education Plans to determine the academic standing of all students. Academic Associates will meet with students to ensure their understanding of credit needs and progress toward graduation.	$397,703	Yes
2.12	Teacher – EL Specialist	The Teacher – EL Specialist will provide direct support to instructional staff, provide direct instruction to small groups of targeted students as needed, model quality lessons utilizing research-based instructional practices to help students develop mastery of the English language, and collaborate with instructional staff and administrators to coordinate the assessment and monitoring of student progress.	$189,023	Yes
2.13	English Learner Professional Learning	Professional learning will be provided to administrators, teachers, and paraprofessionals targeted to building capacity in delivering engaging curriculum that addresses the language development needs of English Learners and Long-Term English Learners using integrated and designated ELD instruction.	$25,000	No
2.14	Transportation	Bus passes will be provided to students with extenuating transportation challenges to ensure regular school attendance.	$5,000	Yes
2.15	Frontline	Frontline, the automated substitute placement and absence management system, will be utilized to provide qualified substitutes to deliver quality instruction.	$10,000	Yes
2.16	Aeries	Aeries will be utilized as the program's student information system. Aeries allows school staff and parents/guardians to view student information such as attendance records, grades, and assignments.	$20,000	Yes

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

State Priorities addressed by this goal.

Priority 4 – Student Achievement

Priority 5 – Student Engagement

Priority 6 – School Climate

Priority 8 – Pupil Outcomes

An explanation of why the LEA has developed this goal.

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

Kern County Office of Education

   - Chronic Absenteeism: Hispanic, Socioeconomically Disadvantaged

   - Suspension Rate: African American, Homeless, Students with Disabilities

   - Graduation Rate: African American, English Learner, Foster Youth, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, White

   - CAASPP ELA: Hispanic, Socioeconomically Disadvantaged

   - CAASPP Math: Hispanic, Socioeconomically Disadvantaged

   - College and Career Indicator: African American, English Learner, Foster Youth, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, White

Court School

   - Suspension Rate: African American

   - Graduation Rate: Hispanic, Socioeconomically Disadvantaged, Students with Disabilities

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

Community School

- Chronic Absenteeism: Hispanic, Socioeconomically Disadvantaged

- Suspension Rate: English Learner, Hispanic, Homeless, Socioeconomically Disadvantaged

- Graduation Rate: English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White

- CAASPP ELA: Socioeconomically Disadvantaged

- CAASPP Math: Socioeconomically Disadvantaged

- College and Career Indicator: English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White

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

The Alternative Education program will narrow its focus when analyzing metrics in the designated areas of need for student groups listed above in order to support identified gaps. Quarterly reviews of Kern Integrated Data System (KiDS) in the areas of chronic absenteeism, suspension rate, and academics based on specific student groups will allow the program to determine how much progress is being made in those areas. Given that socioeconomically disadvantaged students comprise 100% of the Court School population and 94.6% of the Community School population and are in the majority of the categories listed above, the Alternative Education program believes the quarterly review of metrics and implementation of actions will benefit all students, including the specific student groups that are supported by Goal 3.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	**Priority 4 – Student Achievement** 4A: Community School Socioeconomically Disadvantaged student group CAASPP Standard Met/Standard Exceeded rate Source: CAASPP ELA and Math	2023 Results English: 6.85% Math: 0%			English: 8.35% Math: 1.5%	
3.2	**Priority 5 – Student Engagement** 5B: Community School Hispanic student group chronic absenteeism rate Source: KiDS/California School Dashboard	2023 Dashboard 76.1%			73.1%	
3.3	5B: Community School Socioeconomically Disadvantaged student group chronic absenteeism rate Source: KiDS/California School Dashboard	2023 Dashboard 78.5%			73.5%	
3.4	5E: Community School English Learner student group graduation rate Source: California School Dashboard	2023 Dashboard 23.8%			31.8%	

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

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

Goal Analysis for 2023-24

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Actions

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

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

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

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

State Priorities addressed by this goal.

Priority 10 – Coordination of Services for Foster Youth

An explanation of why the LEA has developed this goal.

Students in foster care face many barriers to educational success, such as frequent changes in home and school placements, inconsistent academic support and guidance, and, for many youth, the impact of trauma on learning and behavior. Together, these and other factors can lead to poor educational outcomes for foster youth, including higher absenteeism, suspension, and drop-out rates and lower achievement and graduation rates when compared to other at-risk groups. The actions in this goal work together to address the needs of foster youth students and assist in maintaining coordination of related services and supports for foster youth students served in the LEAs throughout Kern County.

