

Introduction:

LEA: Kern County Superintendent of Schools

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LCAP Year: 2015-18

Introduction:

The Kern County Superintendent of Schools Alternative Education program is a student centered option that supports and embraces the diverse needs of students by providing an alternative method of delivering instruction and monitoring academic success. Rigorous curricula, intervention programs, extended learning opportunities, and safe environments are characteristics of Alternative Education programs. Collaboration with partner agencies and school districts is integral to providing available resources to the students of Kern County. The Alternative Education program is comprised of the following:

Juvenile Court Schools: Juvenile court schools are operated and administered by the County Superintendent per Education Code 48645.2. The Kern County Superintendent of Schools Office began providing educational services to incarcerated youth on July 1, 1972. All of the juveniles served in Kern County’s juvenile court schools are either wards or dependents of the court. Juvenile court schools operate year-round. There are five separate programs throughout the county. The residential programs include Central School, Erwin Owen High School, Jamison Emergency Children’s Center, and Kern Crossroads School. The only non-residential program is the Bridges Career Development Academy.

Community Schools: Community School is a year-round public school program operated by the Kern County Superintendent of Schools Office. Community Schools were established in 1987 and are designed to work closely with districts and Kern County’s Probation Department. This program is intended to be responsive to the individual academic, personal, and social needs of students and enrollment may take place all year round.

The schools are designed to offer a quality educational program to students who have exhausted other alternatives. This program helps students increase academic skills, progress toward graduation, and develop social skills and work habits which will be beneficial throughout life.

To meet the needs of all students in the large geographic area of Kern County, there are ten school programs located conveniently throughout the county: Auburn Community School, Community Learning Center, East Kern Community School in Mojave, Kelly F. Blanton Student Education Center (CLC Tech, Blanton Academy, Bridges Career Development Academy), Lake Isabella Community School, North Kern Community School in Delano, Sillect Community School, and West Kern Community School in Taft.

Kern County Superintendent of Schools provides a Foster Youth Services 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, Kern County Probation and Child Welfare. The FYS supports alternative education students by providing prompt enrollment and supporting Individualized Learning Plan. In addition, the 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 maintain the 2 day allotment in order for foster youth students to maintain smooth educational transitions.

Mission Statement:

The mission of Alternative Education is to meet the unique educational, social, and emotional needs of our diverse student population in a safe and nurturing environment to encourage students to develop an enthusiasm for life-long learning and pursue post-high school opportunities.

Vision Statement:

We empower students to develop skills necessary for success in a 21st century global society. The Alternative Education program focuses on developing the “whole student,” by emphasizing transferrable skills leading to academic success and productive citizenship.

School-wide Learner Outcomes:

1. Effective communicators who...
 - analyze and synthesize information in order to effectively communicate findings
 - collaborate with peers to develop solutions for real-world challenges
 - demonstrate effective and appropriate interpersonal skills in a variety of settings
 - utilize technology proficiently in a 21st century culture

2. Invested learners who...
 - actively work toward academic improvement and achievement leading to graduation
 - take responsibility for their own academic success
 - pursue college and career readiness opportunities

3. Responsible citizens who...

- make positive contributions to their families, communities, and society
- understand the importance of making healthy choices to promote personal well-being
- get along with peers and respect the ideas and cultural diversity of others
- know how to access appropriate resources when needed

Motto:

Inspiring Today's Learners for Tomorrow's World

2014-15 Annual Expenditures

Total Budgeted Expenditures per the 2014-15 LCAP were \$2,180,100. Total Actual Expenditures were \$1,563,485. The difference between Budgeted and Actual Expenditures was \$616,615. Planned Expenditures that were not implemented as of July 1, 2015 will be implemented in 2015-16 along with the program's 2015-16 priorities.

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced

in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process

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

Soliciting Input:

➤ *Parent/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 2015, postcards were mailed home, posters were displayed at each school site, and flyers were handed out to students and parents. A link was provided to allow parents to complete the surveys online which were then available from early-January until early-April 2015. Stakeholders were also encouraged to attend one of the following Town Hall meetings:

- January 22, 2015: Sillect Community School (32 students and parents/guardians attended)
- January 28, 2015: East Kern Community School (8 students and parents/guardians attended)
- January 29, 2015: Blanton Education Center (120 students and parents/guardians attended)
- January 29, 2015: North Kern Community School (110 students and parents/guardians attended)

At these meetings, an explanation of the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP) was provided. The Directors spoke to trends in the survey data related to progress on the LCAP, the need to continue to provide CAHSEE and ELD support based on historical assessment data, the additional efforts made to coordinate services and streamline student transitions between Alternative Education and its largest referring districts, and the improved coordination of efforts with the Foster Youth program. Participants were asked for feedback and their responses recorded.

Impact on LCAP

➤ More than 98% of parents surveyed feel that the program's textbooks and materials meet the needs of all students. They were also very complimentary of the quality of its facilities (97% agree or strongly agree that the schools are clean, safe, and in good repair) and EL Program (98% agree or strongly agree that the program provides support for ELs to make progress in achieving academic standards) and almost 97% agree or strongly agree that Court and Community Schools provided a high quality education for their students.

Surveys and discussion with parents and indicated that parents would like to be provided with more resources and training to support parental involvement and student learning at home. While some parents acknowledge that many students do not look forward to attending school, there are also parents who have indicated that Court and Community Schools need to provide an extended school day. Parents indicated that they would like to see an improvement in the program's communication of its plan for implementing CCSS. The aforementioned points to feedback are reflected in Goals 1 and 6 of the revised plan.

