

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Contact Name and Title

Email and Phone

Kern County Office of Education

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## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

The Alternative Education program serves students in grades K-12 who are enrolled in Juvenile Court and Community School programs. The combined 2017-18 CBEDS enrollment was 954; however, the program expects to serve over 3,000 students throughout the year in its five Court Schools and eight Community Schools.

Juvenile Court School serves adjudicated, incarcerated, or neglected students from all over the county. The average length of stay in Court School is 46 days. Court School sites include Bridges Career Development Academy, Central School, Erwin Owen High School, Miriam Jamison Children's Center, and Redwood High School.

Community School serves as an educational alternative for students from school districts in the county with campuses geographically located to serve the needs of all Kern County districts, their students, and their families. Community School students are 1) expelled, 2) referred by the district School Attendance Review Board, 3) Probation referred, or 4) referred by a district with parent approval. The average length of stay in Community School is 79 days. Community School sites include Community Learning Center, East Kern Community School, Kelly F. Blanton Student Education Center (which includes Blanton Academy and CLC Tech), Lake Isabella Community School, North Kern Community School, and West Kern Community School.

Most programs operated by Alternative Education operate year-round and are open-entry, open-exit which serves to provide continuous educational services to any student during the year. Alternative Education collaborates with many other county agencies such as mental health, human services, and probation to meet the needs of students.

Alternative Education's student population is 19.8% English Learner (EL) and 97.8% are classified as Low Income. The majority of students are comprised from three ethnicity groups: Hispanic (63.2%), African American (18.4%), and White (16.7%).

The Alternative Education program has experienced declining enrollment over the past eight years. Between January 2017 and January 2018, the program experienced a 12.11% decrease in enrollment. This decline may impact the number of student who participate in services as well as the number of parents/guardians who attend events.

Kern County Superintendent of Schools provides a Foster Youth Services (FYS) program (AB 490) to support a streamlined approach for foster youth educational services. The KCSOS FYS program collaborates with Alternative Education administration and transition counselors, as well as the Kern County Probation Department and Child Welfare. FYS supports Alternative Education students by providing prompt enrollment and supporting Individualized Learning Plans. In addition, FYS communicates regularly with school district liaisons to coordinate educational placements and transitions of foster youth students under (EC) 49069. 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.

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP

Alternative Education strives to serve the "whole" student during his/her enrollment in the program. The program is proud to offer quality academic instruction as well as support in the area of mental health to address issues such as substance abuse and anger management. Two goals with supporting action items have been identified for focus between 2017-18 and 2019-20 school years. A county-level third goal with action items has been identified for foster youth focus between 2017-18 and 2019-20 school years.

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

Action items that support Goal 1 include maintaining a PBIS/After School Coordinator, maintaining a school Social Worker, providing an after school workout program for students, and continuing the partnership with Truancy Reduction and Attendance Coalition of Kern (TRACK).

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

Action items that support Goal 2 include maintaining Program Specialists to assist with Special Education Learning Center support, continuing to upgrade technology hardware, providing staff with professional development, renewing Odysseyware online learning licenses to expand instructional offerings, and providing supports and services to expelled and/or foster youth students.

Goal 3: Coordination of services for foster youth.

The action items within Goal 3 support foster youth countywide. Some of these action items include the exchange of educational and health records, coordination of services with various agencies, and communicating with districts to support improved services for students.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other

information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## **Greatest Progress**

The Alternative Education program has made great strides in implementing technology to support teachers in their instruction and students with their learning. The program's Teacher - Technology Specialist has provided ongoing training for instructional staff on a variety of topics including Google Docs and Slides, NetSupport, Digital Citizenship, Nearpod, Flocabulary, BrainPOP, and Technology with Curriculum. The Teacher - Technology Specialist regularly meets with small groups or individual teachers to provide support in lesson planning using technology in various ways. Many staff members have attended local, state, and national level conferences, such as Computer Using Educators (CUE), to learn new ideas on how to implement technology in the classroom. Starting in June 2017, the Alternative Education program began the transition to Google (G Suite). Full implementation of Google will take place over several years. The program continues to contract with BrightBytes for technology data. Clarity is an online platform of BrightBytes that helps schools determine the impact of their technology on student learning. Teachers and students participate in an online survey one to two times per year. Staff and students have shown growth in nearly all areas of classroom implementation, school and home access, and foundational/online/multimedia skills. Teachers have expressed a desire for additional professional development related to various aspects of technology. The program will be purchasing new student and teacher technology devices using Title I funding for the 2018-19 school year. This will allow the program to be at a 1:1 student to device ratio.

Various curriculum supports have been provided to teachers over the past year. The implementation of the Algebra Scope and Sequence in 2016-17 was followed by the English and Social Science Scopes and Sequences in 2017-18. The Science Scope and Sequence is currently being written to align with NGSS standards. All Scopes and Sequences provide teachers with Power Point presentations, homework assignments, assessments, answer keys, resources, supplemental materials, and the associated Common Core State Standards for every lesson. The Scopes and Sequences are live Google documents and are updated regularly. The Teacher - ELA Specialist and Teacher - Math Specialist are available to consult with teachers, demonstrate lessons, provide instructional reviews, etc. Teachers who utilize the program's English and mathematics intervention programs receive coaching and instructional support from the company's representatives as well as the Alternative Education program's specialists.

The Alternative Education program continues to improve in the area of Career and Technical Education. The Kern Youth @ Work mission is to assist youth, both in and out-of-school, in completing their high school education and beginning a career pathway. This is accomplished by offering exposure to multiple career pathways, showing growth in literacy and numeracy, providing programs that result in a high school diploma or GED, addressing social and emotional needs that are barriers to career goals, and providing training and support leading to college and career readiness. The various career pathway programs that are offered in Alternative Education include the following:

**Construction Pathway:** This pathway consists of a blend of instruction and application. The Kern Youth @ Work classroom modules includes curriculum from The National Center for Construction Education and Research (NCCER) and, upon completion, students may earn the industry-recognized certification in Core Construction. Through instruction-based learning partners, students receive certifications in areas such as basic rigging, forklift operation, and defensive driving. Through work-based learning partners, which includes Habitat for Humanity and Grid Solar Technologies, students learn various trade skills that include plumbing, roofing, electrical, painting, drywall, solar installation, and concrete. This pathway has been in operation at Bridges Career Development Academy since January 2015. In May 2016, Redwood High School began offering the Construction Pathway, as well.

**Medical Pathway:** The Medical Pathway provides students with the foundational skills needed to seek employment in the medical field. Courses offered include Medical Terminology (articulated with Bakersfield College for three credits upon successful completion), BLS healthcare provider CPR/First Aid certification, Medical English, and Community Health. With proper education and training, initial career paths for students could include medical transcription, medical assisting, EMT/paramedic, phlebotomy, among others. This pathway began in January 2017 and is scheduled to expand to six course offerings in fall 2018. The new courses include Lifespan Development (articulated with Bakersfield College for three credits upon successful completion), Medical Math, and Career Readiness for Healthcare.

**Ag Mechanics/Automotive Pathway:** Students who are enrolled at Erwin Owen High School may participate in this pathway. Students learn basic skills related to automotive, Ag mechanics, and welding. Students enrolled in this pathway may also earn ASE (Automotive Service Excellence) certifications in Electrical/Electronic Systems and Light Engine Repair.

**Visual Arts Pathway (Beginning fall 2018):** The Visual Arts Pathway will provide a broad introduction to the visual arts, describe the role of art in world culture, introduce art processes and visual vocabulary, and allow students to complete projects incorporating a variety of mediums and techniques. Articulation with Bakersfield College's Art 1B course in Art Appreciation is being explored.

**Early Education Pathway (Beginning fall 2018):** The Early Education Pathway will offer two extended day courses that will introduce students to the principles of child development from Birth to Grade 3 and curriculum development for early education. The course will be articulated with two child development courses at Bakersfield College with the potential for students to earn six college credits in addition to high school elective credits upon completion with a grade of "B" or better. Successful students will also be offered the opportunity to participate in paid work-based learning hours at the Blanton Childcare Center and have the chance to earn a Medic CPR/First Aid certificate.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

While the Alternative Education program provides supports for English Learners, the program recognizes the need to implement further measures to support the education of EL students. Teachers have been trained in the English Language Development Standards; however, additional training is needed in this area. The county office's EL Coordinator will be providing several half-day trainings for instructional staff related to ELD Standards, language proficiency levels, and language objectives. Follow-up training will be conducted by the program's Teacher - ELD Specialist. During the summer of 2017, select staff attended the two day training "The Basics of a Good EL Program." Additional staff was scheduled to attend "EL Strategic Problem Solving Institute," a five day intensive training that includes the Cycle of Inquiry. This training was cancelled; however, the program is planning to designate a team to attend if/when the training is rescheduled. Other professional development options will be explored if the above training is not rescheduled by mid-year.

Due to the transient population of students served by Alternative Education, assessments such as the CAASPP have historically not provided an accurate portrayal of students' educational accomplishments since they are not typically enrolled in the program for an extended period of time. On state tests, the majority of students score in the "standard not met" category for both English Language Arts/Literacy and Mathematics. In Court and Community Schools, short-term enrollments coupled with a high mobility student population make it difficult to make the connection between CAASPP scores and student achievement. However, the program makes every effort to help students meet the state's academic standards. An increase in the percentage of students achieving "standard met" on the CAASPP can be achieved by utilizing Common Core aligned content area Scopes and Sequences and providing consistent delivery of rigorous, relevant, and engaging lessons.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

Since LCFF Evaluation Rubrics are not available for alternative programs, the Alternative Education program utilized 2017 CAASPP scores to determine the following gaps for English Learners and Students with Disabilities:

### English Learners in Court School

A total of 27.47% of English Only students met or nearly met standards in overall achievement of English Language Arts/Literacy. In comparison, 9.38% of English Learner students met or nearly met standards in the same area.

In overall achievement for Mathematics, 8.89% of English Only students met or nearly met standards as compared to 0% of English Learner students.

### English Learners in Community School

A total of 23.82% of English Only students exceeded, met, or nearly met standards in overall achievement of English Language Arts/Literacy. In comparison, 7.37% of English Learner students nearly met standards in the same area.

In overall achievement for Mathematics, 6.77% of English Only students met or nearly met standards as compared to 0% of English Learner students.

#### Student with Disabilities in Court School

A total of 0% of Students with Disabilities exceeded, met, or nearly met standards in overall achievement of English Language Arts/Literacy. In comparison, 27.35% of students with no reported disability exceeded, met, or nearly met standards in the same area.

In overall achievement for Mathematics, 0% of Students with Disabilities met or nearly met standards. A total of 7.89% of students with no reported disability met or nearly met standards in the same area.

#### Students with Disabilities in Community School

A total of 4.17% of students nearly met standards in overall achievement of English Language Arts/Literacy. In comparison, 22.99% of students with no reported disability exceeded, met or nearly met standards in the same area.

In overall achievement for Mathematics, 0% of Students with Disabilities met or nearly met standards as compared to 6.8% of students with no reported disability.

As mentioned in the Greatest Needs section, the county office's EL Coordinator will be providing training for instructional staff related to ELD during the 2018-19 school year. Special Education Program Specialists will work with Special Education and general education instructional staff to provide the necessary instructional supports for students who receive services.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

### Increased or Improved services

Since 97.8% of the Alternative Education program's students are considered low-income, most action items are directed toward meeting the social emotional and academic needs of all students. In an effort to continue to increase and improve services for specific populations, there are a total of 14 action items dedicated to low income students, English Learners, and/or foster youth in Goals 1 and 2, including providing bus passes to students with extenuating transportation challenges, renewing Rosetta Stone licenses, and partnering with Youth 2 Leaders to prepare foster youth to attend college and to provide mentoring pre and post enrollment. Goal 3 is dedicated entirely to foster youth students throughout the county.

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$242,013,320
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$6,686,777

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

KCSOS provides fiscal, instructional, and LCAP support services to 47 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 specified above for the 2018-19 school year include salaries and operating expenditures as well as capital outlay for the entire KCSOS organization. Of the Total General Fund Expenditures, Alternative Education accounts for 8.7%, Special Education accounts for 40.5%, Administrative Agencies accounts for 22.6%, and other County operated programs account for 28.3%.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$43,148,483

# Annual Update

**LCAP Year Reviewed: 2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

All students will demonstrate growth in their social and emotional development.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6, 9, and 10

Local Priorities:

## Annual Measureable Outcomes

Expected

Actual

Outcome #1

Priority 3(a): Parental Involvement - Efforts to seek parent input in making decisions for district and school sites

Parent/Guardian responses on the 2018 LCAP survey will increase from 90% to 91% of parents/guardians who agree that Court and Community Schools actively seek parent/guardian input into decisions related to their student's education through surveys, IEP meetings, parent conferences, etc.

In 2016-17

Number of Court School Site Council meetings: 4

Parent/Guardian responses on the 2018-19 LCAP survey increased from 90% to 92% of parents/guardians who agree that Court and Community Schools actively seek parent/guardian input into decisions related to their student's education through surveys, IEP meetings, parent conferences, etc. Less than 2% of parents disagreed with this statement while 6% were undecided.

In 2017-18

Number of Court School Site Council meetings: 5

## Expected

Number of Community School Site Council meetings: 5

Number of Court School English Learner Advisory Committee meetings: 2

Number of Community School English Learner Advisory Committee meetings: 2

Number of District English Learner Advisory Committee meetings: 1

Number of Court School Back to School Nights: 2

Number of Community School Back to School Nights: 8

Number of LCAP Town Hall meetings: 4

Number of parent/guardian participants at LCAP Town Hall meetings: 66

Number of parent/guardian 2017 LCAP survey respondents: 63

Number of Parent Project participants: 62

Outcome #2

Priority 3(b): Parental Involvement - Efforts to seek participation of parents of unduplicated pupils

## Actual

Number of Community School Site Council meetings: 4

Number of Court School English Learner Advisory Committee meetings: 2

Number of Community School English Learner Advisory Committee meetings: 2

Number of District English Learner Advisory Committee meetings: 1

Number of Court School Back to School Nights: 4

Number of Community School Back to School Nights: 5

Number of LCAP Town Hall meetings: 4

Number of parent/guardian participants at LCAP Town Hall meetings: 64

Number of parent/guardian 2018 LCAP survey respondents: 69

Number of Parent Project participants: 9

### Expected

EL Students: All school documents will continue to be provided both in English and Spanish. Increase participation in LCAP Town Hall meetings by 5% over 2017 meetings (from 14 to 15 parents/guardians)

Low Income: 96% of students are low income and therefore parents participating in scheduled meetings will represent these students. This practice will be continued.

Foster Youth/Homeless: Parents/Guardians will continue to be invited to attend all events.

#### Outcome #3

Priority 3(c): Parental Involvement - Efforts to seek participation for pupils with exceptional needs.

Parents/Guardians will continue to be invited to attend all events.

Parents/Guardians will continue to be invited to attend 30 day, annual, and triennial IEP meetings.

Parents/Guardians will continue to be invited to meeting with staff should students have areas of concern.

#### Outcome #4

Priority 6(a): School Climate - Suspension Rate

Suspension Rate: Will decrease from 4.8% to 4.6%

### Actual

EL Students: All documents were provided in both English and Spanish.

Number of parent/guardian participants of EL students at LCAP Town Hall meetings: 20

Low Income: Parents/Guardians of low income students were invited to participate in scheduled meetings.

Foster Youth/Homeless: Parents/Guardians of foster youth/homeless students were invited to attend all events.

Parents/Guardians of pupils with exceptional needs were invited to attend all events.

Parents/Guardians of pupils with exceptional needs were invited to attend 30 day, annual, and triennial IEP meetings.

Parents/Guardians of pupils with exceptional needs were invited to meet with staff if they had concerns.

Suspension rate decreased from 4.8% to 0.06% (through 4/6/18)

## Expected

## Actual

### Outcome #5

#### Priority 6(b): School Climate - Expulsion Rate

The Alternative Education program does not expel students.

N/A

### Outcome #6

#### Priority 6(c): School Climate - Other local measures and sense of safety and school connectedness

LCAP survey data: Increase the number of respondents who feel safe at school by 1% over the 2017 survey (staff increase from 80.6% to 81.6%; students increase from 71.3% to 72.3%).

LCAP survey data: The percentage of staff who feel safe at school increased from 80.6% in 2017 to 87.8% in 2018, with an additional 5.3% of staff indicating they were "undecided." The percentage of students who feel safe at school increased from 71.3% in 2017 to 74.0% in 2018, with an additional 10.9% of students indicating they were "undecided."