Measuring and Reporting Results

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

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

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

Goal Analysis for 2023-24

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Actions

Action #	Title	Description	Total Funds	Contributing
4.1	MOU with Child Welfare Services Agency	A Memorandum of Understanding (MOU) with Child Welfare Services Agency will be continued and a data collection system (Foster Focus) will be maintained in order to maintain information related to foster youth, co-location of Foster Youth Services Coordinating Program at the Dream Center, and access to the Child Welfare Services/Case Management System (CWS/CMS).	$6,500	N
4.2	Foster Youth Education Facilitators	Two Foster Youth Education Facilitators will continue to provide services and resources that support the educational needs of foster youth in collaboration with placement agencies, school districts, and caregivers.	$251,529	N
4.3	Communication with Department of Human Services	Foster Youth Services Coordinating Program will work closely with the Department of Human Services to ensure that records are transferred in a timely manner, foster youth educational needs are met, educational rights are fully understood, and appropriate education placements are made. FYSCP will also hold quarterly meetings with the Department of Human Services and probation in addition to training and supporting their staff on Foster Focus.	Cost of this action is included as part of regular staff duties.	N

Action #	Title	Description	Total Funds	Contributing
4.4	Prevention Services Facilitator and Clerk	A Foster Youth Services Coordinating Program Services Facilitator and Clerk will be stationed at the Dream Center, working daily alongside the Department of Human Services social workers, an eligibility technician, a probation officer, the LCFF FYS, and a TAY clinician to ensure that youth who are preparing for or are in the midst of transitioning have the support necessary to be successful.	$216,313	N
4.5	FAFSA	Foster Youth Services Coordinating Program will ensure that high school seniors in foster care have the support, access, and resources to complete the FAFSA through educational case management, technical assistance, and collaboration with placement agencies, higher-education agencies, and school districts.	Cost of this action is included as part of regular staff duties.	N
4.6	FYSCP Research Specialist	Foster Youth Services Coordinating Program will continue to fund a research specialist to help gather, interpret, and analyze data from student databases (i.e., Foster Focus, KiDS, Aeries, CALPADS).	$148,661	N
4.7	FYSCP Clerk	Foster Youth Services Coordinating Program will continue to fund a clerk to assure the fidelity of the data extracted from Foster Focus.	$78,070	N
4.8	Student Voice Training	A Coordinator will lead training and student voice projects with foster youth students. Student voice projects are instrumental in ensuring student engagement and lowering rates of chronic absenteeism and high school dropout rates for high mobility students such as foster youth.	Cost of this action is included as part of regular staff duties.	N
4.9	YES! Conference	Foster Youth Services Coordinating Program will oversee and host an annual conference for foster youth.	$10,000	N
4.10	YES! School Site Organizations	Foster Youth Services Coordinating Program will provide technical assistance to school districts in developing and supporting 26 Youth Empowering Success (YES!) school site organizations for Kern County foster youth students to promote their educational stability, increase graduation rates, assist with college/career transition, and help develop leadership skills.	Cost of this action is included as part of regular staff duties.	N
4.11	Peer Support Specialist	Foster Youth Services Coordinating Program will continue to fund a Peer Support Specialist to assist individual foster youth students with completion of their financial aid applications through the College Navigator Program.	$76,110	N

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

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

State Priorities addressed by this goal.

Priority 2 – Implementation of State Standards

Priority 4 – Student Achievement

Priority 5 – Student Engagement

Priority 6 – School Climate

Priority 8 – Pupil Outcomes

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

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

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

Goal Analysis for 2023-24

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

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

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

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

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

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

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

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

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

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

Actions

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

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5,919,289	The LEA did not receive additional concentration grant add-on funding.

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
48.395%	2.54%	$209,408	50.935%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

| Goal: 2 Actions: 2.1 2.2 2.3 2.4 2.7 2.8 2.9 2.10 2.11 2.15 2.16 | Community School 2023 CAASPP scores indicate the following:
• 75.46% of all students did not meet standards in ELA
• 95.05% of all students did not meet standards in mathematics
• 83.87% of English learners did not meet standards in ELA
• 100% of English learners did not meet standards in mathematics
• 77.40% of socioeconomically disadvantaged students did not meets standards in ELA
• 95.92% of socioeconomically disadvantaged students did not meet standards in mathematics
• CAASPP scores for foster youth are not available due to the low number of students tested

Court School 2023 CAASPP scores indicate the following:
• 92.31% of all students did not meet standards in ELA
• 100% of all students did not meet standards in mathematics
• 92.84% of socioeconomically disadvantaged students did not meet standards in ELA
• 100% of socioeconomically disadvantaged students did not meet standards in mathematics
• CAASPP scores for English learners and foster youth are not available due to the low number of students tested