Surveys were provided in English and Spanish. 124 parents/guardians completed the 2015 LCAP Survey.

➤ *Students:*

January 21 – February 27, 2015: Teachers reviewed the LCFF and LCAP processes and shared the progress made since Spring 2014. Students then completed the survey either online or in paper/pencil format. 870 students completed a survey.

- 84% of students feel that the program's textbooks and materials meet their needs and were complimentary of the quality of the EL Program. 84% agree or strongly agree that Court and Community Schools provided a high quality education for them.

Students are fairly evenly split as to whether they look forward to attending school. They acknowledge both that teenagers just generally do not want to go to school and that many of those in Court and Community Schools have a history of poor attendance. Suggestions for improvement in this area center on more engaging instruction that is targeted to individual students' needs and wanting better relationships with staff. While this was an area of concern last year, too, 52% of student agreed/strongly agreed that students look forward to coming to school in 2015 compared to 37% percent in 2014.

Nearly 27% of students expressed concern over school safety. In response, the program continues to have a goal to improve safety and has added several action items specifically targeting this issue.

While most students feel that Court and Community Schools are preparing them for future college and career paths (75%), many others indicated in their survey comments and subsequent discussions that they feel more resources and opportunities need to be provided. The program has added action items that address this area of concern.

➤ *Certificated Staff:*

- January 13, 2015: An update was provided to site administrators regarding the progress made since implementing the 2014-15 LCAP. The administrators then completed the online surveys.
- Throughout January and early-February, each of the seven school site administrators met with their staff members to review the LCFF and LCAP processes and discuss the progress made in the past year. 77 certificated staff then completed the surveys online.

➤ *Classified Staff:*

Throughout January and early-February, each of the seven school site administrators met with their staff members to review the LCFF and LCAP processes and discuss the progress made in the past year. 45 classified staff members then completed the surveys online.

- 97% of certificated staff survey responses indicated that the Court and Community School program values parents/guardians as important partners and actively seek parent/guardian input into decisions related to their child's education (91%). 83% also acknowledged that their own input is valued and recognize that they are also invited to plan, implement, and evaluate instructional materials, strategies, and programs.

Surveys completed by certificated staff indicated that their biggest concerns are having adequate instructional supplies (i.e., technology) and preparing students for the future by providing more resources and opportunities to explore career options and preparing them for the workforce. All of these concerns are being addressed by the goals and action items in the LCAP.

- 95% of classified staff also indicated that Court and Community Schools value parents/ guardians as important partners and 86% indicated that the program actively seeks parent/guardian input into decisions related to their child's education. 75% also acknowledged that their input is valued and recognize that they are also invited to plan, implement, and evaluate instructional materials, strategies, and programs.

68% of classified staff also expressed a need to provide more resources to parents regarding parental involvement and student learning at home and preparing students for the future, but also addressed the ambivalence that students have about attending school. Each of these concerns is being addressed in one or more of the LCAP goals.

- *Community/Partner Agencies:*
February 26, 2015: Community members and partner agencies were invited to attend a Town Hall meeting at the Blanton Education Center. Representatives from Kern County Probation, School-Community Partnerships, Kern County Mental Health, and the Foster Youth Services Program attended the meeting. Several students, parents, and staff were also in attendance to serve as representatives of those stakeholder groups to contribute to the discussion regarding the LCFF/LCAP processes and progress made in the past year, and to open dialogue on ideas for the 2015-16 LCAP goals. In addition to providing feedback at the Town Hall meeting, 13 community/partner agency members also completed the online LCAP 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 purposes of the LCAP. The advisory committees met on the following dates at which time members reviewed 2013-14 enrollment data, local and state student academic assessment data, progress towards 2014-15 LCAP goals and action items, and to give members an opportunity to provide input on the goals for 2015-16:
 - Court School Site Council
 - October 30, 2014
 - November 25, 2014
 - March 24, 2015
 - Community School Site Council
 - October 27, 2014
 - November 20, 2014
 - March 3, 2015
 - Court School ELAC
 - March 24, 2015

- As with the certificated and classified staff, 100% of the community/partner agency respondents also indicated that Court and Community Schools value parents/guardians as important partners and actively seek parent/guardian input into decisions related to their child's education. They also highly rated the quality and safety of the Court and Community School facilities (100% agree or strongly agree that the facilities are clean, safe, and in good repair).

Discussion and surveys from community/partner agency representatives would like to see more incentives to encourage better attendance, instruction that is more targeted to individual students' needs, and more opportunities for students to participate in clubs, afterschool programs, career/college options, and parenting skills.

- The advisory committee members were enthusiastic about the progress made on the 2014-15 LCAP goals, particularly the hiring of instructional support staff for the Community School classrooms, the addition of CAHSEE and ELD teachers, technology upgrades, and the impact of the Positive Behavior Intervention Supports (PBIS) trainings.

The advisory committees expressed the need for an incentive program for students who show academic growth on assessments, 1:1 teacher-to-paraprofessional ratios in the Court Schools to provide individual and small group instructional support for students, more professional development regarding the Smarter Balanced assessments, and strategies/resources to improve student and parent involvement. These suggestions have resulted in the addition of related action items in the 2015-16 LCAP.