#### Community School Safety Plan goals:

5% reduction in the number of fights and threatening verbal altercations (from 131 to 124)

5% reduction in the number of assaults (from 35 to 33)

5% reduction in incidents/suspensions for students in possession of or under the influence of intoxicants (from 67 to 64)

5% reduction in the number of incidents of tagging/graffiti (from 10 to 9.5)

5% reduction in incidents of vandalism (from 6 to 5.7)

#### Community School Safety Plan data (from 2016-17):

18.3% decrease in the number of fights and threatening verbal altercations (107)

17% decrease in the number of assaults (29)

33% decrease in incidents/suspensions for students in possession of or under the influence of intoxicants (45)

70% decrease in the number of incidents of tagging/graffiti (3)

50% decrease in incidents of vandalism (3)

#### Positive Behavior Interventions and Supports (PBIS):

Blanton Academy: solidifying Tiers 1 and 2 while approaching implementation of Tier 3

#### Positive Behavior Interventions and Supports (PBIS):

Blanton Academy: Tier 2

Expected

Actual

All other Community School sites: various stages of Tier 2 implementation

All other Community School sites: All sites in implementation stages of Tier 2

Outcome #7

Priority 9: Coordination of Services for Expelled Youth

Maintain frequency of meetings held with referring district personnel: Quarterly

Maintain frequency of meetings held with the superintendents of Kern County districts: Monthly

Maintain frequency of District Student Tracking List monitoring: Monthly

Maintain frequency of KHSD Referral List monitoring: Monthly

Frequency of meetings held with referring districts: Quarterly  
Frequency of meetings held with the superintendents of Kern County districts: Monthly

Frequency of District Student Data Tracking List monitoring: Monthly

Frequency of KHSD Referral List monitoring: Monthly

Outcome #8

Priority 10: Coordination of Services for Foster Youth

Maintain frequency of meetings held between Director and Foster Youth Services Liaison: Monthly

Maintain frequency of meetings held between school site administrators and Foster Youth Services Liaison: Quarterly

Maintain frequency of transition counselors attendance at AB 490 liaison meetings: Quarterly

Percent of foster youth students engaged in at least one extra-curricular personal development activity, training, etc.: at least 30%

In compliance with EC 42921(d), all foster youth will continue to receive the following services:

- prompt foster youth evaluation

Frequency of meetings held between Administrator and Foster Youth Services Liaison: Quarterly

Frequency of meetings held between school site administrators and Foster Youth Services Liaison: Quarterly

Frequency of transition counselors attendance at AB 490 liaison meetings: Quarterly

Percent of foster youth students engaged in at least one extra-curricular personal development activity, training, etc.: 36%

In compliance with EC 42921(d), all foster youth received the following services:

- prompt foster youth evaluation

### Expected

- 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

### Actual

- 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

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide professional development to help staff develop classroom practices and school cultures that foster self-confidence, self-esteem, and academic success among all students.	Staff attended a full-day professional development training in August 2017 and a half-day professional development training in February 2018. Both trainings directly related to developing classroom practices and school cultures that foster self-confidence, self-esteem, and academic success among all students.	\$10,000 LCFF Professional Consulting; Supplemental/ Concentration	\$11,106.71 LCFF Professional Consulting; Supplemental/ Concentration

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain a PBIS/After School Coordinator.	A PBIS/After School Coordinator was maintained.	\$67,774 LCFF Certificated Salaries; Supplemental/ Concentration	\$66,350.00 LCFF Certificated Salaries; Supplemental/ Concentration

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		\$29,307 LCFF Classified Salaries; Supplemental/ Concentration	\$29,638.99 LCFF Certificated Benefits; Supplemental/ Concentration

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to expand implementation of Positive Behavior Interventions and Supports (PBIS).	School sites continue to work toward fully implementing PBIS, which can take up to seven years. Funds were spent on staff training and student incentives.	\$7,500 LCFF Professional Consulting; Supplemental/ Concentration	\$5,830.15 LCFF Professional Consulting; Supplemental/ Concentration

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide public and private mental health counseling on Community School campuses (e.g., ART, Matrix, etc.).	Mental health clinicians provide educationally related mental health services to students who have an identified need in their IEP. The funding for these clinicians is provided by the SELPA.	\$70,000 LCFF Certificated Salaries; Supplemental/ Concentration \$30,000 LCFF Certificated Benefits; Supplemental/ Concentration	\$0

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain a Social Worker for Community Schools to address barriers to school attendance and success.	A Social Worker has been maintained to address barriers to school attendance and success.	\$120,000 LCFF Services; Supplemental/ Concentration	\$120,000 LCFF Services; Supplemental/ Concentration

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain countywide collaboration to address attendance issues.	The Community School program continues to work with the Kern High School District to meet the needs of their SARB requirement. There is a joint effort between Alternative Education and KHSD to ensure all students are accounted for and enrolled in school. In addition, the program works collaboratively with School Community Partnerships to secure the services of TRACK (Truancy Reduction Attendance Coalition of Kern). A universal referral is utilized to ensure students are being referred for appropriate intervention services, including truancy.	No cost to program	No cost to program

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Kern County Probation Department contract at Blanton Academy to continue to provide intensive supervision and intervention for court ordered and probation referred youth.	Kern County Probation Department contract maintained for the 2017-18 school year.	\$275,000 LCFF Services; Supplemental/ Concentration	\$275,000 LCFF Services; Supplemental/ Concentration

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to utilize nine campus supervisors at various Community School sites to improve school climate through regular classroom visits, building relationships with students, and helping to ensure campus safety.	Eight campus supervisors were utilized at various Community School sites to improve school climate through regular classroom visits, building relationships with students, and helping to ensure campus safety.	\$338,000 LCFF Classified Salaries; Supplemental/ Concentration \$182,000 LCFF Classified Benefits; Supplemental/ Concentration	\$254,816.58 LCFF Classified Salaries; Supplemental/ Concentration \$106,678.71 LCFF Classified Benefits; Supplemental/ Concentration

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide Nonviolent Crisis Response Training (CPI) to all Community School staff.	A total of nine two-day initial trainings and eight one-day recertification trainings were provided to staff during the 2017-18 school year.	\$7,000 LCFF Professional Consulting; Supplemental/ Concentration	\$7,000 LCFF Professional Consulting; Supplemental/ Concentration

## Action 10

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Annually conduct safety/emergency drills program wide. Review and update the Community School Safety Plan annually.

The program participated in the Great Shakeout in October 2017. School sites conducted fire drills, disaster drills, and lockdown drills. In addition, each school site has its own School Safety Plan.

No cost to program

No cost to program

## Action 11

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Biannually review the condition of facilities to ensure that school campuses are in good repair as indicated on the Facilities Inspection Tool (FIT).

The Facilities Inspection Tool (FIT) is included in the School Accountability Report Card, which is updated every February and posted to the website. It indicates all Court and Community Schools are in safe, operable conditions.

No cost to program

No cost to program

## Action 12

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Maintain seven Transition Counselors.

Seven Transition Counselors were maintained.

\$468,000 Title I  
Certificated Salaries  
\$252,000 Title I  
Certificated Benefits

\$485,917.03 Title I  
Certificated Salaries  
\$191,744.88 Title I  
Certificated Benefits

## Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide opportunities for field trips to places such as museums, leadership conferences, and college campuses.	As opportunities arise, students are selected to attend various types of field trips. Activities may include leadership conferences, such as Leaders in Life, and tours of college campuses and programs.	\$5,000 LCFF Travel and Conferences; Supplemental/Concentration	\$3,000 LCFF Travel and Conferences; Supplemental/Concentration

## Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Establish a committee to investigate the creation of mascots at each school site and provide apparel and merchandise to students to foster a sense of community.	Schools sites are in various stages of selecting their mascot, purchasing school-related merchandise, painting murals, etc.	\$5,000 LCFF Supplies; Supplemental/Concentration	\$5,000 LCFF Supplies; Supplemental/Concentration

## Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Establish a program-wide intramural sports program.	The program did not establish an intramural sports program. (See Analysis section.)	\$4,000 LCFF Certificated Salaries; Supplemental/Concentration \$2,000 LCFF Classified Salaries; Supplemental/Concentration \$2,000 LCFF Supplies; Supplemental/Concentration	\$0

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

\$2,000 LCFF Travel and  
Conferences;  
Supplemental/  
Concentration

## Action 16

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Continue outreach efforts to  
parents/guardians of students identified  
with exceptional needs, as foster youth, as  
low income, as English learners, and/or as  
homeless.

The program makes efforts to  
communicate with parents/guardians  
through phone calls, postcards, parent  
conferences, and invitations to participate  
in SSC/ELAC/DELAC.  
Parents/Guardians are invited to attend  
annual Back to School Night and Town  
Hall events. The implementation of  
School Messenger has increased the  
amount of contact between  
parents/guardians and school sites since  
its implementation in December 2015.

\$5,000 LCFF  
Communications;  
Supplemental/  
Concentration

\$0

## Action 17

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Continue to collaborate with Truancy  
Reduction and Attendance Coalition of  
Kern (TRACK) to help ensure parental  
involvement in students' regular  
attendance at school.

During the 2017-18 school year, a total of  
four Master of Social Work interns were  
placed at school sites.

No cost to program

No cost to program

## Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to refer parents/guardians to Parent Project/Parents on a Mission classes provided by School-Community Partnerships.	Parent Project classes took place in October 2017 and April 2018. These classes were available to all parents/guardians of Court and Community School students through the program's partnership with School Community Partnerships, who provide staffing, materials, etc.	No cost to program	No cost to program

## Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Utilize available functions in Aeries.net to allow parents online access to their student's progress.	The Parent Portal went live in September 2017.	No cost to program	No cost to program

## Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue the use of School Messenger to improve and increase communication with parents/guardians.	School Messenger continues to be used by school sites to communicate with parents/guardians.	\$3,000 LCFF Services; Supplemental/ Concentration	\$2,551.50 LCFF Services; Supplemental/ Concentration

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services for Goal 1 have been partially or fully implemented with the exception of Action #15. The program has attempted to establish a program-wide intramural sports program for several years. Staffing logistics and a high turnover rate of students has prevented this action item from being implemented. However, an after school workout program has been established. R-12 Fit Club provides students with personal training and coaching, mentoring, motivation, and nutritional coaching. Students are able to improve their health, relieve stress, set and achieve new goals, as well as gain confidence in themselves.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

With the exception noted above, the action items and services associated with Goal 1 were deemed effective.

Staffing was successfully implemented to complete action items 2, 3, 4, 5, 8, and 12.

Contracts and collaborations are in place with progress being made to achieve action items 6, 7, and 17.

Various trainings were offered to meet action items 1 and 9.

Campus safety was ensured by completing action items 10 and 11.

Opportunities for student engagement were provided through action items 13 and 14.

Outreach to parents/guardians was achieved through implementing action items 16, 18, 19, and 20.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures for Goal 1 totaled \$1,164,581 (LCFF funds only). Actual expenditures were approximately \$886,972.64 (LCFF funds only). The largest discrepancies between budgeted expenditures and actual expenditures were for action items #4 and #8. For action item #4, the county office's SELPA covered the expense of mental health staff. For action item #8, the program functioned with

eight campus supervisors for the majority of the school year instead of nine. During the summer of 2017, one campus supervisor elected to seek employment elsewhere and that position was not filled due to declining enrollment.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on data from 2017-18, Expected Annual Measurable Outcomes may have changed due to higher or lower outcomes than expected. In Goal 1, the following outcomes were modified for the 2018-19 and 2019-20 school years based on data from the 2017-18 school year: 1-3, 7-8, 10-13, 19, 21-23, 28, and 31-32. Please see these outcomes in Goal 1 for specific changes.

Overall program analysis of this goal indicate the efforts made through staffing, programs, and opportunities to support the social and emotional health of Alternative Education students has been successful. The program plans to continue to provide support for students in this area.

## Goal 2

All students will demonstrate growth in literacy and numeracy leading to college and career paths.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8, 9, and 10

Local Priorities:

## Annual Measureable Outcomes

Expected

Actual

Outcome #1

Priority 1(a): Basic Services - Teachers appropriately assigned and fully credentialed

## Expected

## Actual

Increase from 98% to 99% of teachers who are fully credentialed  
Maintain 100% of teachers who are appropriately assigned  
Increase from 98% to 99% of teachers who hold appropriate EL authorization

100% of teachers are fully credentialed  
100% of teachers are appropriately assigned  
99% of teachers hold appropriate EL authorization

### Outcome #2

Priority 1(b): Basic Services - Pupils access to standards-aligned materials

Maintain 100% of students have access to standards-aligned materials

100% of students have access to standards-aligned materials

### Outcome #3

Priority 1(c): Basic Services - School facilities maintained in good repair

Maintain all facilities have an overall rating of "Good" as indicated on the FIT report

All facilities have an overall rating of "Good" as indicated on the FIT report

### Outcome #4

Priority 2(a): Implementation of State Standards - Implementation of California academic and performance standards

On the 2017 LCAP survey, 88.6% of certificated staff and 91.7% of administrators agreed with the statement, "Instruction at my school is aligned to the Common Core State Standards."

On the 2018 LCAP survey, 92.8% of certificated staff and 81.8% of administrators agreed with the statement, "Instruction at my school is aligned to the Common Core State Standards."

### Outcome #5

## Expected

## Actual

Priority 2(b): Implementation of State Standards - Programs/Services to enable English learners access to CCSS and ELD Standards

89% of teachers will attend professional development activities related to implementation of CCSS and ELD Standards

77% of teachers received professional development training related to implementing curriculum utilizing CCSS as it relates to their specific content area. Additional professional development related specifically to ELD Standards will be provided during the 2018-19 school year.

### Outcome #6

Priority 4(a): Pupil Achievement - Statewide Assessments

CELDT: increase from 33.3% to 36% of Court and Community School ELs who will improve their English proficiency by at least one level over the 2016-17 administration.

CAASPP Standard Met/Standard Exceeded rate:

Court School English: increase from 6% to 7%

Court School Math: increase from 0% to 1%

Community School English: increase from 4% to 5%

Community School Math: increase from 1% to 2%

CST Science Proficient/Advanced rate:

Court School 8th grade: increase from 14% to 15%

Court School 10th grade: increase from 11% to 12%

Community School 5th grade: increase from 0% to 1%

Due to the transition to ELPAC, the CELDT was only used for initial assessments during the 2017-18 school year. ELPAC baselines will be established based on spring 2018 testing.

CAASPP Standard Met/Standard Exceeded rate:

Court School English: 7.8%

Court School Math: 2.17%

Community School English: 6.53%

Community School Math: 0.80%

CST Science Proficient/Advanced rate:

2017-18 was a pilot year for the California Science Test (CAST). No scores are available.

## Expected

## Actual

Community School 8th grade: increase from 6% to 7%  
Community School 10th grade: increase from 9% to 10%

### CAASPP results:

Increase from 21% to 22% of Court School students and from 29% to 30% of Community School students who are At/Near Standard or Above Standard in Reading (demonstrating understanding of literary and nonfictional texts)

Increase from 16% to 17% of Court School students and from 17% to 18% of Community School students who are At/Near Standard or Above Standard in Writing (producing clear and purposeful writing)

Increase from 2% to 3% of Court School students and from 3% to 4% of Community School students who are At/Near Standard or Above Standard in Math Concepts and Procedures (applying mathematical concepts and procedures)

Increase from 22% to 23% of Court School students and 21% to 22% of Community School students who are At/Near Standard or Above Standard in Problem Solving and Modeling/Data Analysis (using appropriate tools and strategies to solve real world and mathematical problems)

### CAASPP Results:

26.95% of Court School students and 28.99% of Community School students were Near Standard or Above Standard in Reading (demonstrating understanding of literary and nonfictional texts)

17.02% of Court School students and 17.21% of Community School students were Near Standard or Above Standard in Writing (producing clear and purposeful writing)

4.38% of Court School students and 3.40% of Community School students were Near Standard or Above Standard in Math Concepts and Procedures (applying mathematical concepts and procedures)

8.76% of Court School students and 12.40% of Community School students were Near Standard or Above Standard in Problem Solving and Modeling/Data Analysis (using appropriate tools and strategies to solve real world and mathematical problems)

### Outcome #7

Priority 4(b): Pupil Achievement - Academic Performance Index

This measure is not being provided by the state at this time.

N/A

### Outcome #8

Priority 4(c): Pupil Achievement - Percentage of pupils completing a-g or CTE sequences/programs

Expected	Actual
Increase by 5% (from 28 to 29 students)	22 students completed a-g or CTE sequences/programs
<p>Outcome #9</p> <p>Priority 4(d): Pupil Achievement - Percentage of EL pupils making progress towards English proficiency</p> <p>AMAO 1: 33%</p> <p>AMAO 2: 20%</p>	<p>Due to the transition from CELDT to ELPAC, the percentage of ELs who are making annual progress in English and/or have attained the English proficient level on the CELDT cannot be determined.</p>
<p>Outcome #10</p> <p>Priority 4(e): Pupil Achievement: English Learner reclassification rate:</p> <p>Reclassification rate: 2.0%</p>	<p>Reclassification rate: 1.4%</p>
<p>Outcome #11</p> <p>Priority 4(f): Pupil Achievement - Percentage of pupils passing AP exam with a 3 or higher</p> <p>N/A</p>	<p>N/A</p>
<p>Outcome #12</p> <p>Priority 4(g): Pupil Achievement - Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other)</p>	

Expected	Actual
<p>Percentage of students who scored Standard Exceeded on CAASPP:</p> <p>Court School English: increase from 1.0% to 1.5%</p> <p>Court School Math: increase from 0% to 0.5%</p> <p>Community School English: increase from 0% to 0.5%</p> <p>Community School Math: increase from 0% to 0.5%</p>	<p>CAASPP Standard Exceeded percentages:</p> <p>Court School English: 0%</p> <p>Court School Math: 0%</p> <p>Community School English: 0.77%</p> <p>Community School Math: 0%</p>
<p>Outcome #13</p> <p>Priority 5(a): Pupil Engagement - School Attendance Rate</p> <p>Court School: increase from 93.85% to 94%</p> <p>Community School: increase from 83.4% to 84%</p>	<p>Court School: 92.4% (through 4/6/18)</p> <p>Community School: 80.3% (through 4/6/18)</p>
<p>Outcome #14</p> <p>Priority 5(b): Pupil Engagement - Chronic Absenteeism Rate</p> <p>Court School: decrease from 13.9% to 12.9%</p> <p>Community School: decrease from 54% to 52.0%</p>	<p>Court School: 6.15% (through 4/6/18)</p> <p>Community School: 42.27% (through 4/6/18)</p>
<p>Outcome #15</p> <p>Priority 5(c): Pupil Engagement - Middle School Dropout Rate</p> <p>This data is not tracked by the Alternative Education program.</p>	<p>N/A</p>
<p>Outcome #16</p> <p>Priority 5(d): Pupil Engagement - High School Dropout Rate</p> <p>12.20% (2014/15 data; County Offices of Education are assigned the countywide high school dropout rate)</p>	<p>10.80% (2015-16 data; County Offices of Education are assigned the countywide high school dropout rate)</p>
<p>Outcome #17</p>	

### Expected

### Actual

#### Priority 5(e): Pupil Engagement - High School Graduation Rate

82.54% (2014-15 data; County Offices of Education are assigned the countywide high school graduation rate)

84.30% (2015-16 data; County Offices of Education are assigned the countywide high school graduation rate)

#### Outcome #18

Priority 7(a): Course Access - Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils

Number of students enrolled in CTE: 142

Number of students enrolled in UC/CSU required courses (grades 9-12): N/A

Number of AP courses offered (grades 9-12): N/A

Number of students enrolled in exploratory career pathways: 15  
(Construction Pathway: 11; Medical Pathway: 4)

Number of students enrolled in CTE: 91

Number of students enrolled in UC/CSU required courses (grades 9-12): N/A

Number of AP courses offered (grades 9-12): N/A

Number of students enrolled in exploratory career pathways: 91  
(Construction Pathway: 47; Medical Pathway: 12; Auto/Ag Mechanic Pathway: 32)

#### Outcome #19

Priority 7(b): Course Access - Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils

All courses of study are offered to all student populations.  
EL classes are offered at two campuses.

All courses of study were offered to all student populations.  
Designated EL classes were offered at two campuses. All classes offer SDAIE strategies for English Learners.

#### Outcome #20

Priority 7(c): Course Access - Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs

### Expected

### Actual

Students are ensured all services and programs identified in their IEPs  
Number/rate of course offerings for students with exceptional needs: 12 Learning Centers

Students are ensured all services and programs identified in their IEPs  
Number/rate of course offerings for students with exceptional needs: 10 Learning Centers

#### Outcome #21

#### Priority 8 - Other Pupil Outcomes

STAR Renaissance Pre/Post average growth:

Court School Reading: maintain 9 months

Court School Math: maintain 10 months

Community School Reading: improve to 1 month

Community School Math: improve to 2 months

Comprehensive Adult Student Assessment System (CASAS) scores:

maintain a minimum of 90% of students who increase by at least one Educational Functional Level on the CASAS

Average credits accumulated by enrollment (Fall 2016 data):

Court School: maintain 16.25 credits (average enrollment of 28 days)

Community School: increase to 17 credits (average enrollment of 54 days)

STAR Renaissance Pre/Post average growth

Court School Reading: 10 months

Court School Math: 7 months

Community School Reading: 12 days

Community School Math: 12 days

Comprehensive Adult Student Assessment System (CASAS) scores:

The CASAS was not used as an assessment tool during the 2017-18 school year due to the WIOA grant, which tracked this data, coming to an end. A new CTEC employment soft skills pre and post test assessment is being piloted with baseline data available in May 2018.