According to the 2024 LCAP survey, 47.9% of students agree with the statement, "My teachers make me excited about learning." (23.5% undecided)

According to the 2024 LCAP survey, 64.8% of students agree with the statement, "I learn a lot in my classes." (17.5% undecided) | Academic instruction will be supported by operating school sites in outlying locations to support the academic achievement of students in those areas, maintaining a low student-to-teacher ratio to support specialized instruction and intervention, utilizing paraprofessionals program-wide to provide individual and small group support, utilizing Academic Associates to create individualized education plans, and providing CTE and career-readiness instructional options for students.

Curriculum supports include implementing a standards-based curriculum with built-in English and mathematics intervention, maintaining Educational Associates – Technology to ensure minimal interruptions to instruction and learning, contracting with Impero to ensure a safe and secure learning environment, and updating hardware as needed to support the academic process.

Additional supports include utilizing an automated substitute system to ensure quality substitutes to deliver instruction and provide support and implementing a student information system to allow school staff and parents/guardians to view student information such as attendance records, grades, and assignments.

The intent of these actions is to support the academic needs of socioeconomically disadvantaged students and English learners with the expectation that all students will benefit. The program expects to see a greater decrease in the percentage of socioeconomically disadvantaged students and English learners who are not meeting standards when compared to other student groups. The program also expects to see an increase in the percentage of all students who agree with the questions in the LCAP survey related to instruction. | 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 |

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
	According to the 2024 LCAP survey, 54.2% of students agree with the statement, "Instruction at my school is challenging and interesting." (24.6% undecided) According to the 2024 LCAP survey, 66.6% of students agree with the statement, "My school is preparing students for future college and/or career paths." (21.0% undecided)		
Goal: 2 Actions: 2.14	The chronic absenteeism rate for foster youth in Community School is 79%, which is 28% higher than for all students (51%).	Students must attend school on a regular basis in order to receive the social emotional and academic supports needed. Students who have transportation challenges may receive a daily or monthly pass for the city's public transportation system. The intent of this action is to support the daily attendance of foster youth students with the expectation that all students will benefit. Due to the higher chronic absenteeism rate of the program's foster youth, the chronic absenteeism rate for this student group should decrease at a higher rate than the chronic absenteeism rate for all other students.	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 Actions: 2.12	Community School 2023 CAASPP scores indicate that 3.23% of English learners met or exceeded standard in ELA and 0% of English learners met or exceeded standard in mathematics. (CAASPP scores are not available for Court School English learners due to the low number of students tested.) Community School 2023 CAASPP scores indicate that 7.14% of Long-Term English Learners (LTELs) met or exceeded standard in ELA and 9% of LTELs met or exceeded standard in mathematics. (CAASPP scores are not available for Court School LTELs due to the low number of students tested.) The 2023 California School Dashboard indicates that 41.4% of Community School English learners and 53.3% of Court School English learners are making progress toward English language proficiency. According to the 2024 LCAP survey, 57.9% of certificated staff agree with the statement, "All of the teachers at my school ensure that EL students are provided with and understand coursework that is appropriate for their grade level." (21.1% undecided) According to the 2024 LCAP survey, 52.6% of certificated staff agree with the statement, "All of the teachers at my school ensure that EL students are provided with instruction that helps them to better understand and use English to improve their listening, speaking, reading, and writing skills." (21.1% undecided)	The Teacher – EL Specialist will provide support to teachers and administrators in all areas related to English learners, including lesson planning, small group instruction, and ELPAC training and administration. While not supported by LCAP funds, professional learning in the area of ELD continues to be a focus for the Alternative Education program. In the 2024-25 school year, the program will be in its final year of a three-year contract with the Instructional Support division of KCSOS for professional learning related to ELD supports. Professional learning will be provided to administrators, teachers, and paraprofessionals to target building capacity in delivering engaging curriculum that addresses the language development needs of English Learners and Long-Term English Learners using integrated and designated ELD instruction. Expected outcomes due to the implementation of this action include an increase in the number of teachers who utilize integrated and designated EL strategies, an increase in the percentage of English learners who improve by at least one proficiency level over the previous ELPAC administration, an increase in the percentage of English learners and Long-Term English learners making progress toward English language proficiency, an increase in the percentage of English learners and Long-Term English learners who meet standards on ELA and mathematics CAASPP assessments, an increase in the number of teachers using EL supports during instruction, and an increase in the percentage of staff who indicate through the LCAP survey that the program for English learners provides support for these students to improve their English and make progress in achieving academic standards.	Metrics: 2.5 2.7 2.8

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

The LCAP does not consist any limited actions contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds.