- Community School ELAC
 - January 29, 2015

Review of LCAP Draft:

The Directors reviewed the LCFF and LCAP, spoke to trends in the survey data related to progress on the LCAP, the need to continue to provide CAHSEE and ELD support based on historical assessment data, the additional efforts made to coordinate services and streamline student transitions between Alternative Education and its largest referring districts, and the improved coordination of efforts with the Foster Youth program. Participants were given the opportunity to ask any questions which were then compiled and given to administration.

- April 16, 2015: Presented draft of LCAP to Advisory Committees

- April 29, 2015: Presented draft of LCAP to the classified staff bargaining unit, the Superintendent of Schools Classified Association (SOSCA).
- April 29, 2015: Presented draft of LCAP to the certificated staff bargaining unit, the Kern County Education Association (KCEA).

The advisory committees reviewed the draft LCAP and were given the opportunity to ask any questions which were then compiled and given to administration. Committee members were supportive of the plan's proposed goals, actions, and services. The County Superintendent, Dr. Christine Frazier responded to all questions in writing.

The bargaining units reviewed the draft LCAP and provided the following feedback:

SOSCA affirmed the need for a Program Specialist focused on providing support for behavioral issues and would like to see Probation Officers assigned to each of the Community School campuses. The KCEA affirmed the Office's commitment to increase support for Special Education teachers with hiring additional program specialists focused on instructional and behavioral support. Each of these staffing suggestions has been included in the 2015 LCAP, with the exception of the additional Probation Officers. Administration is researching the possibility with the Kern County Probation of assigning Probation Officers to every Community School site.

- May 12, 2015: Draft of the LCAP presented at a public hearing.

Final Approval:

- June 9, 2015: 2015-16 LCAP presented to the local governing board for approval.

Annual Update:

At a series of Town Hall Meetings, staff meetings, and presentations to students and the School Site Councils and English Learner Advisory Committees (see dates above), administration shared specific information regarding progress made on 2014-15 goals and action items. Stakeholders were informed as to which items had been fully implemented and the status of those that are in progress:

Goal #1: Fully implement CCSS and maintain highly qualified appropriately assigned teachers to provide instruction in CCSS.

As of Spring 2015, approximately 40% of Court and Community School teachers are in the minimal (less than 50%) to partial (51 to 74%) range of CCSS implementation.

As reported in the 2014 Fall Census, 100% of teachers are fully credentialed, teaching in their subject area of competence, and EL authorized; 96.6% of teachers are HQ.

Progress made in 2014-15 towards Goal #1:

- Increased Community School classrooms to a 1:1 teacher/paraprofessional ratio
- Alignment of curriculum to CCSS (ELA completed other content areas in progress)
- Conducted a technology needs assessment through BrightBytes
- Increasing bandwidth at several school sites
- Purchasing individual student devices for instructional support
- Improving wireless infrastructure

Annual Update:

In response to the feedback received from stakeholders with regard to progress made on the 2014-15 goals and action items that are outlined in the Court and Community School LCAP, several action items have been added. An additional goal to address increasing student/parent engagement has also been included in the plan.

Parents were pleased with the progress made on the LCAP in 2014-15, but did ask for greater attention to student safety, increased parental involvement, and expansion of after school programs and college and career readiness opportunities. In response, the following action items have been added:

- Expand implementation of Positive Behavioral Interventions and Supports (PBIS)
- Purchase uniforms for campus supervisors
- Purchase and implement School Messenger to improve and increase communication with parents/guardians to help ensure their awareness of pertinent information such as attendance, upcoming testing dates, etc.
- Revise the master schedule at Court and Community Schools to allow for targeted instruction (e.g., CAHSEE, Odysseyware, Rosetta Stone, etc.) to prepare students for postsecondary opportunities.
- Establish a program-wide intramural sports program.
- Expand the opportunities for field trips

Goal #2: Increase language proficiency of English Learners from 21% to 27% as measured by the CELDT.

In 2014-15, 36% of Court and Community School English learners increased their English proficiency on the CELDT by at least one level compared to the 2013-14 administration.

Progress made in 2014-15 towards Goal #2:

- Hired 3 English Language Development Teachers (Blanton/Redwood/North Kern)
- Provided Professional Development on ELD standards for all teachers
- Purchased Rosetta Stone licenses

Goal #3: Improve student performance on the CAHSEE in ELA and Math by 18 points over a three year period. Document the coordinated services with referring districts and assess gaps in student performance to include graduation requirements and CAHSEE progress to ensure students have access to a broad course of study as described in 51220.

For Court School students, the average change in scale score from the November 2013 CAHSEE administration to the February 2014 administration was -2 points in ELA and -2 points in Math. For Court School students who received intervention instruction from one or both of the CAHSEE teachers, the average change in scale score from the November 2014 CAHSEE administration to the February 2015 administration was 0 points in ELA and 6 points in Math.

The program has also made additional efforts to coordinate services and streamline student transitions between Alternative Education and its largest referring districts and to improve coordination of efforts with the Foster Youth program.