Average credits accumulated by enrollment (Fall 2017 data):

Court School: 16.43 credits (average enrollment of 46 days)

Community School: 16.76 (average enrollment of 79 days)

#### Outcome #22

#### Priority 9: Coordination of Services for Expelled Youth

### Expected

Maintain frequency of meetings held with referring district personnel: Quarterly  
Maintain frequency of meetings held with the superintendents of Kern County districts: Monthly  
Maintain frequency of District Student Tracking List monitoring: Monthly  
Maintain frequency of KHSD Referral List monitoring: Monthly

### Outcome #23

#### Priority 10: Coordination of Services for Foster Youth

Maintain frequency of meetings held between Directors and Foster Youth Services Liaison: Monthly  
Maintain frequency of meetings held between school site administrators and Foster Youth Services Liaison: Quarterly  
Maintain frequency of transition counselors attendance at AB 490 liaison meetings: Quarterly  
Percent of Foster Youth students engaged in at least one extra-curricular personal development activity, training, etc.: at least 30%

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

### Actual

Frequency of meetings held with referring district personnel: Quarterly  
Frequency of meetings held with the superintendents of Kern County districts: Monthly  
Frequency of District Student Tracking List monitoring: Monthly  
Frequency of KHSD Referral List monitoring: Monthly

Frequency of meetings held between Administrator and Foster Youth Services Liaison: Quarterly  
Frequency of meetings held between school site administrators and Foster Youth Services Liaison: Quarterly  
Frequency of transition counselors attendance at AB 490 liaison meetings: Quarterly  
Percent of Foster Youth students engaged in at least one extra-curricular personal development activity, training, etc.: 36%

In compliance with EC 42921(d), all foster youth received 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

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain one Community School site to serve students in northwest Bakersfield.	Sillect Community School was maintained to serve students in northwest Bakersfield.	\$338,000 LCFF Services; Supplemental/ Concentration	\$338,000 LCFF Services; Supplemental/ Concentration

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase from ten to eleven teachers maintained in order to retain established and trained educators to provide quality instruction for all students.	Eleven teacher were maintained in order to retain established and trained educators to provide quality instruction for all students.	\$788,900 LCFF Certificated Salaries; Supplemental/ Concentration \$338,100 LCFF Certificated Benefits; Supplemental/ Concentration	\$788,900 LCFF Certificated Salaries; Supplemental/ Concentration \$338,100 LCFF Certificated Benefits; Supplemental/ Concentration

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain paraprofessionals program wide in order to continue the 1:1 teacher/paraprofessional ratio in every classroom to provide individual and small	Paraprofessionals were maintained program wide in order to continue the 1:1 teacher/paraprofessional ratio in every classroom to provide individual and small	\$1,430,000 LCFF Classified Salaries;	\$1,374,414.59 LCFF Classified Salaries;

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
group instructional support to assist students to achieve academic success.	group instructional support to assist students to achieve academic success.	Supplemental/ Concentration \$770,000 LCFF Classified Benefits; Supplemental/ Concentration	Supplemental/ Concentration \$737,988.37 LCFF Classified Benefits; Supplemental/ Concentration

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Biannually review teacher assignments to assure appropriate assignment.	Teacher assignments are reviewed biannually to assure appropriate assignment.	No cost to program	No cost to program

#### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide necessary professional development for credentialing support (BTSA and/or CASC).	The program did not have any teachers or administrators who qualified for credentialing support through the Teacher Induction program (BTSA) or CASC.	\$20,000 LCFF Professional Consulting; Supplemental/ Concentration	\$0

#### Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain systematic plan for allowing teachers to participate in learning walks.	This action item was not included in the Single Plan for Student Achievement and, therefore, was not completed.	\$5,000 Title I Professional Consulting	\$0

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure the implementation of adopted curriculum, Common Core State Standards strategies, and technology.	During classroom walkthroughs and observations, administrators look for the use of adopted curriculum, CCSS strategies, and technology. In addition, administrators are able to utilize C3 to assist during classroom walkthroughs.	No cost to program	No cost to program

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Math Specialist.	Teacher - Math Specialist was maintained.	\$105,930 Title I Certificated Salaries \$34,009 Title I Certificated Benefits	\$68,696 Title I Certificated Salaries \$26,240.98 Title I Certificated Benefits

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide professional development for all levels of math courses.	Professional development is consistently and regularly provided to teachers in the areas of foundational math skills and Algebra. This support is provided by the Teacher - Math Specialist as well as outside publisher consultants. No additional funds were spent.	\$3,500 LCFF Certificated Salaries; Supplemental/ Concentration \$1,500 LCFF Classified Salaries; Supplemental/ Concentration	\$0

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Program Specialist hired to assist with Special Education Learning Center staff support.	Program Specialist maintained.	\$90,602 LCFF Certificated Salaries; Supplemental/ Concentration \$33,795 LCFF Certificated Benefits; Supplemental/ Concentration	\$96,953 LCFF Certificated Salaries; Supplemental/ Concentration \$35,130.99 LCFF Certificated Benefits; Supplemental/ Concentration

## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Program Specialist hired to provide professional development for Special Education Learning Center teachers.	Program Specialist maintained.	\$96,385 LCFF Certificated Salaries; Supplemental/ Concentration \$30,574 LCFF Certificated Benefits; Supplemental/ Concentration	\$96,473 LCFF Certificated Salaries; Supplemental/ Concentration \$30,427.85 LCFF Certificated Benefits; Supplemental/ Concentration

## Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLC teams will meet on a monthly basis to collaborate on lessons, share best practices, and analyze data and utilize results to inform instruction.	PLC teams met four times during the course of the year to collaborate on lessons, share best practices, and	\$2,000 LCFF Travel and Conferences; Supplemental/ Concentration	\$500 LCFF Travel and Conferences; Supplemental/ Concentration

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

analyze data and utilize results to inform instruction.

### Action 13

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Maintain Educational Associate/  
Technology.

Educational Associate maintained.

\$62,815 LCFF  
Classified Salaries;  
Supplemental/  
Concentration  
\$28,900 LCFF  
Classified Benefits;  
Supplemental/  
Concentration

\$64,670.99 LCFF  
Classified Salaries;  
Supplemental/  
Concentration  
\$28,954.51 LCFF  
Classified Benefits;  
Supplemental/  
Concentration

### Action 14

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Provide professional development for instructional staff to utilize hardware and effectively implement educational software and technology-based curriculum and resources.

The Teacher - Technology Specialist, in conjunction with outside vendors, trained various staff members in a variety of areas including Google Classroom, Nearpod, and Net Support.

\$10,000 Title I  
Professional Consulting

\$10,000 Title I  
Professional Consulting

## Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Contract with BrightBytes to inform 21st century learning opportunities to integrate technology into daily instruction.	The program continued to contract with BrightBytes to collect data that informs needs regarding hardware, software, and professional development.	\$7,000 LCFF Professional Consulting; Supplemental/Concentration	\$7,012 LCFF Professional Consulting; Supplemental/Concentration

## Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase bandwidth, connectivity, reliability, and infrastructure throughout Court and Community Schools.	During the 2017-18 school year, no improvements were made in bandwidth, connectivity, reliability, and infrastructure throughout Court and Community Schools. Updates are planned for the 2018-19 school year.	\$35,000 LCFF Communications/Equipment; Supplemental/Concentration	\$0

## Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Update hardware that is more than six years old at Court and Community School sites.	The program continues to update hardware that is more than six years old.	\$105,000 LCFF Non-Capitalized Equipment; Supplemental/Concentration	\$100,000 LCFF Non-Capitalized Equipment; Supplemental/Concentration

## Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Renew Odysseyware licenses.	Odysseyware licenses were renewed.	\$80,000 LCFF Professional Consulting; Supplemental/ Concentration	\$33,487 LCFF Professional Consulting; Supplemental/ Concentration

## Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide targeted instruction and intervention through a block schedule enrichment period and/or after school lab setting (e.g. Odysseyware, Rosetta Stone, etc.).	Select school sites provide targeted instruction and intervention in an after school lab setting.	\$75,000 LCFF Certificated Salaries; Supplemental/ Concentration \$25,000 LCFF Classified Salaries; Supplemental/ Concentration	\$20,000 Title I Certificated Salaries \$10,000 Title I Classified Salaries

## Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain an assessment schedule for Community School students at all sites using the STAR Renaissance.	Community School sites have maintained the assessment schedule and test students every 90 days.	No cost to program	No cost to program

## Action 21

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide incentives to increase student engagement/improvement in the following areas:</p> <p>Growth on CELDT</p> <p>Growth in STAR Renaissance reading/math scores</p> <p>School attendance</p>	<p>Various school sites provided incentives to increase student engagement/improvement in STAR Renaissance reading/math scores and attendance.</p>	<p>\$6,000 LCFF Supplies; Supplemental/Concentration</p>	<p>\$4,000 LCFF Supplies; Supplemental/Concentration</p>

## Action 22

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Maintain a CTE teacher dedicated to Medical Pathways.</p>	<p>The Medical Pathways teacher was maintained.</p>	<p>\$79,856 LCFF Certificated Salaries; Supplemental/Concentration</p> <p>\$27,562 LCFF Certificated Benefits; Supplemental/Concentration</p>	<p>\$79,855 Grant funding; Certificated Salaries</p> <p>\$26,557 Grant funding; Certificated Benefits</p>

## Action 23

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to provide a career development program for Court School students to provide job skills training and connect students to community career resources.</p>	<p>Construction Technology teacher was maintained.</p>	<p>\$55,964 LCFF Certificated Salaries; Supplemental/Concentration</p>	<p>\$52,765 LCFF Certificated Salaries; Supplemental/Concentration</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		\$26,932 LCFF Certificated Benefits; Supplemental/ Concentration	\$25,542 LCFF Certificated Benefits; Supplemental/ Concentration

## Action 24

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide post-secondary preparation opportunities for students (e.g. completion of job applications, registering for Bakersfield College, etc.).	Opportunities are given to students who qualify on as an-needed basis. A Transition Counselor, an Educational Associate, or a Career Associate typically facilitates this. No funding was utilized to complete this action item.	\$5,000 LCFF Travel and Conferences; Supplemental/ Concentration	\$0

## Action 25

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide professional development specific to the CCSS strategies, ELD and SDAIE strategies, and ELA/ELD Framework in order to enable ELs to access the CCSS and the ELD Standards.	Professional development specific to enabling ELs to access the CCSS and ELD Standards was provided on an as-needed basis. Program wide EL training in these areas is planned for 2018-19.	No cost to program	No cost to program

## Action 26

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide professional development and support to teachers on language	Professional development specific to supporting teachers on language	No cost to program	No cost to program

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
proficiency levels and language objectives to provide EL students with full access to the academic content and performance standards and to help ensure improved English proficiency.	proficiency levels and language objectives related to EL students was provided on an as-needed basis. Program wide EL training in these areas is planned for 2018-19.		

## Action 27

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Revise the master schedule at Court and Community Schools to allow for additional ELD time for identified English Learners.	The program continues to research ways to revise the master schedule at Court and Community Schools to allow for additional ELD time for identified English learners.	No cost to program	No cost to program

## Action 28

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Biannually monitor the progress of redesignated students to ensure correct classification, placement, and additional support, if needed.	The Teacher - ELD Specialist biannually monitors the progress of redesignated students to ensure effectiveness of placement. Changes to students' program/schedule are made if students do not show progress.	No cost to program	No cost to program

## Action 29

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Renew Rosetta Stone licenses.	Rosetta Stone licenses were renewed.	\$2,800 Title I Professional Consulting	\$3,875 Title I Professional Consulting

## Action 30

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hold monthly meetings with the Foster Youth Services Liaison.	An Alternative Education administrator met with the Foster Youth Services Liaison on a quarterly basis.	No cost to program	No cost to program

## Action 31

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hold quarterly meetings between Court and Community School site administrators and Foster Youth Services Liaison.	At minimum, quarterly meetings between Court and Community School site administrators and Foster Youth Services Liaison were conducted during scheduled meetings and the Liaison's site visits.	No cost to program	No cost to program

## Action 32

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Transition counselors will attend quarterly AB 490 Liaison meetings.	Transition counselors meet with the Foster Youth Services Liaison on a quarterly basis. The counselors take updated information regarding foster	No cost to program	No cost to program

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

youth back to their school sites to share with staff.

### Action 33

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Partner with Youth 2 Leaders (Y2L) to prepare foster youth to attend college and to provide mentoring pre and post enrollment.

The program partnered with Y2L to prepare foster youth to attend college and to provide mentoring pre and post enrollment.

\$10,000 LCFF Professional Consulting; Supplemental/ Concentration

\$10,000 LCFF Professional Consulting; Supplemental/ Concentration

### Action 34

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

The Foster Youth Services Liaison and Specialist will continue to support Kern County LEAs in developing education plans for foster youth students to facilitate school transitions and coordinate services.

The Foster Youth Services Liaison and Specialist continued to support Kern County LEAs in developing education plans for foster youth students to facilitate school transitions and coordinate services.

\$97,422 Network for Children; Classified Salaries  
\$53,688 Network for Children; Classified Benefits

\$97,422 Network for Children; Classified Salaries  
\$53,688 Network for Children; Classified Benefits

### Action 35

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Provide after school tutoring and mentoring for foster youth.

A certificated teacher is contracted to provide after school tutoring and

\$15,000 Title I Certificated Salaries

\$6,000 Title I Certificated Salaries

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

mentoring for foster youth on an as needed basis.

### Action 36

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Coordinate with referring districts to evaluate student academic and assessment performance. Develop and complete a coordinated services summary report for each foster student.

The Foster Youth Services Liaison provides a four year plan for every foster youth which details what students should be doing academically during each of their high school years. This plan is to follow students back and forth from the Kern High School District to the Alternative Education program.

No cost to program

No cost to program

### Action 37

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Monitor and communicate with partner districts monthly regarding the attendance of expelled youth through the District Student Tracking List.

A Student Data Attendance Clerk monitors the District Student Tracking List on a monthly basis. The program tracks students who are not enrolled or who have not been attending school consistently. The District Student Tracking List is shared with appropriate districts.

No cost to program

No cost to program

## Action 38

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Complete the KHSD Referral List on a monthly basis to monitor the enrollment of expelled youth.	A list is generated on a monthly basis that details the information of students who have been referred to the Alternative Education program but have not yet enrolled. It is shared with Kern High School District. The purpose is to make sure as many students as possible are enrolling and furthering their education.	No cost to program	No cost to program

## Action 39

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hold monthly meetings with the superintendents of Kern County districts regarding coordinating services for referred students.	The Assistant Superintendent of Educational Services attends scheduled superintendents' meetings and has the opportunity to hear current concerns/issues from district superintendents. In addition, the Alternative Education Division Administrator communicates with administration from Kern High School District regarding student enrollment and referral concerns.	No cost to program	No cost to program

## Action 40

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hold quarterly meetings with referring district personnel regarding expelled youth.	Meetings are held quarterly with referring district personnel regarding expelled youth.	No cost to program	No cost to program

## Action 41

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide bus passes to students with extenuating transportation challenges.	All requests for bus passes for students with extenuating transportation challenges were approved. A total of 17 bus passes were issued.	\$10,000 LCFF Services/Other Operating Expenditures; Supplemental/Concentration	\$800 LCFF Services/Other Operating Expenditures; Supplemental/Concentration

## Action 42

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Utilize Aesop, the automated substitute placement and absence management system, to provide qualified substitutes to deliver quality instruction.	The program continues to utilize Aesop to secure high quality substitutes.	\$4,500 LCFF Professional Consulting; Supplemental/Concentration	\$3,819.60 LCFF Professional Consulting; Supplemental/Concentration

## Action 43

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to utilize Aeries.net as the program's student data base system.	The program continues to utilize Aeries.net as its student data base system.	\$11,000 LCFF Professional Consulting; Supplemental/ Concentration	\$15,400 LCFF Professional Consulting; Supplemental/ Concentration

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services for Goal 2 have been partially or fully implemented with the exception of those listed below:

Action #5: The Alternative Education program did not have any teachers or administrators who qualified for the Teacher Induction program (BTSA) or CASC during the 2017-18 school year.

Action #6: This action item was not included in the Single Plan for Student Achievement, which is required in order to spend Title I funds. Teachers were able to participate in learning walks on an informal basis as requested.

Action #12: During the 2016-17 school year, PLC teams were site level based and held monthly. During the 2017-18 school year, PLC teams were based on content areas and held four times during the year to accommodate schedules from various school sites.

Action #16: Technology infrastructure improvements have taken place over the previous two school years. No improvements were needed for the 2017-18 school year. Additional improvements are planned for the 2018-19 school year.

Actions #25 and #26: EL specific professional development was provided as requested on an as-needed basis. In depth program wide EL professional development is planned for the 2018-19 school year.

Action #27: The Alternative Education program has an EL classroom at two Community School sites and is continuing to explore ways to revise the master schedule at all sites to allow for additional ELD time for identified students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

With the exceptions noted above, the action items and services associated with Goal 2 were deemed effective.

Staffing and structures were successfully implemented to complete action items 1, 2, 3, 8, 10, 11, 13, 22, and 23.

Teacher assignments, staff supports (including technology) and professional development were achieved with action items 4, 9, 12, 14, and 17.

Systems, schedules, and programs are in place to complete action items 7 and 20.

Contracts and collaborations are in place to achieve action items 15, 29, 33, 42, and 43.

Student support was offered through action items 18, 19, 21, 24, 28, 34, 35, and 41.

Scheduled meetings and communications were achieved to complete action items 30, 31, 32, 36, 37, 38, 39, and 40.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures for Goal 2 totaled \$4,588,885 (LCFF funds only). Actual expenditures were approximately \$4,183,338.90 (LCFF funds only). The largest discrepancies between budgeted expenditures and actual expenditures were for the following action items:

Action #3: Less than expected funds were spent on paraprofessional salaries and benefits.

Action #5: The Alternative Education program did not have any teachers or administrators who qualified for the Teacher Induction program (BTSA) or CASC during the 2017-18 school year.

Action #9: While an abundance of math trainings were held for teachers, these trainings all took place during the normal work day so there was no need to pay staff extra duty as in previous years.

Action #12: Less than expected funds were spent on mileage expenses related to PLCs.

Action #16: A tremendous amount of upgrading to technology infrastructure, including increasing bandwidth, connectivity, and reliability, was completed during the 2015-16 and 2016-17 school years. No additional improvements were needed in this area in the 2017-18 school year. The program plans to continue upgrades where needed in the 2018-19 school year.

Action #18: Less than expected funds were spent on the renewal of Odysseyware licenses as payments were spread out over three years.

Action #19: Students at various school sites have the opportunity to receive targeted instruction and intervention through an after school lab setting. This program is funded through Title I.

Action #22: The Medical Pathways teacher is now grant funded.

Action #24: Post-secondary preparation opportunities were available on an as-needed basis for students. LCFF funds were not used for these opportunities.

Action #41: Less than expected funds were spent on bus passes for students with extenuating transportation challenges.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on data from 2017-18, Expected Annual Measurable Outcomes may have changed due to higher or lower outcomes than expected. In Goal 2, the following outcomes were modified for the 2018-19 and 2019-20 school years based on data from the 2017-18 school year: 1, 3, 6-14, 16, 18, 20-22, 26, 29, 32-35, 40, and 43-44. Please see these outcomes in Goal 2 for specific changes.

Overall program analysis of this goal indicate the efforts made through staffing, programs, professional development, contracts, and scheduled meetings with partners supported Alternative Education students in their literacy and numeracy skills to enable them to become college and career ready. The program plans to continue to provide support for its students in this area.