Additional Concentration Grant Funding

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

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

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

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 9,314,185.00	$ 10,669,674.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Professional Learning and Coaching	No	$ 30,000	$ 30,000
1	2	MTSS Program Specialist	No	$ 143,582	$ 149,623
1	3	Multi-Tiered Systems of Support (MTSS)	No	$ 10,000	$ 10,000
1	4	MTSS School Site Teams	No	$ -	$ -
1	5	RULER Curriculum	Yes	$ 15,000	$ 15,000
1	6	AmeriCorps Mentors	No	$ 95,000	$ 95,000
1	7	BrightBytes Contract	Yes	$ 4,000	$ -
1	8	School Social Workers	No	$ 713,362	$ 891,144
1	9	Contract with Kern County Probation Department	Yes	$ 350,000	$ 350,000
1	10	Campus Supervisors	Yes	$ 362,285	$ 375,000
1	11	Nonviolent Crisis Response Training (CPI)	Yes	$ 3,000	$ 3,000
1	12	School Engagement	Yes	$ 5,000	$ 5,000
1	13	School Connectedness	Yes	$ 10,000	$ 10,000
1	14	Health and Wellness Program	No	$ 14,000	$ 14,000
1	15	Parent Engagement	Yes	$ 20,000	$ 20,000
1	16	Parenting Classes	No	$ -	$ -
1	17	Community Schools Outreach and Engagement Facilitator	No	$ 120,012	$ 124,982
1	18	TRACK	No	$ -	$ -
1	19	Aeries	Yes	$ 20,000	$ 20,000
1	20	School Messenger	Yes	$ 5,000	$ 5,000
2	1	Teacher Staffing	Yes	$ 1,533,358	$ 2,308,000
2	2	Paraprofessionals	Yes	$ 1,629,565	$ 1,629,565
2	3	Outlying School Sites	Yes	$ 50,000	$ 250,000

2	4	Edmentum Curriculum	Yes	$	75,000	$	122,100
2	5	Edmentum Training	Yes	$	-	$	-
2	6	Common Core Implementation	No	$	-	$	-
2	7	Universal Design for Learning	No	$	-	$	-
2	8	Project Based Learning	No	$	50,000	$	10,000
2	9	AmeriCorps Mentors	No	$	-	$	-
2	10	Program Specialist - Alternative Education	No	$	167,745	$	166,782
2	11	Teacher - Technology Specialist	No	$	151,105	$	157,765
2	12	Educational Associates - Technology	Yes	$	296,458	$	297,855
2	13	BrightBytes Contract	Yes	$	-	$	-
2	14	Impero Contract	Yes	$	20,000	$	20,000
2	15	Hardware Update	Yes	$	100,000	$	200,000
2	16	CTE Program Specialist	No	$	161,278	$	168,215
2	17	CTE Building and Construction Trades	Yes	$	139,877	$	139,190
2	18	CTE Culinary and Hospitality	No	$	114,388	$	114,388
2	19	CTE Medical	No	$	44,316	$	44,316
2	20	CTE Career Exploration - Trades Workshops	No	$	164,113	$	164,113
2	21	Vocational Automotive	No	$	125,849	$	131,028
2	22	JobsPlus! Job Ready Work-Based Learning	No	$	311,521	$	311,521
2	23	Intervention/Enrichment Teachers	No	$	535,146	$	481,290
2	24	College and Career Readiness Facilitator	No	$	105,333	$	69,727
2	25	Career Associates	No	$	159,609	$	228,472
2	26	Academic Advisors	Yes	$	325,830	$	325,830
2	27	Teacher - EL Specialist	No	$	167,109	$	174,315
2	28	Redesignated Students Monitoring	No	$	-	$	-
2	29	English Learner Professional Development	No	$	50,000	$	53,370
2	30	Student Incentives	Yes	$	10,000	$	10,000
2	31	Transportation	Yes	$	5,000	$	50,000
2	32	Frontline	Yes	$	8,000	$	8,000
2	33	Aeries	Yes	$	-	$	-
3	1	After School Tutoring	No	$	-	$	-
3	2	Transportation	Yes	$	10,000	$	10,000
3	3	School Social Workers	No	$	-	$	-
3	4	Program Specialist - Behavior Emphasis	Yes	$	172,261	$	195,000
4	1	MOU with Child Welfare Services Agency	No	$	6,500	$	6,500
4	2	Foster Youth Education Facilitators	No	$	251,539	$	251,539
4	3	Coordination with Department of Human Services	No	$	-	$	-
4	4	Prevention Services Facilitator and Clerk	No	$	216,313	$	216,313