Progress made in 2014-15 towards Goal #3:

- Hired 2 CAHSEE Teachers for Court School; another CAHSEE Teacher to be hired Fall 2015 for Community School
- Providing Professional Development for CAHSEE Teachers
- Improved coordinated services with referring school districts to more efficiently

While students are mostly complimentary of the education and programs offered by Court and Community Schools, they continue to ask for extended learning and enrichment opportunities (e.g., sports programs, music and art courses, more field trips, and postsecondary preparation). In response, the following action items have been added:

- Revise the master schedule at Court and Community Schools to allow for targeted instruction (e.g., CAHSEE, Odysseyware, Rosetta Stone, etc.) to prepare students for postsecondary opportunities.
- Establish a program-wide intramural sports program.
- Expand the opportunities for field trips

Staff has been very satisfied by the progress made in the 2014-15 school year, especially with regard to restoring the 1:1 Community School teacher-to-paraprofessional ratios, hiring of the Court School CAHSEE Teachers, hiring of the EL Teachers, and program-wide technology upgrades. Staff indicated that they would like to see continued improvement to school safety, restoration of the 1:1 teacher/paraprofessional ratios in Court School, continued technology improvements, additional opportunities for college and career preparation, and continued support for the implementation of CCSS. In response, the following action items have been added:

- Expand the availability of public and private mental health counseling on Community School campuses (e.g., ART, Matrix, counseling, etc.)
- Hire 7 paraprofessionals for Court School in order to return to 1:1 teacher/paraprofessional ratio in each classroom to provide individual and small group instructional support for students
- Purchase 520 tablets for instruction/SBAC administration
- Implement a career development program for Court School students to provide job skills training and connect

receive previous CAHSEE scores

Goal #4: Increase campus safety by 15% on Community School campuses as measured by student surveys indicating a greater sense of safety and in turn reduce truancy by 20% by 2016.

According to the 2015-16 LCAP Survey, more than 76% of respondents indicated that students and staff feel safe while at school. This is up slightly from 75% in 2014.

Court and Community Schools track and monitor truancy using attendance rates. In 2013-14, the average attendance rate for Community School students was 83%. In 2014-15, the average attendance rate for Community School students (through May 1, 2015) was 85%.

Progress made in 2014-15 towards Goal #4:

- Training Community School staff on Positive Behavior Intervention and Supports (PBIS)
- Purchased walkthrough metal detectors for NKCS and Blanton West
- Hired 2 additional campus supervisors for Sillect and Blanton
- Adding fencing/rerouting to ensure visitors check in at the front office
- Conducted drills, reviewed and updated Community School Safety Plan

Goal #5: Reduce truancy rate from 51% to 31% over a three year period. Increase parent involvement and participation in Parent Project to 45 parents over a three year period.

Court and Community Schools track and monitor truancy using attendance rates. In 2013-14, the average attendance rate for Community School students was 83%. In 2014-15, the average attendance rate for Community School students (through May 1, 2015) was 85%.

In 2014, 6 parents completed LCAP Surveys and 6 attended one of the 3 LCFF/LCAP Town Hall meetings. In 2015, 124 parents completed LCAP Surveys and 270 attended on the of the 4 LCFF/LCAP Town Hall meetings that were offered.

students to community career resources

- Conduct professional development for instructional staff regarding best practices for utilizing paraprofessionals for instructional support in the Court and Community School classrooms

Community/partner agencies have been pleased with the accomplishments made in 2104-15. They did express, however, that they see a need for the Court and Community Schools to provide more enrichment and extended learning opportunities that promote student engagement. In response, the following action items have been added:

- Revise the master schedule at Court and Community Schools to allow for targeted instruction (e.g., CAHSEE, Odysseyware, Rosetta Stone, etc.)
- Provide incentives to increase student engagement/improvement in the following areas:
 - Growth on CAHSEE score/s and/or passage
 - Growth on CELDT
 - Growth in STAR Renaissance Reading/Math scores
 - School Attendance

The number of parents participating in Parent Project was not tracked in 2013-14, but, in 2014-15, 7 parents attended the workshops.

Progress made in 2014-15 towards Goal #5:

- Collaborated with TRACK (Truancy Reduction and Attendance Coalition of Kern)
- Joined the truancy reduction Deputy DA Consortium
- Improved communication with referring districts via monthly list of truant students
- Coordinated efforts to increase Parent Project participation
- Increased collaboration with partner agencies

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 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 Education Code sections 42238.01 and subgroups as defined in 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 Education Code section 52052?

- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code 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?

GOAL:	Goal 1: Fully implement academic content and performance standards to provide learning environments that result in increased academic achievement and ensure quality instruction for all students, including support systems which meet the needs of English Learners, Low Income, Foster Youth, and Students with Disabilities.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Metrics: <u>Priority 1: Basic Services</u> <ul style="list-style-type: none"> In Court and Community Schools, 3.4% of teachers are not Highly Qualified. Alternative Education needs to purchase CCSS-aligned English and math curriculum All school facilities received an overall rating of “good” on the Facilities Inspection Tool (FIT). <u>Priority 2: Implementation of State Standards</u> <ul style="list-style-type: none"> Based upon classroom observation and survey data, approximately 40% of Court and Community School teachers are in the minimal (less than 50%) to partial (50% to 74%) range of implementing the Common Core State Standards. 85% of teachers attended PLCs and professional development activities related to implementation of CCSS and ELD Standards 	
Goal Applies to:	Schools: All Court and Community Schools Applicable Pupil Subgroups: Countywide	
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	Metrics: <u>Priority 1: Basic Services</u> <ul style="list-style-type: none"> Maintain 100% of teachers being fully credentialed Maintain 100% of teachers designated as teaching within their subject area competence Maintain 100% of teachers holding appropriate EL authorization Increase from 96.6% to 97.6 % of core classes will be taught by HQTs Maintain 100% of students having access to standards aligned instructional materials All facilities will maintain an Overall Rating of “Good” on the FIT <u>Priority 2: Implementation of State Standards</u> <ul style="list-style-type: none"> Classroom observations will yield that at least 75% of lessons contain an objective linked to the Common Core grade level standard, utilize researched-based instructional strategies, follow the appropriate Scope and Sequence, and include language objectives and the corresponding ELD standard. 	