## Goal 3

Coordination of Services for Foster youth

State and/or Local Priorities addressed by this goal:

State Priorities: 10

Local Priorities:

## Annual Measureable Outcomes

Expected	Actual
<p>Outcome #1</p> <p>Priority 10(a): Working with the County Child Welfare Agency to minimize changes to school placement</p> <p>Using Foster Focus, establish baselines to determine the average number of changes in school placement</p>	<p>24% of foster youth students experienced one or more school placement changes.</p> <p>Foster youth students enrolled in Kern County schools experienced an average of 1.38 school placements.</p>
<p>Outcome #2</p> <p>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</p> <p>Maintain exchange of records within four days with 90% accuracy</p>	<p>Exchange of school records within four days was completed with 100% accuracy.</p>
<p>Outcome #3</p> <p>Priority 10(c): Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of education services</p> <p>Collaborate with Juvenile Agencies Meeting (JAM): Monthly</p> <p>Collaborate with the California Department of Education (CDE): Annually</p> <p>Collaborate with the Kern County Network for Children (KCNC): Annually</p>	<p>Frequency of collaboration with Juvenile Agencies Meeting (JAM): Quarterly</p> <p>Frequency of collaboration with the California Department of Education (CDE): Annually</p> <p>Frequency of collaboration with the Kern County Network for Children (KCNC): Annually</p>
<p>Outcome #4</p> <p>Priority 10(d): Establish a mechanism for the efficient expeditious transfer of health and education records and education passport</p>	

Expected

Actual

The Foster Youth Services Director will meet with districts to help communicate the needs of foster youth, as well as the services provided within the county in order to better serve students.

Foster Youth Services staff met with all districts.

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Continue a Memorandum of Understanding (MOU) with Child Welfare Services and maintain a data collection system (Foster Focus) in order to maintain information of foster youth.

The Kern County Department of Human Services and 23 districts utilized Foster Focus to identify and track services to foster youth enrolled in Kern County Schools.

\$5,900 Services/Other Operating Expenditures; Foster Youth Services Coordinating Program

\$10,900 Services/Other Operating Expenditures; Foster Youth Services Coordinating Program

### Action 2

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Staff will be trained on the use of the data collection system (Foster Focus) and will consistently utilize the program.

All Foster Youth Services Coordinating Program staff have been trained in the use of Foster Focus. It is used by staff daily to assist school districts, child welfare, and probation to improve services to their foster youth students.

No cost to program

No cost to program

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to employ a Foster Youth Education Facilitator.	A Foster Youth Education Facilitator is employed to provide needed resources and technical assistance to school districts with the goal of improving educational outcomes for students in foster care.	\$63,828 Foster Youth Services Coordinating Program; Classified Salaries \$31,358 Foster Youth Services Coordinating Program; Classified Benefits	\$63,828 Foster Youth Services Coordinating Program; Classified Salaries \$31,358 Foster Youth Services Coordinating Program; Classified Benefits

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Foster Youth Services Coordinating Program (FYSCP) staff will work closely with Department of Human Services, due to their presence on site, to ensure that records are transferred timely, foster youth educational needs are met, educational rights are fully understood, and appropriate education placements are made. FYSCP will also hold quarterly meeting with Department of Human Services. KCSOS is purchasing two buildings to expand The Dream Center to help increase collaboration with partner agencies.	FYSCP staff work closely with the Department of Human Services to ensure that records are transferred timely, foster youth educational needs are met, educational rights are fully understood, and appropriate educational placements are being made. FYSCP holds quarterly meetings with the Department of Human Services. KCSOS purchased two buildings to expand The Dream Center and to help increase collaboration with partner agencies.	\$25,000 Foster Youth Services Coordinating Program; Services and Other Operating Expenses	\$25,000 Foster Youth Services Coordinating Program; Services and Other Operating Expenses

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A Foster Youth Services Coordinating Program (FYSCP) Program Services Facilitator and Clerk will be stationed at The Dream Center, working daily alongside Department of Human Services Social Workers, a Cal/WORKS 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.	A Program Services Facilitator and Clerk are stationed at The Dream Center and work alongside Department of Human Services Social Workers, a Cal/WORKS 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.	\$27,108 Foster Youth Services Coordinating Program; Classified Salaries \$22,670 Foster Youth Services Coordinating Program; Classified Benefits	\$27,108 Foster Youth Services Coordinating Program; Classified Salaries \$22,670 Foster Youth Services Coordinating Program; Classified Benefits

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The Foster Youth Services Director will attend the monthly Juvenile Agencies Meeting (JAM).	The Foster Youth Services Director or his designee attended all Juvenile Agencies Meetings, which are now held quarterly.	No cost to program	No cost to program

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The Foster Youth Services Director will meet with a minimum of twenty districts and share information regarding services for foster youth.	All Kern County districts received technical support from the Foster Youth Services Director and Foster Youth Services Coordinating Program staff.	No cost to program	No cost to program

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The addition of a research specialist is needed to help gather, interpret, and analyze data.	A research specialist was hired in July 2017.	\$69,528 Foster Youth Services Coordinating Program; Classified Salaries \$32,707 Foster Youth Services Coordinating Program; Classified Benefits	\$69,528 Foster Youth Services Coordinating Program; Classified Salaries \$32,707 Foster Youth Services Coordinating Program; Classified Benefits

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The addition of a clerk is needed to collaborate with Child Welfare to improve the fidelity of the data in CWS/CMS that is used by Foster Focus for education outcomes.	A clerk was hired in April of 2018.	\$34,800 Foster Youth Services Program; Classified Salaries \$24,490 Foster Youth Services Program; Classified Benefits	\$34,800 Foster Youth Services Program; Classified Salaries \$24,490 Foster Youth Services Program; Classified Benefits

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Training will occur in the area of Trauma Informed Care and foster youth needs.	Over 300 educators and school staff from various districts were trained in trauma informed care and best practices.	\$17,000 Foster Youth Services Coordinating Program; Services and Other Operating Expenses	\$17,000 Foster Youth Services Coordinating Program; Services and Other Operating Expenses

## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Select staff to attend annual Youth Empowering Success Conference.	Select staff attended the annual Youth Empowering Success Conference.	\$5,000 Foster Youth Services Coordinating Program; Professional Consulting	\$5,000 Foster Youth Services Coordinating Program; Professional Consulting

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services for Goal 3 have been fully implemented. The program expanded its staff, services, and outreach in an effort to improve the educational outcomes of Kern County's foster youth students in underserved areas of the county.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Foster Youth Services Coordinating Program (FYSCP) has built upon and expanded their relationships with Child Welfare, the Courts, a local community college, the local university, and the LEAs in order to improve coordination of education and supportive services to foster youth in Kern County. LEAs are implementing support services for foster youth and FYSCP is coordinating with community partners in order to support the work of LEAs.

FYSCP hired a Clerk Typist II to identify missing and inaccurate data in the CWS/CMS system and a Research Associate to administer and support Foster Focus and help LEAs use system data to support their LCAP goals and develop support systems for foster youth. Both positions work closely with LEAs and Child Welfare to improve the integrity of foster youth student data in Foster Focus.

FYSCP administers the foster youth student tracking data system, Foster Focus, for Kern County. In 2017-18, 23 school districts utilized Foster Focus to improve student educational outcomes, accounting for 90% of all students in foster care enrolled in Kern County schools.

FYSCP expanded its outreach and technical assistance services to previously underserved areas including school districts in East Kern and Special Education. FYSCP also increased their individual educational support services for youth at KCSOS Court and Community Schools and assisted students with college and career transition.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 3 does not utilize any LCFF funds. Additional costs were incurred for Action #1 for the “linking in” of the student data base and the required annual maintenance fees.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In an effort to increase student engagement, increase educational stability, and improve educational outcomes, FYSCP will provide districts technical assistance and support in development and maintaining their YES organizations. Youth Empowering Success (YES) are school organizations created to mentor and empower foster youth in Kern County elementary, middle, and high schools. An additional action item has been added to the 2018-19 LCAP to address this need.

# Stakeholder Engagement

LCAP Year: 2018-19

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The Alternative Education program consulted with stakeholders in the development of this LCAP through the following processes:

### Soliciting Input

#### Parents/Guardians

LCAP promotional materials were created in English and Spanish to provide information regarding accessing the LCAP survey and the various Town Hall meetings. During January 2018, postcards were mailed home, posters were displayed at each school site, and flyers were distributed to students and parents. A link was provided to allow parents to complete the survey online, which was available from early January through mid-March 2018. Parents/guardians were also encouraged to attend one of the following Town Hall meetings:

January 16, 2018: East Kern Community School - held at West Best Pizza in California City as most students who attend East Kern Community School live in California City (4 parents/guardians attended)

January 18, 2018: Sillect Community School (16 parents/guardians attended)

January 23, 2018: North Kern Community School (19 parents/guardians attended)

January 25, 2018: Kelly F. Blanton Student Education Center (25 parents/guardians attended)

At these meetings, parents/guardians were provided an update on the progress that has been made so far regarding action items in the 2017-18 LCAP. Parents/guardians were asked to complete the online LCAP survey. A total of 69 parents/guardians completed the 2018 LCAP survey.

#### Certificated and Classified Staff

January 22, 2018 through February 16, 2018: During this time frame, certificated staff and classified staff were asked to complete the online LCAP survey. A total of 82% (81 out of 99) of certificated staff and 44% (53 out of 120) classified staff completed the online survey.

## Students

January 22, 2018 through February 16, 2018: Teachers reviewed 2017-18 LCAP goals and action items with their students. Students were then given the opportunity to complete the LCAP survey. A total of 639 students completed the online survey.

At the Leaders in Life Conference on March 15, 2018, seven students from various school sites representing both Court and Community Schools participated in a panel discussion. They discussed topics such as what type of activities they enjoy at school, possible barriers to attending school regularly, and what types of support they need in order to be successful.

## Community/Partner Agencies

March 8, 2018: Community members and partner agencies were invited to attend a Town Hall meeting at the Kelly F. Blanton Student Education Center. Representatives from the Kern County Probation Department, School-Community Partnerships, and a local advocacy group attended the meeting. Attendees heard about the progress made toward the 2017-18 LCAP goals and action items. At the conclusion of the meeting, community/partner agency members completed the online LCAP survey. A total of 18 community/partner agency members completed the survey.

## Advisory Committees

The Court and Community School English Learner Advisory Committees and School Site Councils agreed to serve as the District Advisory Committee for the purposes of the LCAP. The advisory committees met on the following dates at which time members reviewed enrollment data, state and local student academic assessment data, and progress made toward 2017-18 LCAP goals and action items. These committees also served as the program's Parent Advisory Committee.

### Court School Site Council

September 26, 2017

October 10, 2017

December 13, 2017

February 27, 2018

May 8, 2018

### Community School Site Council

September 19, 2017

October 24, 2017

February 13, 2018

May 15, 2018

#### Court School ELAC

October 5, 2017

April 16, 2018

#### Community School ELAC

September 28, 2017

April 17, 2018

#### District ELAC

May 7, 2018

#### Review of LCAP Draft for Advisory Committees

Alternative Education's Division Administrator and Accountability Specialist reviewed LCFF and LCAP, spoke to trends in data related to progress in the 2017-18 LCAP, and the need to continue to provide increased and improved services to the program's students. Participants were given the opportunity to ask any questions which were then compiled and given to the Superintendent.

April 11, 2018: Presented draft of 2018-19 LCAP to Advisory Committees

#### Additional Reviews of LCAP Draft

May 8, 2018: Draft of the LCAP presented at a public hearing

May 22, 2018: Presented draft of LCAP to the certificated staff bargaining unit, the Kern County Education Association (KCEA)

May 22, 2018: Presented draft of LCAP to the classified staff bargaining unit, the Superintendent of Schools Classified Association (SOSCA)

#### Final Approval

June 12, 2018: 2018-19 LCAP presented to the local governing board for approval

# Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

## Parents/Guardians

The majority of parents surveyed indicate the school includes them in their student's education, values their input, and communicates with them regularly. Just over 92% (up from just over 90% in 2017-18) of parents surveyed agree the school actively seeks parent/guardian input into decisions related to their student's education through surveys, IEP meetings, parent conferences, etc., with one parent/guardian responding, "We just had an IEP meeting last month and are back tonight for the Town Hall." Over 92% (up from just over 91% in 2017-18) of parents/guardians surveyed agreed the school values parents/guardians as important partners in their student's education, with a parent/guardian responding, "Absolutely." In addition, almost 94% (down from just over 95% in 2017-18) of parents/guardians surveyed agree the school encourages regular student attendance through parent conferences, phone calls, postcards, etc. Additional comments on the survey spoke to parents/guardians being satisfied with their student's education, safety, and success in the Alternative Education program:

"My daughter [does] better here than in the regular district."

"Teachers are encouraging."

Specific teacher "was very helpful last year with my other child. I appreciated all of his support on college information."

"I feel my student is safer here than at [home school district]."

"Big thank you, if I ever have a concern the school always works with me."

"Thank you for the staff's work with my son."

Surveys and discussions with parents indicate they would like the program to continue to expand additional classes and after school programs. The 2018-19 LCAP will include the continuation of CTE programs as well as the after school program.

## Certificated Staff

Certificated staff surveyed also indicated the school includes parents/guardians in their student's education, values their input, and communicates with them regularly. Over 94% (up from 93% in 2017-18) of certificated staff surveyed believes the school actively seeks parent/guardian input into decisions related to their student's education through surveys, IEP meetings, parent conferences, etc. Over 94% (up from just under 94% in 2017-18) of certificated staff surveyed agree the school values parents/guardians as important partners in their student's education. Just over 81% (down from 86% in 2017-18) of certificated staff surveyed agree the school encourages regular attendance through parent conferences, phone calls, postcards, etc.

Survey responses indicate that certificated staff would like to see continued support in the areas of career and technical education as well as mental health supports for students:

"More vocational classes."

"Add more technical and career education."

"Continued building of school to career/career pathways, work internships/training opportunities, certifications, enrichment."

"Provide more support staff to address social emotional needs of students."

In order to address these concerns, the 2018-19 LCAP will continue to have action items related to CTE and students' social and emotional health.

### Classified Staff

Classified staff surveyed agreed with parents/guardians and certificated staff that the school includes parents/guardians in their student's education, values their input, and communicates with them regularly. Just over 90% (up from 86% in 2017-18) of classified staff surveyed agree the school actively seeks parent/guardian input into decisions related to their student's education through surveys, IEP meetings, parent conferences, etc. A total of 100% (up from 88% in 2017-18) of classified staff surveyed agree the school values parents/guardians as important partners in their student's education. Almost 85% (up from 70% in 2017-18) of classified staff surveyed agree the school encourages regular student attendance through parent conferences, phone calls, postcards, etc.

Survey results indicate that just under 77% of classified staff surveyed feel the program is preparing students for future college and/or career paths, with over 15% being undecided. To improve in this area, action items related to CTE and college/career skills will continue to be included in the 2018-19 LCAP.

### Students

Over 73% (up from 70% in 2017-18) of students surveyed indicated they feel respected and valued by school staff, with nearly 14% being undecided. In addition, just over 55% (up from almost 51% in 2017-18) of students surveyed agree they look forward to attending school each day, with nearly 14% being undecided. In 2015, nearly 27% of students surveyed expressed concern over school safety. In 2016 and 2017, 17% of students had the same concern. In 2018, this number dropped to just over 15%. The continued implementation of PBIS should increase the number of students who feel respected by staff, look forward to attending school, and feel safe while at school.

Nearly 69% (up from nearly 67% in 2017-18) of students surveyed agree the school is preparing them for future college and/or career paths, with almost 15% being undecided. Almost 67% (down from just over 67% in 2017-18) of students surveyed agree that instruction at their school is aligned to Common Core State Standards, with just over 21% being undecided. In order to further support student learning in these areas, action items in the 2018-19 LCAP will continue to be dedicated to teacher training.

### Community/Partner Agencies

The majority of community/partner agency staff surveyed agree that the program includes parents/guardians in their student's education, values their input, and communicates with them regularly. Almost 77% (same as 2017-18) of community/partner agency staff surveyed agree the school actively seeks parent/guardian input into decisions related to their student's education through surveys, IEP meetings, parent conferences, etc., with nearly 12% being undecided. Nearly 77% (same as 2017-18) of community/partner agency staff surveyed agree the school values parents/guardians as important partners in their student's education, with almost 12% being undecided. Almost 77% (down from nearly 85% in 2017-18) of community/partner agency staff surveyed agree the school encourages regular student attendance through parent conferences, phone calls, postcards, etc., with nearly 12% being undecided. Down from nearly 77% in 2017-18, just over 61% of community/partner agency staff surveyed agree that the school is preparing students for future college and/or career paths, with almost 28% being undecided. The program will continue to dedicate action items in the 2018-19 LCAP to CTE and college/career opportunities.

### Advisory Committees

The advisory committee members have been informed of progress on the 2017-18 LCAP as well as preparations for the 2018-19 LCAP at scheduled meetings. During the advisory committee meeting held on 4/11/18, members were supportive and encouraged regarding the progress made on the 2017-18 LCAP goals and action items.

Some members of the advisory committee expressed the need for continued vocational and CTE courses to prepare students for a job upon completing graduation requirements. This has been addressed in the 2018-19 LCAP by maintaining previous action items dedicated to CTE and/or college/career skills.

### Bargaining Units

Representatives from KCEA and SOSCA were in attendance at the meeting. Members were supportive of the progress that has been made toward LCAP goals and action items during the 2017-18 school year. Representatives were supportive of the continued efforts to assist students with their social/emotional and academic needs in the 2018-19 school year.

# Goals, Actions, & Services

Strategic Planning Details and Accountability  
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 1

All students will demonstrate growth in their social and emotional development.