4	5	Financial Aid Support	No	$	-	$	-
4	6	FYSCP Research Specialist	No	$	148,661	$	148,661
4	7	FYSCP Clerk	No	$	78,070	$	78,070
4	8	Trauma Informed Care Training	No	$	-	$	-
4	9	YES Conference	No	$	10,000	$	10,000
4	10	YES School Site Organizations	No	$	-	$	-
				$	-	$	-
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2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 6,577,948	$ 5,169,634	$ 6,368,540	$ (1,198,906)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	5	RULER Curriculum	Yes	$ 15,000	$ 15,000.00	0.00%	0.00%
1	7	BrightBytes Contract	Yes	$ 4,000		0.00%	0.00%
1	9	Contract with Kern County Probation Department	Yes	$ 350,000	$ 350,000.00	0.00%	0.00%
1	10	Campus Supervisors	Yes	$ 362,285	$ 375,000.00	0.00%	0.00%
1	11	Nonviolent Crisis Response Training (CPI)	Yes	$ 3,000	$ 3,000.00	0.00%	0.00%
1	12	School Engagement	Yes	$ 5,000	$ 5,000.00	0.00%	0.00%
1	13	School Connectedness	Yes	$ 10,000	$ 10,000.00	0.00%	0.00%
1	15	Parent Engagement	Yes	$ 20,000	$ 20,000.00	0.00%	0.00%
1	19	Aeries	Yes	$ 20,000	$ 20,000.00	0.00%	0.00%
1	20	School Messenger	Yes	$ 5,000	$ 5,000.00	0.00%	0.00%
2	1	Teacher Staffing	Yes	$ 1,533,358	$ 2,308,000.00	0.00%	0.00%
2	2	Paraprofessionals	Yes	$ 1,629,565	$ 1,629,565.00	0.00%	0.00%
2	3	Outlying School Sites	Yes	$ 50,000	$ 250,000.00	0.00%	0.00%
2	4	Edmentum Curriculum	Yes	$ 75,000	$ 122,100.00	0.00%	0.00%
2	5	Edmentum Training	Yes	$ -		0.00%	0.00%
2	12	Educational Associates - Technology	Yes	$ 296,458	$ 297,855.00	0.00%	0.00%
2	13	BrightBytes Contract	Yes	$ -		0.00%	0.00%
2	14	Impero Contract	Yes	$ 20,000	$ 20,000.00	0.00%	0.00%
2	15	Hardware Update	Yes	$ 100,000	$ 200,000.00	0.00%	0.00%
2	17	CTE Building and Construction Trades	Yes	$ 139,877	$ 139,190.00	0.00%	0.00%
2	26	Academic Advisors	Yes	$ 325,830	$ 325,830.00	0.00%	0.00%
2	30	Student Incentives	Yes	$ 10,000	$ 10,000.00	0.00%	0.00%
2	31	Transportation	Yes	$ 5,000	$ 50,000.00	0.00%	0.00%
2	32	Frontline	Yes	$ 8,000	$ 8,000.00	0.00%	0.00%
2	33	Aeries	Yes	$ -		0.00%	0.00%
3	2	Transportation	Yes	$ 10,000	$ 10,000.00	0.00%	0.00%
3	4	Program Specialist - Behavior Emphasis	Yes	$ 172,261	$ 195,000.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 46,151,822	$ 6,577,948	1.01%	15.26%	$ 6,368,540	0.00%	13.80%	$ 675,541.40	1.46%

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	$ 44,945,960	$ 5,919,259	13.170%	2.540%	15.710%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 6,948,198	$ 3,272,701	$ -	$ 809,047	$ 11,029,946.00	$ 8,745,446	$ 2,284,500