<ul style="list-style-type: none"> 87% of teachers will attend PLCs and professional development activities related to implementation of CCSS and ELD Standards 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Establish content area teams to align curriculum to CCSS and complete Scope and Sequences for their content areas.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$100,000 Title I Certificated Salaries
Provide professional development on the Next Generation Science Standards for instructional staff.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$3,000 LCFF Base Professional Consulting
PLC teams will meet 2 times per month to collaborate on lessons, share best practices, and analyze assessment data and utilize results to inform instruction.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$12,800 LCFF Base Travel & Conference
Research and implement an online platform to allow instructional staff to collaborate and share instructional materials and resources (e.g., SharePoint).	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$8,000 Title I Communica- tions
Hire 7 paraprofessionals for Court School in order to return to 1:1 teacher/paraprofessional ratio in each classroom to provide individual and small group instructional support to assist students to achieve academic success.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$450,000 LCFF Base Classified Salaries
Conduct professional development for instructional staff regarding best practices for utilizing paraprofessionals for instructional support in the Court and Community School classrooms.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program

Select a teacher to be placed on special assignment to provide CCSS professional development.	Countywide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	\$100,000 LCFF Base Certificated Salaries
Ensure the implementation of adopted curriculum, CCSS strategies, and technology.	Countywide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	No cost to program
Provide necessary professional development for credentialing support (BTSA, VPSS, and/or CASC).	Countywide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	\$52,600 LCFF Base Professional Consulting
Biannually review teacher assignments to assure appropriate assignment.	Countywide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	No cost to program
Select and purchase new CCSS math curriculum and provide professional development.	Countywide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	\$155,000 Lottery/ LCFF Base Textbooks, Professional Consulting
Provide professional development for Step Up to Writing.	Countywide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	\$45,136 LCFF Base Professional Consulting

<p>The administrative team will receive additional training in the use of the C3 walkthrough tool. Tablets (11) will be purchased for the administrative team to utilize during walkthroughs.</p>	<p>Countywide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,750 LCFF Base Professional Consulting, Non-Capitalized Equipment</p>
<p>Transition from ABI to Aeries.net which will include Aeries Analytics, a web-based testing and data-analysis system.</p>	<p>Countywide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$11,000 LCFF Base Professional Consulting</p>
<p>Contract with BrightBytes to inform 21st Century learning opportunities to integrate technology into daily instruction.</p>	<p>Countywide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000 LCFF Base Professional Consulting</p>
<p>Implement Aesop, the automated substitute placement and absence management system to provide qualified substitutes to deliver quality instruction.</p>	<p>Countywide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$4,500 LCFF Base Professional Consulting</p>
<p>Systematically implement an assessment schedule for Community School students at all school sites using the STAR Renaissance.</p>	<p>All Community Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No cost to program</p>
<p>Increase bandwidth, connectivity, reliability, and infrastructure throughout Court and Community Schools.</p> <ul style="list-style-type: none"> ▪ Erwin Owen High School ▪ Auburn Community School ▪ Sillect Community School ▪ Jamison 	<p>Countywide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$35,000 LCFF Base Communications, Equipment</p>

Purchase 520 tablets (\$500 each) for instruction/SBAC administration.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$325,000 LCFF Base Non-Capitalized Equipment
Update hardware at various Court and Community School sites.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$32,000 LCFF Base Non-Capitalized Equipment
Provide professional development for instructional staff to utilize hardware and effectively implement educational software and technology-based curriculum resources.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$25,000 Title I Professional Consulting
Provide professional development for the Technology Support Teacher.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$5,000 LCFF Base Professional Consulting
Hire a Math Specialist.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$120,000 LCFF Base Certificated Salaries
Develop and implement a systematic plan for allowing teachers to participate in learning walks.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$5,000 Title I Professional Consulting
Provide additional 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.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program

Contract with outside expert to provide teacher-leader professional development.	Countywide	<input checked="" type="checkbox"/> ALL	\$2,500 Title I Professional Consulting
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	
Provide Common Core State Standards-aligned Thinking Maps Trainer-of-Trainers training for a select group of instructional staff.	Countywide	<input checked="" type="checkbox"/> ALL	\$21,000 Title I Professional Consulting
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	
Purchase 40 additional Odysseyware licenses.	Countywide	<input checked="" type="checkbox"/> ALL	\$30,250 LCFF Base Professional Consulting
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	
Provide targeted instruction and intervention through a block schedule enrichment period and/or an afterschool lab setting (e.g., CAHSEE, Odysseyware, Rosetta Stone, etc.).	Countywide	<input checked="" type="checkbox"/> ALL	\$100,000 LCFF Base Certificated/ Classified Salaries
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	
Hire a Program Specialist to assist with Special Education Learning Center staff support.	Countywide	<input type="checkbox"/> ALL	\$120,000 LCFF Base Certificated Salaries
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	
Hire a Program Specialist (SELPA) to provide professional development for Special Education Learning Center teachers.	Countywide	<input type="checkbox"/> ALL	\$120,000 LCFF Base Certificated Salaries
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	