### State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6, 9, and 10

Local Priorities:

### Identified Need:

Many students who attend Court and Community Schools are in need of mental health counseling to address issues such as substance abuse and anger management. In order to help students achieve success, both academically and behaviorally, Court and Community Schools will focus on students' mental health needs and assist families with securing services.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome #1 Priority 3(a): Parental Involvement - Efforts to seek parent input in				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>making decisions for districts and school sites</p> <p>Parent/guardian responses on the LCAP survey that indicate parents/guardians agree Court and Community Schools actively seek input into decisions related to their student's education through surveys, IEP meetings, parent conferences, etc., as measured by the LCAP survey</p>	90%	91% Actual: 92%	93%	94%
<p>Outcome #2</p> <p>Number of Court School Site Council meetings, as measured by sign in sheets</p>	4	4 Actual: 5	4	4
<p>Outcome #3</p> <p>Number of Community School Site Council meetings, as measured by sign in sheets</p>	5	5 Actual: 4	4	4
<p>Outcome #4</p> <p>Number of Court School English Learner Advisory Committee meetings, as measured by sign in sheets</p>	2	2 Actual: 2	2	2
<p>Outcome #5</p> <p>Number of Community School English Learner Advisory</p>	2	2 Actual: 2	2	2

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Committee meetings, as measured by sign in sheets				
Outcome #6 Number of District English Learner Advisory Committee meetings, as measured by sign in sheets	1	1 Actual: 1	1	1
Outcome #7 Number of Court School Back to School Nights, as measured by sign in sheets	2	2 Actual: 4	4	4
Outcome #8 Number of Community School Back to School Nights, as measured by sign in sheets	8	8 Actual: 5	4	4
Outcome #9 Number of LCAP Town Hall meetings, as measured by sign in sheets	4	4 Actual: 4	4	4
Outcome #10 Number of parent/guardian participants at LCAP Town Hall meetings, as measured by sign in sheets	63	66 Actual: 64	Increase by 5% (from 64 to 67)	Increase by 5% (from 67 to 70)
Outcome #11 Number of parent/guardian LCAP survey respondents, as measured by the LCAP survey	63	66 Actual: 69	Increase by 5% (from 69 to 72)	Increase by 5% (from 72 to 75)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Outcome #12</p> <p>Number of Parent Project participants, as measured by sign in sheets</p>	62	62 Actual: 9	14	19
<p>Outcome #13</p> <p>Priority 3(b): Parental Involvement - Efforts to seek participation of parents of unduplicated pupils</p> <p>EL Students: All school documents are provided in both English and Spanish.</p> <p>Percentage of parents/guardians present at Town hall meetings were parents/guardians of EL students, as measured by sign in sheets</p>	<p>All school documents are provided in both English and Spanish.</p> <p>22% (14 out of 63)</p>	<p>All school documents are provided in both English and Spanish</p> <p>Actual: All school documents were provided in both English and Spanish</p> <p>Increase by 5% (from 14 to 15)</p> <p>Actual: 31% (20 out of 64)</p>	<p>All school documents will continue to be provided in both English and Spanish</p> <p>Increase by 5% (from 20 to 21)</p>	<p>All school documents will continue to be provided in both English and Spanish</p> <p>Increase by 5% (from 21 to 22)</p>
<p>Outcome #14</p> <p>Low Income: 97.8% of students are low income and therefore parents/guardians participating in scheduled meetings represent these students, as measured by sign in sheets</p>	<p>Parents/Guardians are invited to attend all events.</p>	<p>Parents/Guardians are invited to attend all events.</p> <p>Actual:</p>	<p>Parents/Guardians will continue to be invited to all events.</p>	<p>Parents/Guardians will continue to be invited to all events.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Parents/Guardians were invited to attend all events.		
Outcome #15 Foster Youth/Homeless: Parents/Guardians invited to attend all events	Parents/Guardians are invited to attend all events.	Parents/Guardians are invited to attend all events.  Actual: Parents/Guardians were invited to attend all events.	Parents/Guardians will continue to be invited to attend all events.	Parents/Guardians will continue to be invited to attend all events.
Outcome #16 Priority 3(c): Parental Involvement - Efforts to seek participation for pupils with exceptional needs  Parents/Guardians of students who receive Special Education services are invited to attend all events	Parents/Guardians are invited to attend all events.	Parents/Guardians are invited to attend all events.  Actual: Parents/Guardians were invited to attend all events.	Parents/Guardians will continue to be invited to attend all events.	Parents/Guardians will continue to be invited to attend all events.
Outcome #17 Parents/Guardians are invited to attend 30 day, annual, and triennial IEPs, as measured by a Team Meeting Notice	Parents/Guardians are invited to attend 30 day, annual, and triennial IEPs.	Parents/Guardians are invited to attend 30 day, annual, and triennial IEPs.  Actual: Parents/Guardians were invited to	Parents/Guardians will continue to be invited to attend 30 day, annual, and triennial IEPs.	Parents/Guardians will continue to be invited to attend 30 day, annual, and triennial IEPs.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		attend 30 day, annual, and triennial IEPs		
<p>Outcome #18</p> <p>Parents/Guardians are invited to meet with staff should students have areas of concern</p>	<p>Parents/Guardians are invited to meet with staff should students have areas of concern</p>	<p>Parents/Guardians are invited to meet with staff should students have areas of concern</p> <p>Actual:</p> <p>Parents/Guardians were invited to meet with staff should students have areas of concern</p>	<p>Parents/Guardians will continue to be invited to meet with staff should students have areas of concern</p>	<p>Parents/Guardians will continue to be invited to meet with staff should students have areas of concern</p>
<p>Outcome #19</p> <p>Priority 6(a): School Climate - Suspension Rate</p> <p>Suspension rate, as measured by program suspension data</p>	<p>4.8% (through 5/5/17)</p>	<p>4.6%</p> <p>Actual: 0.06% (through 4/6/18)</p>	<p>Less than 2%</p>	<p>Less than 2%</p>
<p>Outcome #20</p> <p>Priority 6(b): School Climate - Expulsion Rate</p>	<p>The Alternative Education program does not expel students.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>Outcome #21</p>		<p>Students: 16.5%</p>		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 6(c): School Climate - Other local measures on sense of safety and school connectedness</p> <p>Percentage of students and staff who disagree with the statement, "I feel safe at school," as measured by the LCAP survey</p>	<p>Students: 17.5%</p> <p>Staff: 9.3%</p>	<p>Staff: 8.3%</p> <p>Actual:</p> <p>Students: 14.6%</p> <p>Staff: 6.9%</p>	<p>Students: 14%</p> <p>Staff: 6.5%</p>	<p>Students: 13.5%</p> <p>Staff: 6%</p>
<p>Outcome #22</p> <p>Community School Safety Plan data, as measured by the Community School Safety Plan</p>	<p>Fights and threatening verbal altercations: 131</p> <p>Assaults: 35</p> <p>Incidents/suspensions for students in possession of or under the influence of intoxicants: 67</p> <p>Incidents of tagging/graffiti: 10</p> <p>Incidents of vandalism: 6</p>	<p>5% reduction in all areas</p> <p>Fights and threatening verbal altercations (from 131 to 124)</p> <p>Assaults (from 35 to 33)</p> <p>Incidents/suspensions for students in possession of or under the influence of intoxicants (from 67 to 64)</p> <p>Incidents of tagging/graffiti (from 10 to 9.5)</p> <p>Incidents of vandalism (from 6 to 5.7)</p> <p>Actual:</p>	<p>5% reduction in all areas</p> <p>Fights and threatening verbal altercations (from 107 to 102)</p> <p>Assaults (from 29 to 28)</p> <p>Incidents/suspensions for students in possession of or under the influence of intoxicants (from 45 to 43)</p> <p>Maintain or reduce the number of incidents of tagging/graffiti (3)</p> <p>Maintain or reduce the number of incidents of vandalism (3)</p>	<p>5% reduction in all areas</p> <p>Fights and threatening verbal altercations (from 102 to 97)</p> <p>Assaults (from 28 to 27)</p> <p>Incidents/suspensions for students in possession of or under the influence of intoxicants (from 43 to 41)</p> <p>Maintain or reduce the number of incidents of tagging/graffiti (3)</p> <p>Maintain or reduce the number of incidents of vandalism (3)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Fights and threatening verbal altercations: 107 Assaults: 29 Incidents/suspensions for students in possession of or under the influence of intoxicants: 45 Incidents of tagging/graffiti: 3 Incidents of vandalism: 3		
Outcome #23 Positive Behavior Interventions and Supports data, as measured by the TFI tool	Blanton Academy: solidifying Tiers 1 and 2 while approaching implementation of Tier 3 All other Community School sites: various stages of Tier 2 implementation	Blanton Academy: Tier 3 All other Community School sites: Tier 2  Actual: Blanton Academy: Tier 2 All other Community School sites: Implementation stages of Tier 2	Blanton Academy: Solidifying Tier 2 and monthly Leadership Team meetings All other Community School Sites: Tier 2	Blanton Academy: Implementing Tier 3 All other Community School sites: Solidifying Tier 2 and approaching implementation of Tier 3
Outcome #24				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 9: Coordination of Services for Expelled Youth</p> <p>Frequency of meetings held with referring district personnel, as measured by sign in sheets</p>	Quarterly	<p>Quarterly</p> <p>Actual: Quarterly</p>	Quarterly	Quarterly
<p>Outcome #25</p> <p>Frequency of meetings held with superintendents of Kern County districts, as measured by sign in sheets</p>	Monthly	<p>Monthly</p> <p>Actual: Monthly</p>	Monthly	Monthly
<p>Outcome #26</p> <p>Frequency of District Student Tracking List, as measured by student data base queries</p>	Monthly	<p>Monthly</p> <p>Actual: Monthly</p>	Monthly	Monthly
<p>Outcome #27</p> <p>Frequency of KHSD Referral List monitoring, as measured by student data base queries</p>	Monthly	<p>Monthly</p> <p>Actual: Monthly</p>	Monthly	Monthly
<p>Outcome #28</p> <p>Priority 10: Coordination of Services for Foster Youth</p> <p>Frequency of meetings held between Administrators and Foster Youth Services Liaison, as measured by sign in sheets</p>	Monthly	<p>Monthly</p> <p>Actual: Quarterly</p>	Quarterly	Quarterly

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Outcome #29</p> <p>Frequency of meetings held between school site administrators and Foster Youth Services Liaison, as measured by sign in sheets</p>	Quarterly	<p>Quarterly</p> <p>Actual: Quarterly</p>	Quarterly	Quarterly
<p>Outcome #30</p> <p>Frequency of transition counselors attendance at AB 490 Liaison meetings, as measured by sign in sheets</p>	Quarterly	<p>Quarterly</p> <p>Actual: Quarterly</p>	Quarterly	Quarterly
<p>Outcome #31</p> <p>Percentage of foster youth students engaged in at least one extra-curricular personal development activity, training, etc., as measured by sign in sheets</p>	26%	<p>At least 30%</p> <p>Actual: 36%</p>	37%	38%
<p>Outcome #32</p> <p>Number of foster youth enrolled at Central School that were connected to post-secondary or vocational training, as measured by sign in sheets</p>	20	<p>22</p> <p>Actual: 26</p>	Increase by 10% (from 26 to 28)	Increase by 10% (from 28 to 30)
<p>Outcome #33</p> <p>In compliance with ED 42021(d), all foster youth receive the following services: prompt foster youth evaluation; referrals/linkages to tutoring/mentoring, counseling,</p>	Maintain all services	<p>Maintain all services</p> <p>Actual: Maintained all services</p>	Maintain all services	Maintain all services

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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				

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

#### 2017-18 Actions/Services

Provide professional development to help staff develop classroom practices and school cultures that foster self-confidence, self-esteem, and academic success among all students.

#### 2018-19 Actions/Services

Provide professional development to help staff develop classroom practices and school cultures that foster self-confidence, self-esteem, and academic success among all students.

#### 2019-20 Actions/Services

Provide professional development to help staff develop classroom practices and school cultures that foster self-confidence, self-esteem, and academic success among all students.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Professional Consulting	Professional Consulting	Professional Consulting

### Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Maintain a PBIS/After School Coordinator.

2018-19 Actions/Services

Maintain a PBIS/After School Coordinator.

2019-20 Actions/Services

Maintain a PBIS/After School Coordinator.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	a) \$67,774 b) \$29,307	a) \$69,667.50 b) \$31,120.94	a) \$73,150.88 b) \$32,676.99
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration

Year	2017-18	2018-19	2019-20
Budget Reference	a) Certificated Salaries b) Certificated Benefits	a) Certificated Salaries b) Certificated Benefits	a) Certificated Salaries b) Certificated Benefits

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Community Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Continue to expand implementation of Positive Behavioral Interventions and Supports (PBIS).

**2018-19 Actions/Services**

Continue to expand implementation of Positive Behavioral Interventions and Supports (PBIS).

**2019-20 Actions/Services**

Continue to expand implementation of Positive Behavioral Interventions and Supports (PBIS).

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$7,500	\$7,500	\$7,500
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Professional Consulting	Professional Consulting	Professional Consulting

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Specific Schools: Community Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

Continue to provide public and private mental health counseling on Community School campuses (e.g., ART, Matrix, etc.).

**2018-19 Actions/Services**

Mental health clinicians provide educationally related mental health services to students who have an identified need in their IEP. The funding for these clinicians is provided by the SELPA. Transition Counselors will continue to refer students and families to outside agencies.

**2019-20 Actions/Services**

Transition Counselors will continue to refer students and families to outside agencies.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	a) \$70,000 b) \$30,000	Cost of this action is included as part of regular staff duties.	Cost of this action is included as part of regular staff duties.
Source	Supplemental/Concentration	N/A	N/A

Year	2017-18	2018-19	2019-20
Budget Reference	Professional Consulting	N/A	N/A

## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Community Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Maintain a Social Worker for Community Schools to address barriers to school attendance and success.

**2018-19 Actions/Services**

Maintain a Social Worker for Community Schools to address barriers to school attendance and success.

**2019-20 Actions/Services**

Maintain a Social Worker for Community Schools to address barriers to school attendance and success.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$120,000	\$120,000	\$120,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Services	Services	Services

**Action 6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Specific Schools: Community Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Maintain countywide collaboration to address attendance issues.

**2018-19 Actions/Services**

Maintain countywide collaboration to address attendance issues.

**2019-20 Actions/Services**

Maintain countywide collaboration to address attendance issues.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No cost to program	Cost of this action is included as part of regular staff duties.	Cost of this action is included as part of regular staff duties.
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

## Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Blanton Academy

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

#### 2017-18 Actions/Services

Maintain Kern County Probation Department contract at Blanton Academy to continue to provide intensive supervision and intervention for court ordered and probation referred youth.

#### 2018-19 Actions/Services

Maintain Kern County Probation Department contract at Blanton Academy to continue to provide intensive supervision and intervention for court ordered and probation referred youth.

#### 2019-20 Actions/Services

Maintain Kern County Probation Department contract at Blanton Academy to continue to provide intensive supervision and intervention for court ordered and probation referred youth.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$275,000	\$275,000	\$275,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Services	Services	Services

## Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Community Schools

## Actions/Services

Select from New, Modified, or Unchanged  
for 2017-18

Modified

Select from New, Modified, or Unchanged  
for 2018-19

Modified

Select from New, Modified, or Unchanged  
for 2019-20

Unchanged

#### 2017-18 Actions/Services

Continue to utilize nine campus supervisors at various Community School sites to improve school climate through regular classroom visits, building relationships with students, and helping to ensure campus safety.

#### 2018-19 Actions/Services

Continue to utilize eight campus supervisors at various Community School sites to improve school climate through regular classroom visits, building relationships with students, and helping to ensure campus safety.

#### 2019-20 Actions/Services

Continue to utilize eight campus supervisors at various Community School sites to improve school climate through regular classroom visits, building relationships with students, and helping to ensure campus safety.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) \$338,000 b) \$182,000	a) \$230,000 b) \$112,000	a) \$241,500 b) \$117,600
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	a) Classified Salaries b) Classified Benefits	a) Classified Salaries b) Classified Benefits	a) Classified Salaries b) Classified Benefits

### Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Community Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Continue to provide Nonviolent Crisis Response Training (CPI) to all Community School staff.

**2018-19 Actions/Services**

Continue to provide Nonviolent Crisis Response Training (CPI) to all Community School staff.

**2019-20 Actions/Services**

Continue to provide Nonviolent Crisis Response Training (CPI) to all Community School staff.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$7,000	\$7,000	\$7,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Professional Consulting	Professional Consulting	Professional Consulting

## Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Annually conduct safety/emergency drills program wide. Review and update the Community School Safety Plan annually.

**2018-19 Actions/Services**

Annually conduct safety/emergency drills program wide. Review and update individual school site safety plans annually.

**2019-20 Actions/Services**

Annually conduct safety/emergency drills program wide. Review and update individual school site safety plans annually.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No cost to program	Cost of this action is included as part of regular staff duties.	Cost of this action is included as part of regular staff duties.
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

**Action 11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Biannually review the condition of facilities to ensure that school campuses are in good repair as indicated on the FIT.

**2018-19 Actions/Services**

Biannually review the condition of facilities to ensure that school campuses are in good repair as indicated on the FIT.

**2019-20 Actions/Services**

Biannually review the condition of facilities to ensure that school campuses are in good repair as indicated on the FIT.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No cost to program	Cost of this action is included as part of regular staff duties.	Cost of this action is included as part of regular staff duties.
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

## Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Maintain seven Transition Counselors.

2018-19 Actions/Services

Maintain seven Transition Counselors.

2019-20 Actions/Services

Maintain seven Transition Counselors.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) \$468,000 b) \$252,000	a) \$491,400 b) \$264,600	a) \$515,970 b) \$277,830
Source	Title I	Title I	Title I
Budget Reference	a) Certificated Salaries b) Certificated Benefits	a) Certificated Salaries b) Certificated Benefits	a) Certificated Salaries b) Certificated Benefits

## Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged  
for 2017-18

Modified

Select from New, Modified, or Unchanged  
for 2018-19

Unchanged

Select from New, Modified, or Unchanged  
for 2019-20

Unchanged

2017-18 Actions/Services

Provide opportunities for field trips to  
places such as museums, leadership  
conferences, and college campuses.

2018-19 Actions/Services

Provide opportunities for field trips to  
places such as museums, leadership  
conferences, and college campuses.

2019-20 Actions/Services

Provide opportunities for field trips to  
places such as museums, leadership  
conferences, and college campuses.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Travel and Conferences	Travel and Conferences	Travel and Conferences

### Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

Establish a student committee to investigate the creation of mascots at each school site and provide apparel and merchandise to students to foster a sense of community.

**2018-19 Actions/Services**

There is no longer a need for this committee as individual school sites are in various stages of creating mascots to represent their schools. Funds will be utilized to purchase merchandise, paint murals, etc.

**2019-20 Actions/Services**

See description for 2018-19.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration

Year	2017-18	2018-19	2019-20
Budget Reference	Supplies	Supplies	Supplies

## Action 15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Community Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

### 2017-18 Actions/Services

Establish a program-wide intramural sports program.

### 2018-19 Actions/Services

Staffing logistics and a high turnover rate of students has prevented this action item from being implemented. However, an after school workout program has been established. R-12 Fit Club provides students with personal training and coaching, mentoring, motivation, and nutritional coaching. Students are able to improve their health, relieve stress, set and achieve new goals, as well as gain confidence in themselves.

### 2019-20 Actions/Services

Maintain R-12 Fit Club contract.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> <li>a) \$4,000</li> <li>b) \$2,000</li> <li>c) \$2,000</li> <li>d) \$2,000</li> </ul>	<ul style="list-style-type: none"> <li>a) \$8,000</li> <li>b) \$4,500</li> <li>c) \$22,500</li> </ul>	<ul style="list-style-type: none"> <li>a) \$8,000</li> <li>b) \$4,500</li> <li>c) \$22,500</li> </ul>
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	<ul style="list-style-type: none"> <li>a) Certificated Salaries</li> <li>b) Classified Salaries</li> <li>c) Supplies</li> <li>d) Travel and Conferences</li> </ul>	<ul style="list-style-type: none"> <li>a) Certificated Salaries</li> <li>b) Classified Salaries</li> <li>c) Services</li> </ul>	<ul style="list-style-type: none"> <li>a) Certificated Salaries</li> <li>b) Classified Salaries</li> <li>c) Services</li> </ul>

## Action 16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

#### 2017-18 Actions/Services

Continue outreach efforts to parents/guardians of students identified with exceptional needs, as foster youth, as low income, as English learners, and/or as homeless.

#### 2018-19 Actions/Services

Continue outreach efforts to parents/guardians of students identified with exceptional needs, as foster youth, as low income, as English learners, and/or as homeless.

#### 2019-20 Actions/Services

Continue outreach efforts to parents/guardians of students identified with exceptional needs, as foster youth, as low income, as English learners, and/or as homeless.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Communications	Communications	Communications

## Action 17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Specific Schools: Community Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

#### 2017-18 Actions/Services

Continue to collaborate with Truancy Reduction and Attendance Coalition of Kern (TRACK) to help ensure parental involvement in students' regular attendance at school.

#### 2018-19 Actions/Services

Continue to collaborate with Truancy Reduction and Attendance Coalition of Kern (TRACK) to help ensure parental involvement in students' regular attendance at school.