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Learning and Coaching	All	No	LEA-wide	All	All Schools	1 year	$ -	$ 50,000	$ -	$ 50,000	$ -	$ -	$ 50,000	0.000%
1	1.2	MTSS Program Specialist	All	No	LEA-wide	All	All Schools	Ongoing	$ 160,560	$ -	$ -	$ -		$ -	$ 160,560	0.000%
1	1.3	School Social Workers	All	No	LEA-wide	All	All Schools	Ongoing	$ 952,699	$ -	$ -	$ 304,212		$ 648,487	$ 952,699	0.000%
1	1.4	Contract with Kern County Probation Department	All	Yes	Schoolwide	Foster Youth and Low-Income	Bridges Academy	1 year	$ -	$ 350,000	$ 350,000			$ -	$ 350,000	0.000%
1	1.5	Campus Supervisors	All	Yes	Schoolwide	Foster Youth and Low-Income	Community Schools	Ongoing	$ 385,175	$ -	$ 385,175			$ -	$ 385,175	0.000%
1	1.6	Program Specialist - Behavior Emphasis	All	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	Ongoing	$ 185,867	$ -	$ 185,867			$ -	$ 185,867	0.000%
1	1.7	Community Schools Outreach and Engagment Facilitator	All	No	LEA-wide	All	All Schools	Ongoing	$ 133,179	$ -	$ -	$ 133,179		$ -	$ 133,179	0.000%
1	1.8	School Engagement	All	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	Ongoing	$ -	$ 5,000	$ 5,000	$ -		$ -	$ 5,000	0.000%
1	1.9	School Connectedness	All	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	Ongoing	$ -	$ 10,000	$ 10,000	$ -		$ -	$ 10,000	0.000%
1	1.10'	Parent Engagement	All	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	Ongoing	$ -	$ 20,000	$ 20,000	$ -		$ -	$ 20,000	0.000%
1	1.11	School Messenger	All	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	1 year	$ -	$ 5,000	$ 5,000	$ -		$ -		$ 5,000
2	2.1	Teacher Staffing	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	$ 2,300,650	$ -	$ 2,300,650			$ -	$ 2,300,650	0.000%
2	2.2	Paraprofessionals	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	$ 1,990,748	$ -	$ 1,990,748			$ -	$ 1,990,748	0.000%
2	2.3	Outlying School Sites	All	Yes	LEA-wide	English Learners and Low-Income	Lake Isabella, Taft	Ongoing	$ -	$ 250,000	$ 250,000	$ -		$ -	$ 250,000	0.000%
2	2.4	Edmentum Curriculum	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	$ -	$ 125,000	$ 125,000	$ -		$ -	$ 125,000	0.000%
2	2.5	Project Based Learning	All	No	LEA-wide	English Learners and Low-Income	All Schools	1 year	$ -	$ 15,000	$ -	$ 15,000		$ -	$ 15,000	0.000%
2	2.6	Teacher - Instructional Specialist	All	No	LEA-wide	All	All Schools	Ongoing	$ 142,127	$ -	$ -	$ 142,127		$ -	$ 142,127	0.000%
2	2.7	Educational Associates - Technology	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	$ 295,650	$ -	$ 295,650			$ -	$ 295,650	0.000%
2	2.8	Impero Contract	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	1 year	$ -	$ 20,000	$ 20,000	$ -		$ -	$ 20,000	0.000%
2	2.9	Hardware Update	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	$ -	$ 200,000	$ 200,000	$ -		$ -	$ 200,000	0.000%
2	2.10'	CTE Building and Construction Trades	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	$ -	$ 138,382	$ 138,382	$ -		$ -	$ 138,382	0.000%
2	2.11	Academic Associates	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	$ 397,703	$ -	$ 397,703	$ -		$ -	$ 397,703	0.000%
2	2.12	Teacher - EL Specialist	English Learners	Yes	Limited	English Learners	All Schools	Ongoing	$ 189,023	$ -	$ 189,023	$ -		$ -	$ 189,023	0.000%
2	2.13	English Learner Professional Development	English Learners	No	Limited	English Learners	All Schools	Ongoing	$ -	$ 25,000	$ -	$ 25,000		$ -	$ 25,000	0.000%
2	2.14	Transportation	All	Yes	LEA-wide	Foster Youth	Community Schools	Ongoing	$ -	$ 50,000	$ 50,000	$ -		$ -	$ 50,000	0.000%
2	2.15	Frontline	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	1 year	$ -	$ 10,000	$ 10,000	$ -		$ -	$ 10,000	0.000%
2	2.16	Aeries	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	1 year	$ -	$ 20,000	$ 20,000	$ -		$ -	$ 20,000	0.000%
3	3.1	Data Training	All	No	LEA-wide	All	All Schools	Ongoing	$ -	$ 25,000	$ -	$ 25,000		$ -	$ 25,000	0.000%
3	3.2	Professional Learning Communities	All	No	LEA-wide	All	All Schools	Ongoing	$ -	$ 30,000	$ -	$ 30,000		$ -	$ 30,000	0.000%
3	3.3	ELD Teachers	English Learners	No	LEA-wide	English Learners	All Schools	Ongoing	$ 390,000	$ -	$ -	$ -		$ 390,000	$ 390,000	0.000%