Hire an Educational Associate/Technology.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$72,000 LCFF Base Other Classified Salaries
Partner with Youth 2 Leaders to prepare Foster Youth to attend college and to provide mentoring pre- and post-enrollment.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$55,000 LCFF Supplemental/ Concentration
Biannually review the condition of facilities to ensure that school campuses are in good repair as indicated by the FIT.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics:</p> <p><u>Priority 1: Basic Services</u></p> <ul style="list-style-type: none"> • 100% of teachers will be fully credentialed • 100% of teachers will be designated as teaching within their subject area competence • 100% of teachers will have appropriate EL authorization • 98.6 % of core classes will be taught by HQTs • 100% of students will have access to standards aligned instructional materials • All facilities will maintain an Overall Rating of “Good” on the FIT <p><u>Priority 2: Implementation of State Standards</u></p> <ul style="list-style-type: none"> • Classroom observations will yield that 85% of lessons contain an objective linked to the Common Core grade level standard, utilize researched-based instructional strategies, follow the appropriate Scope and Sequence, and include language objectives and the corresponding ELD standard. • 89% of teachers will attend PLCs and professional development activities related to implementation of CCSS and ELD Standards
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to work towards full implementation of the Next Generation Science Standards.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$2,500 LCFF Base Travel and Conferences
PLC teams will continue to meet 2 times per month to collaborate on lessons, share best practices, and analyze assessment data and utilize results to inform instruction.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$12,800 LCFF Base Travel and Conferences
Maintain access to the online platform (e.g., SharePoint) and monitor the implementation to ensure it is being used effectively.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$8,000 Title I Communica- tions
Ensure the implementation of adopted curriculum, CCSS strategies, and technology.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program
Provide necessary professional development for credentialing support (BTSA, VPSS, and/or CASC).	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$45,000 LCFF Base Professional Consulting
Biannually review teacher assignments to assure appropriate assignment.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program

Purchase additional CCSS math curriculum and provide professional development.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$155,000 LCFF Base/ Lottery Textbooks, Professional Consulting
Provide additional instructional leadership training as needed for the administrative team to support implementation of the C3 tool and for the Curriculum & Instructional Leadership Teams.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$500 LCFF Base Professional Consulting
Provide additional support to Aeries.net users.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$6,000 LCFF Base Professional Consulting
Continue to contract with BrightBytes to inform 21 st Century learning opportunities to integrate technology into daily instruction.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000 LCFF Base Professional Consulting
Continue to maintain Aesop for substitute placement and absence management.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,000 LCFF Base Professional Consulting
Develop and implement a program-wide benchmark assessment schedule for all content areas.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost to program
Monitor and evaluate bandwidth, connectivity, reliability, and infrastructure throughout Court and Community Schools, and upgrade if needed.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$20,000 LCFF Base Communica- tions, Equipment

Update hardware at various Court and Community School sites.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$32,000 LCFF Base Non-Capitalized Equipment
Provide ongoing professional development for instructional staff to utilize hardware and effectively implement educational software and technology-based curriculum resources.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$25,000 Title I Professional Consulting
Provide ongoing professional development for the Technology Support Teacher.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$5,000 LCFF Base Professional Consulting
Monitor and evaluate the effectiveness of the learning walks.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$5,000 Title I Professional Consulting
Provide ongoing professional development specific to the CCSS strategies, ELD and SDAIE strategies, and ELA/ELD Framework.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program
Contract with outside expert to provide teacher-leader professional development.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$2,500 Title I Professional Consulting
Monitor the implementation of Thinking Maps and provide additional support.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program

Monitor the implementation of Odysseyware and purchase additional licenses as needed.	Countywide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	\$30,250 LCFF Base Professional Consulting
Continue to provide targeted instruction and intervention through a block schedule enrichment period and/or an afterschool lab setting (e.g., CAHSEE, Odysseyware, Rosetta Stone, etc.).	Countywide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	\$100,000 LCFF Base Certificated/ Classified Salaries
Purchase CCSS ELA/ELD curriculum and provide professional development.	Countywide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	\$350,000 LCFF Base Textbooks, Travel & Conference, Professional Consulting
Biannually review the condition of facilities to ensure that school campuses are in good repair as indicated by the FIT.	Countywide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	No cost to program

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Metrics:</p> <p><u>Priority 1: Basic Services</u></p> <ul style="list-style-type: none"> • 100% of teachers will be fully credentialed • 100% of teachers will be designated as teaching within their subject area competence • 100% of teachers will have appropriate EL authorization • 99.6 % of core classes will be taught by HQTs • 100% of students will have access to standards aligned instructional materials • All facilities will maintain an Overall Rating of “Good” on the FIT <p><u>Priority 2: Implementation of State Standards</u></p> <ul style="list-style-type: none"> • Classroom observations will yield that 95% of lessons contain an objective linked to the Common Core grade level
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	<p>standard, utilize researched-based instructional strategies, follow the appropriate Scope and Sequence, and include language objectives and the corresponding ELD standard.</p> <ul style="list-style-type: none"> 91% of teachers will attend PLCs and professional development activities related to implementation of CCSS and ELD Standards 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to work towards full implementation of the Next Generation Science Standards.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$2,500 LCFF Base Travel and Conferences
PLC teams will continue to meet 2 times per month to collaborate on lessons, share best practices, and analyze assessment data and utilize results to inform instruction.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$12,800 LCFF Base Travel & Conference
Maintain access to the online platform (e.g., SharePoint) and monitor the implementation to ensure it is being used effectively.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$8,000 Title I Communica- tions
Ensure the implementation of adopted curriculum, CCSS strategies, and technology.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program
Provide necessary professional development for credentialing support (BTSA and/or VPSS).	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$30,600 LCFF Base Professional Consulting