#### 2019-20 Actions/Services

Continue to collaborate with Truancy Reduction and Attendance Coalition of Kern (TRACK) to help ensure parental involvement in students' regular attendance at school.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No cost to program	Cost of this action is included as part of regular staff duties.	Cost of this action is included as part of regular staff duties.
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

### Action 18

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

N/A

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Continue to refer parents/guardians to Parent Project/Parents on a Mission classes provided by School-Community Partnerships.

**2018-19 Actions/Services**

Continue to refer parents/guardians to Parent Project/Parents on a Mission classes provided by School-Community Partnerships.

**2019-20 Actions/Services**

Continue to refer parents/guardians to Parent Project/Parents on a Mission classes provided by School-Community Partnerships.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No cost to program	Cost of this action is included as part of regular staff duties.	Cost of this action is included as part of regular staff duties.
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

## Action 19

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Utilize available functions in Aeries.net to allow parents online access to their student's progress.

2018-19 Actions/Services

Utilize available functions in Aeries.net to allow parents online access to their student's progress.

2019-20 Actions/Services

Utilize available functions in Aeries.net to allow parents online access to their student's progress.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No cost to program	Cost of this action is included as part of regular staff duties.	Cost of this action is included as part of regular staff duties.
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

## Action 20

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Continue to use School Messenger to improve and increase communication with parents/guardians.

**2018-19 Actions/Services**

Continue to use School Messenger to improve and increase communication with parents/guardians.

**2019-20 Actions/Services**

Continue to use School Messenger to improve and increase communication with parents/guardians.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration

Year	2017-18	2018-19	2019-20
Budget Reference	Services	Services	Services

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 2

All students will demonstrate growth in literacy and numeracy leading to college and career paths.

### State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8, 9, and 10

Local Priorities:

### Identified Need:

Since the majority of Alternative Education 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.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome #1 Priority 1(a): Basic Services - Teachers are appropriately assigned and fully credentialed				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers that are fully credentialed, as measured by teacher accreditation	98%	99% Actual: 100%	100%	100%
Outcome #2 Percentage of teachers appropriately assigned, as measured by teacher accreditation	100%	100% Actual: 100%	100%	100%
Outcome #3 Percentage of teachers who hold appropriate EL authorization, as measured by teacher accreditation	98%	99% Actual: 99%	100%	100%
Outcome #4 Priority 1(b): Basic Services - Pupils access to standards-aligned materials  Percentage of students that have access to standards-aligned materials, as measured by curriculum and supplemental materials	100%	100% Actual: 100%	100%	100%
Outcome #5 Priority 1(c): Basic Services - School facilities maintained in good repair (measured by the FIT)		Maintain "Good" rating for all facilities		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All facilities will have an overall rating of "Good," as measured by the FIT report	Maintain "Good" rating for all facilities	Actual: "Good" rating maintained	Maintain "Good" rating for all facilities	Maintain "Good" rating for all facilities
<p>Outcome #6</p> <p>Priority 2(a): Implementation of State Standards - Implementation of CA academic and performance standards</p> <p>Percentage of staff and administrators who agree with the statement, "Instruction at my school is aligned to the Common Core State Standards," as measured by the LCAP survey</p>	<p>Certificated staff: 88.6%</p> <p>Administrators: 91.7%</p>	<p>Certificated staff: 89.6%</p> <p>Administrators: 92.7%</p> <p>Actual:</p> <p>Certificated staff: 92.6%</p> <p>Administrators: 81.8%</p>	<p>Certificated staff: 93.6%</p> <p>Administrators: 83.8%</p>	<p>Certificated staff: 94.6%</p> <p>Administrators: 85.8%</p>
<p>Outcome #7</p> <p>Priority 2(b): Implementation of State Standards - Programs/Services to enable English Learners access to CCSS and ELD Standards</p> <p>Percentage of teachers that received professional development training related to implementing curriculum utilizing CCSS as it relates to their specific content area, as measured by sign in sheets. Program wide professional</p>	89%	<p>90%</p> <p>Actual: 77%</p>	80%	82%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
development related to ELD Standards will be provided during the 2018-19 school year.				
<p>Outcome #8</p> <p>Priority 4(a): Pupil Achievement - Statewide Assessments</p> <p>CELDT/ELPAC: Percentage of Court and Community School ELs that increase their English proficiency by at least one level over the previous administration</p>	33%	<p>Due to the transition to ELPAC, the CELDT was only used for initial assessments during the 2017-18 school year. ELAPC baselines will be established based on spring 2018 testing.</p>	5% increase over 2017-18 results	5% increase over 2018-19 results
<p>Outcome #9</p> <p>CAASPP Standard Met/Standard Exceeded rate</p>	<p>Court School English: 6% Math: 0%</p> <p>Community School English: 4% Math: 1%</p>	<p>Court School English: 7% Math: 1%</p> <p>Community School English: 5% Math: 2%</p> <p>Actual: Court School English: 7.80% Math: 2.17% Community School English: 6.53% Math: 0.80%</p>	<p>Court School English: 8.80% Math: 3.17%</p> <p>Community School English: 7.53% Math: 1.80%</p>	<p>Court School English: 9.80% Math: 4.17%</p> <p>Community School English: 8.53% Math: 2.80%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome #10 CST Science Proficient/Advanced rate	<p>Court School 8th Grade: 14% 10th Grade: 11%</p> <p>Community School 5th Grade: 0% 8th Grade: 6% 10th Grade: 9%</p>	<p>Court School 8th Grade: 15% 10th Grade: 21%</p> <p>Community School 5th Grade: 1% 8th Grade: 7% 10th Grade: 10%</p> <p>Actual: Students will participate in field testing for the California Science Test (CAST)</p>	Baselines to be established for the CAST	All grades: 1% increase over baselines
Outcome #11 CAASPP results:  Percentage of Court and Community School students that score Near Standard or Above Standard in Reading	<p>Court: 21% Community: 29%</p>	<p>Court: 22% Community: 30%</p> <p>Actual: Court: 26.95% Community: 28.99%</p>	<p>Court: 27.95% Community: 29.99%</p>	<p>Court: 28.95% Community: 30.99%</p>
Outcome #12 CAASPP results:  Percentage of Court and Community School students that score Near Standard or Above Standard in Writing	<p>Court: 16% Community: 17%</p>	<p>Court: 17% Community: 18%</p> <p>Actual: Court: 17.02%</p>	<p>Court: 18.02% Community: 18.21%</p>	<p>Court: 19.02% Community: 19.21%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Community: 17.21%		
<p>Outcome #13 CAASPP results:</p> <p>Percentage of Court and Community School students that score Near Standard or Above Standard in Math Concepts and Procedures</p>	<p>Court: 2% Community: 3%</p>	<p>Court: 3% Community: 4%</p> <p>Actual Court: 4.38% Community: 3.40%</p>	<p>Court: 5.38% Community: 4.40%</p>	<p>Court: 6.38% Community: 5.40%</p>
<p>Outcome #14 CAASPP results:</p> <p>Percentage of Court and Community School students that score Near Standard or Above Standard in Problem Solving and Modeling/Data Analysis</p>	<p>Court: 22% Community: 21%</p>	<p>Court: 23% Community: 22%</p> <p>Actual: Court 8.76% Community: 12.40%</p>	<p>Court: 9.76% Community: 13.40%</p>	<p>Court: 10.76% Community: 14.40%</p>
<p>Outcome #15 Priority 4(b): Pupil Achievement - Academic Performance Index</p>	<p>This measure is not being provided by the state at this time.</p>	N/A	N/A	N/A
<p>Outcome #16 Priority 4(c): Pupil Achievement - Percentage of pupils completing a-g or CTE sequences/programs</p>	28	<p>Increase by 5% (from 28 to 29)</p> <p>Actual: 22</p>	<p>Increase by 5% (from 22 to 23)</p>	<p>Increase by 5% (from 23 to 24)</p>
Outcome #17				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 4(d): Pupil Achievement - Percentage of EL pupils making progress toward English proficiency</p> <p>Percentage of EL pupils making progress toward English proficiency, as measured by the CELDT/ELPAC</p>	33%	Create baselines based on ELPAC testing	Determine appropriate growth on ELPAC and set targets	Determine appropriate growth on ELPAC and set targets based on previous year's data, ensuring growth occurs
<p>Outcome #18</p> <p>Priority 4(e): Pupil Achievement - English Learner reclassification rate</p> <p>Reclassification rate, as measured by CELDT/ELPAC scores and the program's reclassification recommendation</p>	1.5%	2.0% Actual: 1.4%	1.6%	1.8%
<p>Outcome #19</p> <p>Priority 4(f): Pupil Achievement - Percentage of pupils passing AP exam with a 3 or higher</p>	The Alternative Education program does not offer AP classes in its Course of Study	N/A	N/A	N/A
<p>Outcome #20</p> <p>Priority 4(g): Pupil Achievement - Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other)</p>		<p>Court School:</p> <p>English: 1.5%</p> <p>Math: 0.5%</p> <p>Community School:</p> <p>English: 0.5%</p> <p>Math: 0.5%</p>		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students who score at the Standard Exceeded rate, as measured by the CAASPP	Court School: English: 1% Math: 0% Community School: English: 0% Math: 0%	Actual: Court School: English: 0% Math 0% Community School: English: 0.77% Math: 0%	Court School: English: 0.5% Math: 0.5% Community School: English: 1% Math: 0.5%	Court School: English: 1% Math: 1% Community School: English: 1.5% Math: 1%
Outcome #21 Priority 5(a): Pupil Engagement - School Attendance Rate  School attendance data, as measured by student attendance data	Court School: 93.85% (through 4/7/18) Community School: 83.4% (through 4/7/17)	Court School: 94% Community School: 84%  Actual: Court School: 92.4% (through 4/6/18) Community School: 80.3% (through 4/6/18)	Court School: 93% Community School: 81%	Court School: 93.5% Community School: 81.5%
Outcome #22 Priority 5(b): Pupil Engagement - Chronic Absenteeism Rate  Chronic absenteeism rate, as measured by student attendance data	Court School: 13.9% (through 4/7/17) Community School: 54.0% (through 4/7/17)	Court School: 12.9% Community School: 52.0%  Actual: Court School: 6.15% (through 4/6/18) Community School: 42.27% (through 4/6/18)	Court School: 5.15% Community School: 40.27%	Court School: 4.15% Community School: 38.27%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome #23 Priority 5(c): Pupil Engagement - Middle School Dropout Rate	This data is not tracked by the Alternative Education program.	N/A	N/A	N/A
Outcome #24 Priority 5(d): Pupil Engagement - High School Dropout Rate  High school dropout rate, as measured by countywide data	12.20% (data from 2014-15)	10.80% (data from 2015-16)	County Offices of Education are assigned the countywide high school dropout rate	County Offices of Education are assigned the countywide high school dropout rate
Outcome #25 Priority 5(e): Pupil Engagement - High School Graduation Rate  High school graduation rate, as measured by countywide data	82.54% (data from 2014-15)	84.30% (data from 2015-16)	County Offices of Education are assigned the countywide high school graduation rate	County Offices of Education are assigned the countywide high school graduation rate
Outcome #26 Priority 7(a): Course Access - Extent to which pupils have access to and are enrolled in a broad course of study  Number of students enrolled in CTE, as measured by course enrollment	142	Increase by 5% (from 142 to 149)  Actual: 91	Increase by 5% (from 91 to 95)	Increase by 5% (from 95 to 99)
Outcome #27	N/A	N/A	N/A	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of students enrolled in UC/CSU required courses, as measured by course enrollment				
Outcome #28 Number of AP courses offered (grades 9-12)	The Alternative Education program does not offer AP courses in its Course of Study.	N/A	N/A	N/A
Outcome #29 Number of students enrolled in exploratory career pathways, as measured by course enrollment	15	Increase by 5% (from 15 to 16)  Actual: 91	Increase by 5% (from 91 to 95)	Increase by 5% (from 95 to 99)
Outcome #30 Priority 7(b): Course Access - Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils  Course access for unduplicated pupils, as measured by course enrollment	All courses of study are offered to all student populations.  Designated EL classes were offered at two campuses, as measured by course enrollment.	All courses of study will continue to be offered to all student populations. Designated EL classes will continue to be offered at two campuses, as measured by course enrollment.  Actual: All courses of study are offered to all student populations. Designated EL classes were offered	All courses of study will continue to be offered to all student populations.  Designated EL classes will continue to be offered at two campuses, as measured by course enrollment.	All courses of study will continue to be offered to all student populations.  Designated EL classes will continue to be offered at two campuses, as measured by course enrollment.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		at two campuses, as measured by course enrollment.		
<p>Outcome #31 Priority 7(c): Course Access - Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs</p> <p>Course access for pupils with exceptional needs, as measured by course enrollment</p>	Students are ensured all services and program as identified in their IEPs.	<p>Students will continue to receive all services and programs as identified in their IEPs.</p> <p>Actual: Students were ensured all services and programs as identified in their IEPs</p>	Students will continue to receive all services and programs as identified in their IEPs.	Students will continue to receive all services and programs as identified in their IEPs.
<p>Outcome #32 Number/rate of course offerings for students with exceptional needs, as measured by number of Learning Centers</p>	12 Learning Centers	<p>12 Learning Centers</p> <p>Actual: 10 Learning Centers</p>	10 Learning Centers	10 Learning Centers
<p>Outcome #33 Priority 8: Other Pupil Outcomes</p> <p>STAR Renaissance Pre/Post average growth</p>	<p>Court School: Reading: 9 months Math: 10 months Community School: Reading: 21 days Math: 1 month</p>	<p>Court School: Reading: maintain 9 months Math: maintain 10 months Community School: Reading: improve to 1 month</p>	<p>Court School: Reading: maintain 10 months Math: improve to 8 months Community School: Reading: improve to 1 month</p>	<p>Court School: Reading: maintain 10 months Math: improve to 9 months Community School: Reading: improve to 2 months</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>Math: improve to 2 months</p> <p>Actual: Court School: Reading: 10 months Math: 7 months Community School: Reading: 12 days Math: 12 days</p>	Math: improve to 1 month	Math: improve to 2 months
<p>Outcome #34</p> <p>Percentage of students who increase by at least one Educational Functional Level on the CASA (Comprehensive Student Assessment Systems)</p>	92.5% of students (25 out of 27)	<p>Maintain a minimum of 90%</p> <p>Actual: The CASAS was not used as an assessment tool during the 2017-18 school year due to the WIOA grant, which tracked this data, coming to an end. A new CTEC employment soft skills pre and post test assessment is being piloted.</p>	Increase by 5% over baseline	Increase by 5% over 2018-19
Outcome #35		Court: Maintain 16.25 credits (average enrollment of 28 days)		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Average credits accumulated per enrollment, as measured by course credits earned	Data from fall 2016 semester: Court: 16.25 credits (average enrollment of 28 days) Community: 15.77 (average enrollment of 54 days)	Community: Increase to 17 credits (average enrollment of 54 days)  Actual: Data from fall 2017 semester: Court: 16.43 credits (average enrollment of 46 days) Community: 16.76 credits (average enrollment of 79 days)	Court: Maintain 16.43 credits Community: Increase to 17 credits	Court: Maintain 16.43 credits Community: Increase to 17.5 credits
Outcome #36 Priority 9: Coordination of Services for Expelled Youth  Frequency of meetings held with referring district personnel, as measured by sign in sheets	Quarterly	Quarterly Actual: Quarterly	Quarterly	Quarterly
Outcome #37 Frequency of meetings held with superintendents of Kern County districts, as measured by sign in sheets	Monthly	Monthly Actual: Monthly	Monthly	Monthly
Outcome #38				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Frequency of District Student Tracking List, as measured by student data base queries	Monthly	Monthly Actual: Monthly	Monthly	Monthly
Outcome #39 Frequency of KHSD Referral List monitoring, as measured by student data base queries	Monthly	Monthly Actual: Monthly	Monthly	Monthly
Outcome #40 Priority 10: Coordination of Services for Foster Youth  Frequency of meetings held between Administrator and Foster Youth Services Liaison, as measured by sign in sheets	Monthly	Monthly Actual: Quarterly	Quarterly	Quarterly
Outcome #41 Frequency of meetings held between school site administrators and Foster Youth Services Liaison, as measured by sign in sheets	Quarterly	Quarterly Actual: Quarterly	Quarterly	Quarterly
Outcome #42 Frequency of transition counselors attendance at AB 490 Liaison meetings, as measured by sign in sheets	Quarterly	Quarterly Actual: Quarterly	Quarterly	Quarterly
Outcome #43	26%	At least 30%	37%	38%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of foster youth students engaged in at least one extra-curricular personal development activity, training, etc., as measured by sign in sheets		Actual: 36%		
Outcome #44 Number of foster youth enrolled at Central School that were connected to post-secondary or vocational training, as measured by sign in sheets	20	Increase by 10% (from 20 to 22)  Actual: 26	Increase by 10% (from 26 to 28)	Increase by 10% (from 28 to 30)
Outcome #45 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	Maintain all services	Maintain all services  Actual: All services maintained	Maintain all services	Maintain all services

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Sillect Community School

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

Maintain one Community School site to serve students in northwest Bakersfield.

**2018-19 Actions/Services**

Due to declining enrollment, Sillect Community School will close in June of 2018.

**2019-20 Actions/Services**

See description for 2018-19.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$338,000	N/A	N/A
Source	Supplemental/Concentration	N/A	N/A
Budget Reference	Services	N/A	N/A

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged  
for 2017-18

Modified

Select from New, Modified, or Unchanged  
for 2018-19

Modified

Select from New, Modified, or Unchanged  
for 2019-20

Unchanged

2017-18 Actions/Services

Increase from ten to eleven teachers in order to retain established and trained educators to provide quality instruction for all students.

2018-19 Actions/Services

Maintain eleven teachers in order to retain established and trained educators to provide quality instruction for all students.

2019-20 Actions/Services

Maintain eleven teachers in order to retain established and trained educators to provide quality instruction for all students.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) \$778,900 b) \$338,100	a) \$817,845 b) \$355,005	a) \$858,737.25 b) \$372,755.25
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	a) Certificated Salaries b) Certificated Benefits	a) Certificated Salaries b) Certificated Benefits	a) Certificated Salaries b) Certificated Benefits

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Maintain paraprofessionals program wide in order to continue the 1:1 teacher/paraprofessional ratio in every classroom to provide individual and small group instructional support to assist students to achieve academic success.

**2018-19 Actions/Services**

Maintain paraprofessionals program wide in order to continue the 1:1 teacher/paraprofessional ratio in every classroom to provide individual and small group instructional support to assist students to achieve academic success.

**2019-20 Actions/Services**

Maintain paraprofessionals program wide in order to continue the 1:1 teacher/paraprofessional ratio in every classroom to provide individual and small group instructional support to assist students to achieve academic success.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	a) \$1,430,000 b) \$770,000	a) \$1,407,073.50 b) \$758,760.64	a) \$1,477,427.10 b) \$796,698.67
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	a) Certificated Salaries b) Certificated Benefits	a) Certificated Salaries b) Certificated Benefits	a) Certificated Salaries b) Certificated Benefits

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Biannually review teacher assignments to assure appropriate assignment.

2018-19 Actions/Services

Biannually review teacher assignments to assure appropriate assignment.

2019-20 Actions/Services

Biannually review teacher assignments to assure appropriate assignment.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No cost to program	Cost of this action is included as part of regular staff duties.	Cost of this action is included as part of regular staff duties.
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

### Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Provide necessary professional development for credentialing support (Teacher Induction and/or CASC).