Goal	Action #	Title	Student Groups	Contributing	Scope	Unduplicated	Location	Timeframe	Amount 1	Amount 2	Amount 3	Total	Amount 5	Amount 6	Total	Percent
3	3.4	Instructional Assistant III - Behavior Emphasis	All, African American, EL, Hispanic, Homeless, SED, SWD	No	Schoolwide	All	Blanton Center	Ongoing	$ 65,000	$ -	$ -	$ 65,000	$ -	$ -	$ 65,000	0.000%
3	3.5	CTE Multi-Use Space	All, African American, EL, Foster Youth, Hispanic, Homeless, SED, SWD, White	No	Schoolwide	All	All Schools	Ongoing	$ -	$ 750,000	$ -	$ 750,000	$ -	$ -	$ 750,000	0.000%
3	3.6	CTE Teacher	All, African American, EL, Foster Youth, Hispanic, Homeless, SED, SWD, White	No	Schoolwide	All	All Schools	Ongoing	$ 45,000	$ -	$ -	$ 45,000	$ -	$ -	$ 45,000	0.000%
3	3.7	College and Career Fairs	All, African American, EL, Foster Youth, Hispanic, Homeless, SED, SWD, White	No	Schoolwide	All	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	3.8	Differentiated Assistance Team	All, Hispanic, SED	No	Schoolwide	All	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	3.9	Attention2Attendance	All, Hispanic, SED	No	Schoolwide	All	All Schools	1 year	$ -	$ 40,000	$ -	$ 40,000	$ -	$ -	$ 40,000	0.000%
3	3.10'	Campus Supervisor Hours	All, Hispanic, SED	No	Schoolwide	All	CLC Tech	Ongoing	$ 13,000	$ -	$ -	$ 13,000	$ -	$ -	$ 13,000	0.000%
3	3.11	Campus Supervisor	All, African American, EL, Hispanic, Homeless, SED, SWD	No	Schoolwide	All	CLC	Ongoing	$ 40,000	$ -	$ -	$ 40,000	$ -	$ -	$ 40,000	0.000%
3	3.12	Vice Principal	All, African American, EL, Hispanic, Homeless, SED, SWD	No	Schoolwide	All	Community Schools	Ongoing	$ 150,000	$ -	$ -	$ 150,000	$ -	$ -	$ 150,000	0.000%
3	3.13	School Resource Officer	All, African American, EL, Hispanic, Homeless, SED, SWD	No	Schoolwide	All	Community Schools	Ongoing	$ -	$ 185,000	$ -	$ 185,000	$ -	$ -	$ 185,000	0.000%
4	4.1	MOU with Child Welfare Services Agency	Foster Youth	No	LEA-wide	Foster Youth	All Schools	1 year	$ -	$ 6,500	$ -	$ 6,500	$ -	$ -	$ 6,500	0.000%
4	4.2	Foster Youth Education Facilitators	Foster Youth	No	LEA-wide	Foster Youth	All Schools	Ongoing	$ 251,529	$ -	$ -	$ 251,529	$ -	$ -	$ 251,529	0.000%
4	4.3	Communication with Department of Human Services	Foster Youth	No	LEA-wide	Foster Youth	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	4.4	Prevention Services Facilitator and Clerk	Foster Youth	No	LEA-wide	Foster Youth	All Schools	Ongoing	$ 216,313	$ -	$ -	$ 216,313	$ -	$ -	$ 216,313	0.000%
4	4.5	FAFSA	Foster Youth	No	LEA-wide	Foster Youth	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	4.6	FYSCP Research Specialist	Foster Youth	No	LEA-wide	Foster Youth	All Schools	Ongoing	$ 148,661	$ -	$ -	$ 148,661	$ -	$ -	$ 148,661	0.000%
4	4.7	FYSCP Clerk	Foster Youth	No	LEA-wide	Foster Youth	All Schools	Ongoing	$ 78,070	$ -	$ -	$ 78,070	$ -	$ -	$ 78,070	0.000%
4	4.8	Student Voice Training	Foster Youth	No	LEA-wide	Foster Youth	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	4.9	YES! Conference	Foster Youth	No	LEA-wide	Foster Youth	All Schools	Ongoing	$ -	$ 10,000	$ -	$ 10,000	$ -	$ -	$ 10,000	0.000%
4	4.10'	YES! School Site Organizations	Foster Youth	No	LEA-wide	Foster Youth	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -		
4	4.11	Peer Support Specialist	Foster Youth	No	LEA-wide	Foster Youth	All Schools	Ongoing	$ 76,110	$ -	$ -	$ 76,110	$ -	$ -	$ 76,110	0.000%
4	4.12	Partnership with Post-Secondary Institutions	Foster Youth	No	LEA-wide	Foster Youth	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	5.1	Core Curriculum Implementation by Teachers	All, SED, SWD, White	No	LEA-wide	All	All Schools	Ongoing	$ -	$ 18,000	$ -	$ 18,000	$ -	$ -	$ 18,000	0.000%
5	5.2	Social Emotional Learning (SEL)	All, African American	No	LEA-wide	All	All Schools	1 year	$ -	$ 25,000	$ -	$ 25,000	$ -	$ -	$ 25,000	0.000%
5	5.3	Crisis Intervention Programs	All, African American	No	LEA-wide	All	All Schools	Ongoing	$ -	$ 20,000	$ -	$ 20,000	$ -	$ -	$ 20,000	0.000%
5	5.4	IEP Development Training	All, SED, SWD, White	No	LEA-wide	All	All Schools	Ongoing	$ -	$ 12,000	$ -	$ 12,000	$ -	$ -	$ 12,000	0.000%
5	5.5	Common Formative Assessment (CFA) Development	All, SED, SWD, White	No	LEA-wide	All	All Schools	1 year	$ -	$ 5,000	$ -	$ 5,000	$ -	$ -	$ 5,000	0.000%
5	5.6	Student Particpation Handbook	All, African American	No	LEA-wide	All	All Schools	1 year	$ -	$ 3,000	$ -	$ 3,000	$ -	$ -	$ 3,000	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
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2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 44,945,960	$ 5,919,259	13.170%	2.540%	15.710%	$ 6,948,198	0.000%	15.459%	**Total:**	$ 6,948,198
								LEA-wide Total:	$ 6,024,000
								Limited Total:	$ 189,023
								Schoolwide Total:	$ 735,175