Biannually review teacher assignments to assure appropriate assignment.	Countywide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	No cost to program
Continue to contract with BrightBytes to inform 21 st Century learning opportunities to integrate technology into daily instruction.	Countywide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	\$5,000 LCFF Base Professional Consulting
Continue to maintain Aesop for substitute placement and absence management.	Countywide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	\$3,000 LCFF Base Professional Consulting
Maintain program-wide benchmark assessment schedule for all content areas.	Countywide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	No cost to program
Continue to monitor bandwidth, connectivity, reliability, and infrastructure throughout Court and Community Schools.	Countywide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	\$20,000 LCFF Base Communications, Equipment
Update hardware at various Court and Community School sites.	Countywide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	\$32,000 LCFF Base Non Capitalized Equipment
Provide ongoing professional development for instructional staff to utilize hardware and effectively implement educational software and technology-based curriculum resources.	Countywide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	\$25,000 Title I Professional Consulting

Monitor and evaluate the effectiveness of the learning walks.	Countywide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	\$5,000 Title I Professional Consulting
Provide ongoing professional development specific to the CCSS strategies, ELD and SDAIE strategies, and ELA/ELD Framework.	Countywide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	No cost to program
Contract with outside expert to provide teacher-leader professional development.	Countywide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	\$2,500 Title I Professional Consulting
Monitor the implementation of Thinking Maps and provide additional support.	Countywide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	No cost to program
Monitor the implementation of Odysseyware and purchase additional licenses as needed.	Countywide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	\$30,250 LCFF Base Professional Consulting
Continue to provide targeted instruction and intervention through a block schedule enrichment period and/or an afterschool lab setting (e.g., CAHSEE, Odysseyware, Rosetta Stone, etc.).	Countywide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	\$100,000 LCFF Base Certificated/ Classified Salaries

Fully implement CCSS ELA/ELD curriculum.	Countywide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program
Biannually review the condition of facilities to ensure that school campuses are in good repair as indicated by the FIT.	Countywide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program

GOAL:	Goal 2: Increase the language proficiency of English learners.		Related State and/or Local Priorities: 1 __ 2 X 3 __ 4 X 5 __ 6 __ 7 __ 8 __ COE only: 9 __ 10 __ Local : Specify _____
Identified Need :	Metrics: <u>Priority 2: Implementation of State Standards</u> <ul style="list-style-type: none"> Based upon classroom observation and survey data, approximately 40% of Court and Community School teachers are in the minimal (less than 50%) to partial (50% to 74%) range of implementing the Common Core State Standards. 85% of teachers attended PLCs and professional development activities related to implementation of CCSS and ELD Standards. <u>Priority 4: Pupil Achievement</u> <ul style="list-style-type: none"> State Assessments <ul style="list-style-type: none"> 2014-15 CELDT Administration: 64% of ELs decreased/did not show improvement in English proficiency CAASPP: Baselines to be established based on analysis of 2014-15 testing data CST Science advanced/proficient rate (2013-14): <ul style="list-style-type: none"> Court School: 6% Community School: 10% Rate of EL reclassification: 0.2% Percent of students completing UC/CSU required courses: 0 (UC/CSU required courses will begin to be offered in 2015-16; the program will analyze data to establish a baseline) Percent of students completing a CTE Course Sequence: 0% (to be implemented in 2015-16; in 2015-16, the program will analyze data to establish a baseline.) Percent of EL students attaining AMAO 1 and 2 targets: AMAO 1: 36%; AMAO 2: 28% Percent of students who passed AP exams with a score of 3 or higher: N/A Early Assessment Project (EAP) College Ready rates for math and ELA: N/A (now included in CAASPP testing series) Percent of students who recover credits: This data has not previously been tracked; in 2015-16, the program will analyze data to establish a baseline. 		
Goal Applies to:	Schools:	All Court and Community Schools	
	Applicable Pupil Subgroups:	Countywide	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<p>Metrics:</p> <p><u>Priority 2: Implementation of State Standards</u></p> <ul style="list-style-type: none"> Classroom observations will yield that at least 75% of lessons contain an objective linked to the Common Core grade level standard, utilize researched-based instructional strategies, follow the appropriate Scope and Sequence, and include language objectives and the corresponding ELD standard. 87% of teachers will attend PLCs and professional development activities related to implementation of CCSS and ELD Standards <p><u>Priority 4: Pupil Achievement</u></p> <ul style="list-style-type: none"> State assessments: <ul style="list-style-type: none"> CELDT: 40% of Court and Community School ELs will increase their English proficiency by at least one level over the 2014-15 administration. CAASPP: Analyze 2014-15 testing data and establish baselines for CAASPP CST Science advanced/proficient rate: <ul style="list-style-type: none"> Court School: 7% Community School: 11% Rate of EL reclassification: 0.3% Percent of students completing UC/CSU required courses: 0 (UC/CSU required courses will begin to be offered in 2015-16; the program will analyze data to establish a baseline) Percent of students completing a CTE Course Sequence: 0% (to be implemented in 2015-16; in 2015-16, the program will analyze data to establish a baseline.) Percent of EL students attaining AMAO 1 and 2 targets: AMAO 1: 39%; AMAO 2: 30% Percent of students who passed AP exams with a score of 3 or higher: N/A Early Assessment Project (EAP) College Ready rates for math and ELA: N/A (now included in CAASPP testing series) Percent of students who recover credits: This data has not previously been tracked; in 2015-16, the program will analyze data to establish a baseline.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Countywide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program