**2018-19 Actions/Services**

Provide necessary professional development for credentialing support (Teacher Induction and/or CASC).

**2019-20 Actions/Services**

Provide necessary professional development for credentialing support (Teacher Induction and/or CASC).

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$20,000	\$20,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Professional Consulting	Professional Consulting	Professional Consulting

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Maintain systematic plan for allowing teachers to participate in learning walks.

2018-19 Actions/Services

This action item is no longer included in the Single Plan for Student Achievement, which is required in order to spend Title I funds. It will be removed as an action item from the LCAP.

2019-20 Actions/Services

See description for 2018-19.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	N/A	N/A
Source	Title I	N/A	N/A
Budget Reference	Professional Consulting	N/A	N/A

## Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Ensure the implementation of adopted curriculum, Common Core State Standards strategies, and technology.

2018-19 Actions/Services

Ensure the implementation of adopted curriculum, Common Core State Standards strategies, and technology.

2019-20 Actions/Services

Ensure the implementation of adopted curriculum, Common Core State Standards strategies, and technology.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No cost to program	Cost of this action is included as part of regular staff duties.	Cost of this action is included as part of regular staff duties.
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

## Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Maintain Math Specialist.

2018-19 Actions/Services

Maintain Teacher - Math Specialist.

2019-20 Actions/Services

Maintain Teacher - Math Specialist.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	a) \$105,930 b) \$34,009	a) \$72,130.80 b) \$27,553.03	a) \$75,737.34 b) \$28,930.68
Source	Title I	Title I	Title I
Budget Reference	a) Certificated Salaries b) Certificated Benefits	a) Certificated Salaries b) Certificated Benefits	a) Certificated Salaries b) Certificated Benefits

## Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Continue to provide professional development for all levels of math courses.

**2018-19 Actions/Services**

Continue to provide professional development for all levels of math courses. Training sessions will take place during work hours.

**2019-20 Actions/Services**

Continue to provide professional development for all levels of math courses. Training sessions will take place during work hours.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	a) \$3,500 b) \$1,500	Cost of this action is included as part of regular staff duties.	Cost of this action is included as part of regular staff duties.
Source	Supplemental/Concentration	N/A	N/A
Budget Reference	a) Certificated Salaries b) Classified Salaries	N/A	N/A

**Action 10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

Maintain Program Specialist hired to assist with Special Education Learning Center staff support.

**2018-19 Actions/Services**

Maintain Program Specialist hired to assist with Special Education Learning Center staff support.

**2019-20 Actions/Services**

Maintain Program Specialist hired to assist with Special Education Learning Center staff support.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	a) \$90,602 b) \$33,795	a) \$95,132.10 b) \$35,306.54	a) \$99,888.71 b) \$37,071.87
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	a) Certificated Salaries b) Certificated Benefits	a) Certificated Salaries b) Certificated Benefits	a) Certificated Salaries b) Certificated Benefits

## Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Maintain Program Specialist hired to provide professional development for Special Education teachers.

**2018-19 Actions/Services**

Maintain Program Specialist hired to provide professional development for Special Education teachers.

**2019-20 Actions/Services**

Maintain Program Specialist hired to provide professional development for Special Education teachers.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) \$96,385 b) \$30,574	a) \$101,296.65 b) \$31,949.24	a) \$106,361.48 b) \$33,546.70
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	a) Certificated Salaries b) Certificated Benefits	a) Certificated Salaries b) Certificated Benefits	a) Certificated Salaries b) Certificated Benefits

## Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

PLC teams will meet on a monthly basis to collaborate on lessons, share best practices, and analyze data and utilize results to inform instruction.

2018-19 Actions/Services

PLC teams will meet a minimum of four times per year to collaborate on lessons, share best practices, and analyze data and utilize results to inform instruction.

2019-20 Actions/Services

PLC teams will meet a minimum of four times per year to collaborate on lessons, share best practices, and analyze data and utilize results to inform instruction.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$1,000	\$1,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Travel and Conference	Travel and Conference	Travel and Conference

### Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Maintain Educational Associate - Technology.

2018-19 Actions/Services

Maintain Educational Associate - Technology.

2019-20 Actions/Services

Maintain Educational Associate - Technology.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	a) \$62,815 b) \$28,900	a) \$65,955.75 b) \$30,402.24	a) \$69,253.54 b) \$31,922.35
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration

Year	2017-18	2018-19	2019-20
Budget Reference	a) Classified Salaries b) Classified Benefits	a) Classified Salaries b) Classified Benefits	a) Classified Salaries b) Classified Benefits

## Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Provide professional development for instructional staff to utilize hardware and effectively implement educational software and technology-based curriculum and resources.

**2018-19 Actions/Services**

Provide professional development for instructional staff to utilize hardware and effectively implement educational software and technology-based curriculum and resources.

**2019-20 Actions/Services**

Provide professional development for instructional staff to utilize hardware and effectively implement educational software and technology-based curriculum and resources.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Title I	Title I	Title I
Budget Reference	Professional Consulting	Professional Consulting	Professional Consulting

**Action 15**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Contract with BrighBytes to inform 21st century learning opportunities to integrate technology into daily instruction.

**2018-19 Actions/Services**

Contract with BrighBytes to inform 21st century learning opportunities to integrate technology into daily instruction.

**2019-20 Actions/Services**

Contract with BrighBytes to inform 21st century learning opportunities to integrate technology into daily instruction.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$7,000	\$7,000	\$7,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Professional Consulting	Professional Consulting	Professional Consulting

## Action 16

### For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

### For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

### 2017-18 Actions/Services

Increase bandwidth, connectivity, reliability, and infrastructure throughout Court and Community Schools.

### 2018-19 Actions/Services

Increase bandwidth, connectivity, reliability, and infrastructure throughout Court and Community Schools.

### 2019-20 Actions/Services

Increase bandwidth, connectivity, reliability, and infrastructure throughout Court and Community Schools.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$35,000	\$35,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Communications; Equipment	Communications; Equipment	Communications; Equipment

## Action 17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Update hardware that is more than six years old at Court and Community School sites.

2018-19 Actions/Services

Update hardware that is more than six years old at Court and Community School sites.

2019-20 Actions/Services

Update hardware that is more than six years old at Court and Community School sites.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$105,000	\$105,000	\$105,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Non-Capitalized Equipment	Non-Capitalized Equipment	Non-Capitalized Equipment

### Action 18

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Renew Odysseyware licenses.

2018-19 Actions/Services

Renew Odysseyware licenses.

2019-20 Actions/Services

Renew Odysseyware licenses.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$80,000	\$40,000	\$40,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Professional Consulting	Professional Consulting	Professional Consulting

## Action 19

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Specific Schools: Community Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Provide targeted instruction and intervention through a block schedule enrichment period and/or after school lab setting (e.g. Odysseyware, Rosetta Stone, etc.).

**2018-19 Actions/Services**

Provide targeted instruction and intervention through an after school lab setting (e.g. Odysseyware, Rosetta Stone, etc.).

**2019-20 Actions/Services**

Provide targeted instruction and intervention through an after school lab setting (e.g. Odysseyware, Rosetta Stone, etc.).

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) \$75,000 b) \$25,000	a) \$20,000 b) \$10,000	a) \$20,000 b) \$10,000
Source	Supplemental/Concentration	Title I	Title I
Budget Reference	a) Certificated Salaries b) Classified Salaries	a) Certificated Salaries b) Classified Salaries	a) Certificated Salaries b) Classified Salaries

## Action 20

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Specific Schools: Community Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Maintain an assessment schedule for Community School students at all sites using the STAR Renaissance.

2018-19 Actions/Services

Maintain an assessment schedule for Community School students at all sites using the STAR Renaissance.

2019-20 Actions/Services

Maintain an assessment schedule for Community School students at all sites using the STAR Renaissance.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No cost to program	Cost of this action is included as part of regular staff duties.	Cost of this action is included as part of regular staff duties.
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

### Action 21

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Provide incentives to increase student engagement/improvement in the following areas:

Growth on CLEDT

Growth in STAR Renaissance reading/math scores

School attendance

**2018-19 Actions/Services**

Provide incentives to increase student engagement/improvement in the following areas:

Growth on ELPAC

Growth in STAR Renaissance reading/math scores

School attendance

**2019-20 Actions/Services**

Provide incentives to increase student engagement/improvement in the following areas:

Growth on ELPAC

Growth in STAR Renaissance reading/math scores

School attendance

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$6,000	\$6,000

Year	2017-18	2018-19	2019-20
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Supplies	Supplies	Supplies

## Action 22

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Maintain a CTE teacher dedicated to Medical Pathways.

**2018-19 Actions/Services**

Maintain a CTE teacher dedicated to Medical Pathways.

**2019-20 Actions/Services**

Maintain a CTE teacher dedicated to Medical Pathways.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	a) \$79,856 b) \$27,562	a) \$83,847.75 b) \$27,884.85	a) \$88,040.14 b) \$29,279.10
Source	Supplemental/Concentration	Career Technical Education Incentive Grant (CTEIG)	Career Technical Education Incentive Grant (CTEIG)
Budget Reference	a) Certificated Salaries b) Certificated Benefits	a) Certificated Salaries b) Certificated Benefits	a) Certificated Salaries b) Certificated Benefits

**Action 23**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Court Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Continue to provide a career development program for Court School students to provide job skills training and connect students to community career resources.

**2018-19 Actions/Services**

Continue to provide a career development program for Court School students to provide job skills training and connect students to community career resources.

**2019-20 Actions/Services**

Continue to provide a career development program for Court School students to provide job skills training and connect students to community career resources.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	a) \$55,964 b) \$26,932	a) \$58,762 b) \$28,278	a) \$61,700 b) \$29,691
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	a) Certificated Salaries b) Certificated Benefits	a) Certificated Salaries b) Certificated Benefits	a) Certificated Salaries b) Certificated Benefits

## Action 24

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Specific Grade Spans: 12<sup>th</sup> grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Continue to provide post-secondary preparation opportunities for students (e.g. completion of job applications, registering for Bakersfield College, etc.).

**2018-19 Actions/Services**

Continue to provide post-secondary preparation opportunities for students (e.g. completion of job applications, registering for Bakersfield College, etc.). No funding is needed as typically these opportunities are provided free to students through the program's partnerships.

**2019-20 Actions/Services**

See description for 2018-19.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000	Cost of this action is included as part of regular staff duties.	Cost of this action is included as part of regular staff duties.
Source	Supplemental/Concentration	N/A	N/A
Budget Reference	Travel and Conferences	N/A	N/A

**Action 25**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Groups

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

This action item was not included in the 2017-18 LCAP.

**2018-19 Actions/Services**

Maintain two EL teachers to provide designated support to qualifying English learner students.

**2019-20 Actions/Services**

Maintain two EL teachers to provided designated support to qualifying English learner students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	a) \$117,398 b) \$56,531.84	a) \$123,267.90 b) \$59,358.43
Source	N/A	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	N/A	a) Certificated Salaries b) Certificated Benefits	a) Certificated Salaries b) Certificated Benefits

## Action 26

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Group: English Learners

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

Provide professional development specific to the CCSS strategies, ELD and SDAIE strategies, and ELA/ELD Framework in order to enable ELs to access the CCSS and the ELD Standards.

**2018-19 Actions/Services**

Provide professional development specific to the CCSS strategies, ELD and SDAIE strategies, and ELA/ELD Framework in order to enable ELs to access the CCSS and the ELD Standards.

**2019-20 Actions/Services**

Provide follow-up training on an as needed basis.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No cost to program	Cost of this action is included as part of regular staff duties.	Cost of this action is included as part of regular staff duties.
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

**Action 27**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: English Learners

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

Provide professional development and support to teachers on language proficiency levels and language objectives to provide EL students with full access to the academic content and performance standards and to help ensure improved English proficiency.

**2018-19 Actions/Services**

Provide professional development and support to teachers on language proficiency levels and language objectives to provide EL students with full access to the academic content and performance standards and to help ensure improved English proficiency.

**2019-20 Actions/Services**

Provide follow-up training on an as needed basis.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No cost to program	\$2,500	No cost to program
Source	N/A	Title II	N/A

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	Professional Development	N/A

## Action 28

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Group: English Learners

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

Revise the master schedule at Court and Community Schools to allow for additional ELD time for identified English learners.

**2018-19 Actions/Services**

Revise the master schedule at Court and Community Schools to allow for additional time for identified English learners.

**2019-20 Actions/Services**

Maintain the master schedule at Court and Community Schools to allow for additional time for identified English learners.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No cost to program	Cost of this action is included as part of regular staff duties.	Cost of this action is included as part of regular staff duties.
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

**Action 29**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Group: English Learners

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Biannually monitor the progress of redesignated students to ensure correct classification, placement, and additional support, if needed.

**2018-19 Actions/Services**

Biannually monitor the progress of redesignated students to ensure correct classification, placement, and additional support, if needed.

**2019-20 Actions/Services**

Biannually monitor the progress of redesignated students to ensure correct classification, placement, and additional support, if needed.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No cost to program	Cost of this action is included as part of regular staff duties.	Cost of this action is included as part of regular staff duties.
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

## Action 30

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

English Learners

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Renew Rosetta Stone licenses.

2018-19 Actions/Services

Renew Rosetta Stone licenses.

2019-20 Actions/Services

Renew Rosetta Stone licenses.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,800	\$4,000	\$4,000
Source	Title I	Title I	Title I
Budget Reference	Professional Consulting	Professional Consulting	Professional Consulting

### Action 31

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Specific Student Group: Foster Youth

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

N/A

N/A

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

#### 2017-18 Actions/Services

Hold monthly meetings with the Foster Youth Services Liaison.

#### 2018-19 Actions/Services

Hold quarterly meeting with the Foster Youth Services Liaison.

#### 2019-20 Actions/Services

Hold quarterly meeting with the Foster Youth Services Liaison.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No cost to program	Cost of this action is included as part of regular staff duties.	Cost of this action is included as part of regular staff duties.
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

### Action 32

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Group: Foster Youth

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Hold quarterly meetings between Court and Community School site administrators and Foster Youth Services Liaison.

**2018-19 Actions/Services**

Hold quarterly meetings between Court and Community School site administrators and Foster Youth Services Liaison.

**2019-20 Actions/Services**

Hold quarterly meetings between Court and Community School site administrators and Foster Youth Services Liaison.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No cost to program	Cost of this action is included as part of regular staff duties.	Cost of this action is included as part of regular staff duties.
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

## Action 33

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Group: Foster Youth

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Transition counselors will attend quarterly AB 490 Liaison meetings.

2018-19 Actions/Services

Transition counselors will attend quarterly AB 490 Liaison meetings.

2019-20 Actions/Services

Transition counselors will attend quarterly AB 490 Liaison meetings.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No cost to program	Cost of this action is included as part of regular staff duties.	Cost of this action is included as part of regular staff duties.
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

## Action 34

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Partner with Youth 2 Leaders (Y2L) to prepare foster youth to attend college and to provide mentoring pre and post enrollment.

2018-19 Actions/Services

Partner with Youth 2 Leaders (Y2L) to prepare foster youth to attend college and to provide mentoring pre and post enrollment.

2019-20 Actions/Services

Partner with Youth 2 Leaders (Y2L) to prepare foster youth to attend college and to provide mentoring pre and post enrollment.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Professional Consulting	Professional Consulting	Professional Consulting

## Action 35

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Foster Youth

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

The Foster Youth Services Liaison and Specialist will continue to support Kern County LEAs in developing education plans for foster youth students to facilitate school transitions and coordinate services.

**2018-19 Actions/Services**

The Foster Youth Services Liaison and Specialist will continue to support Kern County LEAs in developing education plans for foster youth students to facilitate school transitions and coordinate services.

**2019-20 Actions/Services**

The Foster Youth Services Liaison and Specialist will continue to support Kern County LEAs in developing education plans for foster youth students to facilitate school transitions and coordinate services.

**Budgeted Expenditures**

Year

2017-18

2018-19

2019-20

Amount

a) \$97,422  
b) \$53,688

a) \$102,293  
b) \$56,372

a) \$107,407  
b) \$59,190

Year	2017-18	2018-19	2019-20
Source	Network for Children	Network for Children	Network for Children
Budget Reference	a) Classified Salaries b) Classified Benefits	a) Classified Salaries b) Classified Benefits	a) Classified Salaries b) Classified Benefits

### Action 36

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Foster Youth

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Provide after school tutoring and mentoring for foster youth.

**2018-19 Actions/Services**

Provide after school tutoring and mentoring for foster youth.

**2019-20 Actions/Services**

Provide after school tutoring and mentoring for foster youth.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$15,000
Source	Title I	Title I	Title I
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries

**Action 37**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Group: Foster Youth

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

### 2017-18 Actions/Services

Coordinate with referring districts to evaluate student academic and assessment performance. Develop and complete a coordinated services summary report for each foster student.

### 2018-19 Actions/Services

Coordinate with referring districts to evaluate student academic and assessment performance. Develop and complete a coordinated services summary report for each foster student.

### 2019-20 Actions/Services

Coordinate with referring districts to evaluate student academic and assessment performance. Develop and complete a coordinated services summary report for each foster student.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No cost to program	Cost of this action is included as part of regular staff duties.	Cost of this action is included as part of regular staff duties.
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

## Action 38

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Group: Expelled Youth

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Specific Schools: Community Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Monitor and communicate with partner districts monthly regarding the attendance of expelled youth through the District Student Tracking List.

**2018-19 Actions/Services**

Monitor and communicate with partner districts monthly regarding the attendance of expelled youth through the District Student Tracking List.

**2019-20 Actions/Services**

Monitor and communicate with partner districts monthly regarding the attendance of expelled youth through the District Student Tracking List.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No cost to program	Cost of this action is included as part of regular staff duties.	Cost of this action is included as part of regular staff duties.
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

### Action 39

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Group: Expelled Youth

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Specific Schools: Community Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Complete the KHSD Referral List on a monthly basis to monitor the enrollment of expelled youth.

2018-19 Actions/Services

Complete the KHSD Referral List on a monthly basis to monitor the enrollment of expelled youth.

2019-20 Actions/Services

Complete the KHSD Referral List on a monthly basis to monitor the enrollment of expelled youth.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No cost to program	Cost of this action is included as part of regular staff duties.	Cost of this action is included as part of regular staff duties.
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

## Action 40

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Group: Expelled Youth

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Specific Schools: Community Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Hold monthly meetings with the superintendents of Kern County districts regarding coordinating services for referred students.

**2018-19 Actions/Services**

Hold monthly meetings with the superintendents of Kern County districts regarding coordinating services for referred students.

**2019-20 Actions/Services**

Hold monthly meetings with the superintendents of Kern County districts regarding coordinating services for referred students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No cost to program	Cost of this action is included as part of regular staff duties.	Cost of this action is included as part of regular staff duties.
Source	N/A	N/A	N/A

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	N/A

## Action 41

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Group: Expelled Youth

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Specific Schools: Community Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Hold quarterly meetings with referring district personnel regarding expelled youth.

**2018-19 Actions/Services**

Hold quarterly meetings with referring district personnel regarding expelled youth.

**2019-20 Actions/Services**

Hold quarterly meetings with referring district personnel regarding expelled youth.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No cost to program	Cost of this action is included as part of regular staff duties.	Cost of this action is included as part of regular staff duties.
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

**Action 42**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Community Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Provide bus passes to student with extenuating transportation challenges.