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Contract with Kern County Probation Department	Yes	Schoolwide	Foster Youth and Low-Income	Bridges Academy	$ 350,000	0.000%
1	1.5	Campus Supervisors	Yes	Schoolwide	Foster Youth and Low-Income	Community Schools	$ 385,175	0.000%
1	1.6	Program Specialist - Behavior Emphasis	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	$ 185,867	0.000%
1	1.8	School Engagement	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	$ 5,000	0.000%
1	1.9	School Connectedness	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	$ 10,000	0.000%
1	1.10'	Parent Engagement	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	$ 20,000	0.000%
1	1.11	School Messenger	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	$ 5,000	0.000%
2	2.1	Teacher Staffing	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 2,300,650	0.000%
2	2.2	Paraprofessionals	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 1,990,748	0.000%
2	2.3	Outlying School Sites	Yes	LEA-wide	English Learners and Low-Income	Lake Isabella, Taft	$ 250,000	0.000%
2	2.4	Edmentum Curriculum	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 125,000	0.000%
2	2.7	Educational Associates - Technology	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 295,650	0.000%
2	2.8	Impero Contract	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 20,000	0.000%
2	2.9	Hardware Update	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 200,000	0.000%
2	2.10'	CTE Building and Construction Trades	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 138,382	0.000%
2	2.11	Academic Associates	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 397,703	0.000%
2	2.12	Teacher - EL Specialist	Yes	Limited	English Learners	All Schools	$ 189,023	0.000%
2	2.14	Transportation	Yes	LEA-wide	Foster Youth	Community Schools	$ 50,000	0.000%
2	2.15	Frontline	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 10,000	0.000%
2	2.16	Aeries	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 20,000	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

Local Control and Accountability Plan Instructions

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Local Control and Accountability Plan Instructions

Purpose

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

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

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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- Students

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

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

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- 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

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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:

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(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.

    o 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,

    o 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:

    o 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.

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- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o 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:

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- o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

- o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - o 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).

  - o 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.

  - o Indicate the school year to which the baseline data applies.

  - o 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.

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- o 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.

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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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

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- 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.

    o 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.

    o 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.

    o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

    o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o Professional development for teachers.

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- o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - o 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.

  - o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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- 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.

Local Control and Accountability Plan Instructions

Complete the table as follows:

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.

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.

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

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

Complete the table as follows:

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.

Local Control and Accountability Plan Instructions

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.

Local Control and Accountability Plan Instructions

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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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.

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- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

Local Control and Accountability Plan Instructions

- o 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)**

  - o 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)**

  - o 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)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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