**2018-19 Actions/Services**

Provide bus passes to student with extenuating transportation challenges.

**2019-20 Actions/Services**

Provide bus passes to student with extenuating transportation challenges.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Capital Outlay	Capital Outlay	Capital Outlay

**Action 43**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Utilize Aesop, the automated substitute placement and absence management system to provide qualified substitutes to deliver quality instruction.

**2018-19 Actions/Services**

Utilize Aesop, the automated substitute placement and absence management system to provide qualified substitutes to deliver quality instruction.

**2019-20 Actions/Services**

Utilize Aesop, the automated substitute placement and absence management system to provide qualified substitutes to deliver quality instruction.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$4,500	\$4,500	\$4,500
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Professional Consulting	Professional Consulting	Professional Consulting

## Action 44

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Continue to utilize Aeries.net as the program's student data base system.

**2018-19 Actions/Services**

Continue to utilize Aeries.net as the program's student data base system.

**2019-20 Actions/Services**

Continue to utilize Aeries.net as the program's student data base system.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$11,000	\$15,500	\$15,500
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Professional Consulting	Professional Consulting	Professional Consulting

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 3

Coordination of Services for Foster Youth

### State and/or Local Priorities addressed by this goal:

State Priorities: 10

Local Priorities:

### Identified Need:

Foster youth in Kern County have a graduation rate of 52.7%. This is the lowest rate among subgroups.

Although improvements have been made, there continues to be a need for improvement in the exchange of information between the County Child Welfare Agency and LEAs.

There continues to be a need for outlying areas in Kern County to have supports for foster youth.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome #1 Priority 10(a): Working with the County Child Welfare Agency to minimize changes in school placement		Establish baselines – average number of		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Purchase and utilize tracking system, as measured by implementation of Foster Focus	A tracking system, Foster Focus, was purchased and is functional.	changes in school placement  Actual: 1.38	1.28	1.18
<p>Outcome #2: 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</p> <p>Exchange of educational records will occur within four days, as measured by Foster Focus</p>	Exchange of educational records will occur within four days	<p>Maintain exchange of records within four days with 90% accuracy</p> <p>Actual: 100%</p>	Maintain 100%	Maintain 100%
<p>Outcome #3 Priority 10(c): Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of educational services</p> <p>The Foster Youth Services Director will collaborate with the Juvenile Agencies Meeting (JAM), the California Department of Education (CDE), and the Kern County Network for Children</p>	The use of a tracking system was complete in February. Data is currently being collected and disseminated. Data will be shared by the Foster Youth Services Director	<p>Collaboration with JAM: Monthly Collaboration with the CDE: Annually Collaboration with the KCNC: Annually</p> <p>Actual: Collaboration with JAM: Quarterly</p>	<p>Collaboration with JAM: Quarterly Collaboration with the CDE: Annually Collaboration with the KCNC: Annually</p>	<p>Collaboration with JAM: Quarterly Collaboration with the CDE: Annually Collaboration with the KCNC: Annually</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(KCNC), as measured by Foster Focus and sign in sheets	with JAM, the CDE, and the KCNC in August 2017	Collaboration with the CDE: Annually Collaboration with the KCNC: Annually		
<p>Outcome #4</p> <p>Priority 10(d): Establish a mechanism for the efficient expeditious transfer of health and education records and education passport</p> <p>The Foster Youth Services Director will meet with districts to help communicate the needs of foster youth, as well as the services provided within the county in order to better serve students, as measured by staffing in place and sign in sheets</p>	Met with at least 20 districts	<p>Meet with all districts</p> <p>Actual: Met with all districts</p>	Contact all districts	Contact all districts
<p>Outcome #5:</p> <p>Foster youth educational outcomes in English Language Arts and mathematics will mirror that of the general student population in Kern County, as measured by the CAASPP</p>	This outcome was not included in the in the 2017-18 LCAP.	Establish baseline: Percentage of Kern County foster youth who meet/exceed standards in English Language Arts and mathematics	Decrease gap by 5% between foster youth and general student population	Decrease gap by 10% between foster youth and general student population
<p>Outcome #6:</p> <p>Foster youth high school graduation rate will mirror that of the general student population in</p>	This outcome was not included in the in the 2017-18 LCAP.	Establish baseline: Percentage of Kern County foster youth 12 <sup>th</sup> grade students	Decrease gap by 10% between foster youth and general student population	Decrease gap by 20% between foster youth and general student population

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Kern County, as measured by high school graduation rates		who completed high school requirements		

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Foster Youth

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Continue a Memorandum of Understanding (MOU) with the Child Welfare Services Agency and maintain a data collection system (Foster Focus) in order to maintain information of foster youth.

**2018-19 Actions/Services**

Continue a Memorandum of Understanding (MOU) with the Child Welfare Services Agency and maintain a data collection system (Foster Focus) in order to maintain information of foster youth.

**2019-20 Actions/Services**

Continue a Memorandum of Understanding (MOU) with the Child Welfare Services Agency and maintain a data collection system (Foster Focus) in order to maintain information of foster youth.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,900	\$6,400	\$6,400
Source	Foster Youth Services Coordinating Program	Foster Youth Services Coordinating Program	Foster Youth Services Coordinating Program
Budget Reference	Services; Other Operating Expenditures	Services; Other Operating Expenditures	Services; Other Operating Expenditures

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Group: Foster Youth

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

Staff will be trained on the use of the data collection system (Foster Focus) and will consistently utilize the program.

**2018-19 Actions/Services**

Staff was trained during the 2017-18 school year. No further training is needed at this time.

**2019-20 Actions/Services**

No further training is needed at this time.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No cost to program	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Foster Youth

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Continue to employ a Foster Youth Education Facilitator.

2018-19 Actions/Services

Continue to employ a Foster Youth Education Facilitator.

2019-20 Actions/Services

Continue to employ a Foster Youth Education Facilitator.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) \$63,828 b) \$31,358	a) \$67,019 b) \$32,925	a) \$70,369 b) \$34,571
Source	Foster Youth Services Coordinating Program	Foster Youth Services Coordinating Program	Foster Youth Services Coordinating Program
Budget Reference	a) Classified Salaries b) Classified Benefits	a) Classified Salaries b) Classified Benefits	a) Classified Salaries b) Classified Benefits

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Foster Youth

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

## Actions/Services

Select from New, Modified, or Unchanged  
for 2017-18

Modified

Select from New, Modified, or Unchanged  
for 2018-19

Unchanged

Select from New, Modified, or Unchanged  
for 2019-20

Unchanged

#### 2017-18 Actions/Services

Foster Youth Services Coordinating Program (FYSCP) staff will work closely with the Department of Human Services, due to their presence on site, 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. KCSOS is purchasing two buildings to expand the Dream Center to help increase collaboration with partner agencies.

#### 2018-19 Actions/Services

Foster Youth Services Coordinating Program (FYSCP) staff will work closely with the Department of Human Services, due to their presence on site, 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.

#### 2019-20 Actions/Services

Foster Youth Services Coordinating Program (FYSCP) staff will work closely with the Department of Human Services, due to their presence on site, 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.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$25,000	\$25,000
Source	Foster Youth Services Coordinating Program	Foster Youth Services Coordinating Program	Foster Youth Services Coordinating Program
Budget Reference	Services and Other	Services and Other	Services and Other

## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Foster Youth

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

#### 2017-18 Actions/Services

A Foster Youth Services Coordinating Program (FYSCP) Program Services Facilitator and Clerk will be stationed at the Dream Center, working daily alongside the Department of Humans Services Social Workers, a Cal/WORKS 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.

#### 2018-19 Actions/Services

A Foster Youth Services Coordinating Program (FYSCP) Program Services Facilitator and Clerk will be stationed at the Dream Center, working daily alongside the Department of Humans Services Social Workers, a Cal/WORKS 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.

#### 2019-20 Actions/Services

A Foster Youth Services Coordinating Program (FYSCP) Program Services Facilitator and Clerk will be stationed at the Dream Center, working daily alongside the Department of Humans Services Social Workers, a Cal/WORKS 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.

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) \$27,108 b) \$22,670	a) \$28,463 b) \$23,803	a) \$29,886 b) \$24,993
Source	Foster Youth Services Coordinating Program	Foster Youth Services Coordinating Program	Foster Youth Services Coordinating Program
Budget Reference	a) Classified Salaries b) Classified Benefits	a) Classified Salaries b) Classified Benefits	a) Classified Salaries b) Classified Benefits

#### Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Group: Foster Youth

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

The Foster Youth Services Director will attend the monthly Juvenile Agencies Meeting (JAM).

**2018-19 Actions/Services**

The Foster Youth Services Director will attend the quarterly Juvenile Agencies Meeting (JAM).

**2019-20 Actions/Services**

The Foster Youth Services Director will attend the quarterly Juvenile Agencies Meeting (JAM).

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No cost to program	Cost of this action is included as part of regular staff duties.	Cost of this action is included as part of regular staff duties.
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

## Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Group: Foster Youth

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

The Foster Youth Services Director will meet with a minimum of twenty districts and share information regarding services for foster youth.

2018-19 Actions/Services

The Foster Youth Services Director will contact all districts and share information regarding services for foster youth.

2019-20 Actions/Services

The Foster Youth Services Director will contact all districts and share information regarding services for foster youth.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No cost to program	No cost to program	No cost to program
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

## Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Foster Youth

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

The addition of a research specialist is needed to help gather, interpret, and analyze data.

**2018-19 Actions/Services**

The FYSCP will continue to fund a research specialist to help gather, interpret, and analyze data.

**2019-20 Actions/Services**

The FYSCP will continue to fund a research specialist to help gather, interpret, and analyze data.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	a) \$69,528 b) \$32,707	a) \$73,004.40 b) \$34,342.35	a) \$76,654.62 b) \$36,059.47
Source	Foster Youth Services Coordinating Program	Foster Youth Services Coordinating Program	Foster Youth Services Coordinating Program

Year	2017-18	2018-19	2019-20
Budget Reference	a) Classified Salaries b) Classified Benefits	a) Classified Salaries b) Classified Benefits	a) Classified Salaries b) Classified Benefits

## Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Foster Youth

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

The addition of a clerk is needed to collaborate with Child Welfare to improve the fidelity of the data in CWS/CMS that is used by Foster Focus for education outcomes.

**2018-19 Actions/Services**

FYSCP will continue to fund a clerk to assure the fidelity of the data extracted by Foster Focus.

**2019-20 Actions/Services**

FYSCP will continue to fund a clerk to assure the fidelity of the data extracted by Foster Focus.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	a) \$34,800 b) \$24,490	a) \$36,540 b) \$25,714	a) \$38,367 b) \$27,002
Source	Foster Youth Services Coordinating Program	Foster Youth Services Coordinating Program	Foster Youth Services Coordinating Program
Budget Reference	a) Classified Salaries b) Classified Benefits	a) Classified Salaries b) Classified Benefits	a) Classified Salaries b) Classified Benefits

**Action 10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Foster Youth

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Training will occur in the area of Trauma Informed Care and foster youth needs.

**2018-19 Actions/Services**

Training will occur in the area of Trauma Informed Care and foster youth needs.

**2019-20 Actions/Services**

Training will occur in the area of Trauma Informed Care and foster youth needs.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$17,000	\$17,000	\$17,000
Source	Foster Youth Services Coordinating Program	Foster Youth Services Coordinating Program	Foster Youth Services Coordinating Program
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

**Action 11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Foster Youth

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

N/A

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Select staff to attend the Annual Youth Empowering Success Conference.

**2018-19 Actions/Services**

Select staff to attend the Annual Youth Empowering Success Conference.

**2019-20 Actions/Services**

Select staff to attend the Annual Youth Empowering Success Conference.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000

Year	2017-18	2018-19	2019-20
Source	Foster Youth Services Coordinating Program	Foster Youth Services Coordinating Program	Foster Youth Services Coordinating Program
Budget Reference	Professional Consulting	Professional Consulting	Professional Consulting

## Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Foster Youth

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

This action was not included in the 2017-18 LCAP.

**2018-19 Actions/Services**

Foster Youth Services Coordinating Program (FYSCP) will provide technical assistance to school districts in developing and supporting the number of 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.

**2019-20 Actions/Services**

Foster Youth Services Coordinating Program (FYSCP) will provide technical assistance to school districts in developing and supporting the number of 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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	Cost of this action is included as part of regular staff duties.	Cost of this action is included as part of regular staff duties.
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$5,187,036

19.54%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

## LEA-wide and Schoolwide Use of Funds

Student enrollment in the Kern County Superintendent of Schools Alternative Education program is 97.8% unduplicated, with 96.7% of Community School students qualifying as unduplicated and 100% of Court School students qualifying as unduplicated. Unduplicated students are identified as socioeconomically disadvantaged, as English Learners (EL), or as foster youth. Due to the high unduplicated student count program wide, the program's only reasonable, responsible, and appropriate course of action is to ensure educational equity for all students. Funding is being used to provide students with access to core curriculum, remove barriers in the education process, raise student confidence, support a positive social and emotional well-being, and increase performance levels so all students graduate from high school prepared for a college and/or career path.

Goal 1 action items that are principally directed to our high need students in order to achieve the program's goals for its unduplicated students include 1-3, 5-11, 13, and 15-20. Supplemental and concentration funding increases and/or improves services by:

- ensuring staff receive professional development to address the social emotional and academic needs of unduplicated pupils (Goal 1, Action 1).
- maintaining staffing and funding for training/incentives to focus on the social emotional needs of unduplicated pupils (Goal 1, Actions 2-3).
- addressing attendance barriers and, therefore, academic concerns, of unduplicated pupils (Goal 1, Action 5).

- providing appropriate intervention supports for probation referred unduplicated pupils (Goal 1, Action 7).
- utilizing staff to build relationships and ensure a positive school climate which addresses the social emotional needs of unduplicated students (Goal 1, Actions 8-9).
- providing unique opportunities which address the social emotional and academic needs of unduplicated pupils (Goal 1, Action 13).
- ensuring a positive school climate and enriching after school activities which address the social emotional needs of unduplicated pupils (Goal 1, Actions 14-15).
- providing supports to parents/guardians of unduplicated pupils and encouraging parental involvement (Goal 1, Actions 16 and 20).

Goal 2 action items that are principally directed to our high need students in order to achieve the program's goals for its unduplicated students include 2-5, 7, 9-13, 15-18, 20-21, 23-29, 31-34, and 37-44. Supplemental and concentration funding increases and/or improves services by:

- maintaining teachers and instructional support staff who have experience with the social emotional and academic needs of unduplicated pupils (Goal 2, Actions 2-3).
- ensuring new teachers and administrators are equipped to support the academic needs of unduplicated pupils (Goal 2, Action 5).
- providing social emotional and academic supports for unduplicated pupils who receive Special Education services (Goal 2, Actions 10-11).
- allowing teachers to collaborate and share best practices to support the academic achievement of unduplicated pupils (Goal 2, Action 12).
- ensuring instructional staff has updated and functioning technology equipment to assist in the education of unduplicated pupils (Goal 2, Actions 13, 16, and 17).
- determining technological strengths and needs of staff and students to ensure the academic achievement of unduplicated pupils (Goal 2, Action 15).
- providing technology based curriculum to enhance the course of study for unduplicated pupils (Goal 2, Action 18).
- encouraging school attendance and effort on assessments leading to an increase in academic outcomes for unduplicated pupils (Goal 2, Action 21).
- providing unduplicated students in Court School the tools needed to be successful in the work force (Goal 2, Action 23).
- providing intensive instruction at schools with the highest population of English learners in order to increase the academic achievement of unduplicated pupils (Goal 2, Action 25).
- offering academic and leadership opportunities to unduplicated pupils (Goal 2, Action 34).

- ensuring transportation to school to help address the academic needs of unduplicated pupils (Goal 2, Action 42).
- ensuring appropriate substitute coverage to maintain high quality instruction for unduplicated pupils (Goal 2, Action 43).
- allowing the program to monitor enrollment, attendance, academic credit, etc., which supports the social emotional and academic well-being of unduplicated pupils (Goal 2, Action 44).

Goal 3 action items that are principally directed to high need students in order to achieve the county's goals for its unduplicated students include 1-11.

Several factors contributed to using supplemental and concentration in a LEA-wide manner. Both Court and Community Schools have a socio-economically disadvantaged percentage of at or near 100%. In addition, over 97% of qualify for free or reduced lunch. Therefore, programs and services that support the socio-economically disadvantaged students are directed LEA-wide. These services will help meet LCAP goals by ensuring socio-economically disadvantaged students, English learners, and foster youth have their physical, social emotional, and cognitive/academic needs met. The high turnover in student enrollment, site placement, and shifting needs makes using funds LEA-wide the most efficient use of funds in order to support student growth and maintain flexibility in program implementation. The program can best meet the intense needs of this highly mobile population by providing staff to support all students, including targeted groups of unduplicated students.

Funds expended will be used in the following ways in response to stakeholder input:

Continued support of mental health services

Preparation for college and career paths

Professional development related to a variety of topics

Continual improvement of technology

These planned services will be used to support students in several capacities and are the most effective use of funds to meet the Alternative Education program's goals for unduplicated pupils in the state priority areas.

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$5,728,164

19.33%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

## LEA-wide and Schoolwide Use of Funds

Student enrollment in the Kern County Superintendent of Schools Alternative Education program is 96% unduplicated, with 95% of Community School students qualifying as unduplicated and 100% of Court School students qualifying as unduplicated. Unduplicated students are identified as socioeconomically disadvantaged, as English Learners (EL), or as foster youth. Due to the high unduplicated student count countywide, the county's only reasonable, responsible, and appropriate course of action is to ensure educational equity for all students. Funding is being used to provide students with access to core curriculum, remove barriers in the education process, raise student confidence, support a positive social and emotional well-being, and increase performance levels so all students graduate from high school prepared for a college and/or career path. Action items 1a-1k, 1m-1t, 2a-2e, 2g, 2i-2m, 2o-2bb, 2dd-2gg, 2jj-2qq, and 3a-3k are principally directed to our high need students in order to achieve the program's goals for its unduplicated students.

Kern County Superintendent of schools is utilizing LCFF supplemental and concentration funds to improve students' social/emotional needs and increase literacy/numeracy skills that principally meet the needs of socioeconomically disadvantaged youth, English Learners, and foster youth. The high turnover in student enrollment, site placement, and shifting needs makes using funds LEA-wide the most efficient use of funds in order to support student growth and maintain flexibility in program implementation. The program can best meet the intense needs of this highly mobile student population by providing staff to support all students, including targeted groups of unduplicated students.

Funds expended will be used in the following ways in response to stakeholder input:

Continued support of mental health services

Preparation for college and career paths

Professional development to better support the English learner population

Continual improvement of technology

These planned services will be used to support students in several capacities and are the most effective use of funds to meet the Kern County Superintendent of Schools' goals for unduplicated pupils in the state priority areas.

# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*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 Education Code (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.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

### **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

### **Budget Summary**

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

## Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## **Planned Actions/Services**

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### **Students to be Served**

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

#### **Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are 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 K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### **Students to be Served**

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

#### **Scope of Service**

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are 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 K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

#### Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

#### New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## **Demonstration of Increased or Improved Services for Unduplicated Students**

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### **Estimated Supplemental and Concentration Grant Funds**

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

### **Percentage to Increase or Improve Services**

Identify the 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).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any

schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and

E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?