Revise the master schedule at Court and Community Schools to allow for designated ELD time for identified English learners.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No cost to program
Purchase English 3-D curriculum to supplement ELD instruction.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$40,000 Title I Textbooks
Purchase/renew Rosetta Stone licenses.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$2,300 Title I Professional Consulting
Biannually monitor the progress of redesignated students to ensure correct classification, placement, and additional support, if needed.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No cost to program

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Metrics:</p> <p><u>Priority 2: Implementation of State Standards</u></p> <ul style="list-style-type: none"> Classroom observations will yield that 85% of lessons contain an objective linked to the Common Core grade level standard, utilize researched-based instructional strategies, follow the appropriate Scope and Sequence, and include language objectives and the corresponding ELD standard. 89% of teachers will attend PLCs and professional development activities related to implementation of CCSS and ELD Standards <p><u>Priority 4: Pupil Achievement</u></p> <ul style="list-style-type: none"> State assessments: <ul style="list-style-type: none"> CELDT: 44% of Court and Community School ELs will increase their English proficiency by at least one level over the 2015-16 administration. CAASPP: Increase 2% over baseline
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	<ul style="list-style-type: none"> - CST Science advanced/proficient rate: <ul style="list-style-type: none"> ▪ Court School: 8% ▪ Community School: 12% • Rate of EL reclassification: 0.4% • Percent of students completing UC/CSU required courses: 2% increase • Percent of students completing a CTE Course Sequence: 2% increase over the baseline • Percent of EL students attaining AMAO 1 and 2 targets: AMAO 1: 42%; AMAO 2: 32% • Percent of students who passed AP exams with a score of 3 or higher: N/A • Early Assessment Project (EAP) College Ready rates for math and ELA: N/A (now included in CAASPP testing series) • Percent of students who recover credits: There will be a 2% increase over the previous year
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development to teachers on the English Language Proficiency Assessment for California (ELPAC).	Countywide	__ALL ----- OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	No cost to program
Maintain program-wide focus on the use of language objectives.	Countywide	__ALL ----- OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	No cost to program
Maintain designated ELD time for identified English learners.	Countywide	__ALL ----- OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	No cost to program
Renew Rosetta Stone licenses; purchase more if needed.	Countywide	__ALL ----- OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$8,000 Title I Professional Consulting

Biannually monitor the progress of redesignated students to ensure correct classification, placement, and additional support, if needed.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Metrics:</p> <p><u>Priority 2: Implementation of State Standards</u></p> <ul style="list-style-type: none"> • Classroom observations will yield that 95% of lessons contain an objective linked to the Common Core grade level standard, utilize researched-based instructional strategies, follow the appropriate Scope and Sequence, and include language objectives and the corresponding ELD standard. • 91% of teachers will attend PLCs and professional development activities related to implementation of CCSS and ELD Standards <p><u>Priority 4: Pupil Achievement</u></p> <ul style="list-style-type: none"> • State assessments: <ul style="list-style-type: none"> - English Learner Proficiency Assessments for California (ELPAC): 2016-17 data will be collected and analyzed to establish baselines. - CAASPP: Increase 2% over 2016-17 - CST Science advanced/proficient rate: <ul style="list-style-type: none"> ▪ Court School: 9% ▪ Community School: 13% • Rate of EL reclassification: 0.5% • Percent of students completing UC/CSU required courses: 2% increase • Percent of students completing a CTE Course Sequence: 2% increase • Percent of EL students attaining AMAO 1 and 2 targets: AMAO 1: 45%; AMAO 2: 34% • Percent of students who passed AP exams with a score of 3 or higher: N/A • Early Assessment Project (EAP) College Ready rates for math and ELA: N/A (now included in CAASPP testing series) • Percent of students who recover credits: 2% increase
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development to teachers on how to analyze the English Language Proficiency Assessment for California (ELPAC) data and utilize results to inform instruction.	Countywide	<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No cost to program
Maintain program-wide focus on the use of language objectives.	Countywide	<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No cost to program
Maintain designated ELD time for identified English learners.	Countywide	<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No cost to program
Renew Rosetta Stone licenses; purchase more if needed.	Countywide	<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$8,000 Title I Professional Consulting
Biannually monitor the progress of redesignated students to ensure correct classification, placement, and additional support, if needed.	Countywide	<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No cost to program

GOAL:	Goal 3: Increase the percentage of students who are college and career ready.	Related State and/or Local Priorities: 1 __ 2 __ 3 __ 4 X 5 __ 6 __ 7 X 8 X COE only: 9 X 10 X Local : Specify _____
Identified Need:	<p>Metrics:</p> <p><u>Priority 4:</u></p> <ul style="list-style-type: none"> • State Assessments <ul style="list-style-type: none"> - 2014-15 CELDT Administration: 64% of ELs decreased/did not show improvement in English proficiency - CAASPP: Baselines to be established based on analysis of 2014-15 testing data - CST Science advanced/proficient rate (2013-14): <ul style="list-style-type: none"> ▪ Court School: 6% ▪ Community School: 10% • Percent of students who recover credits: This data has not previously been tracked; in 2015-16, the program will analyze data to establish a baseline. • Rate of EL reclassification: 0.2% • Percent of students completing UC/CSU required courses: 0% • Percent of students completing a CTE Course Sequence: 0% • Percent of EL students attaining AMAO 1 and 2 targets: AMAO 1: 36%; AMAO 2: 28% • Percent of students who passed AP exams with a score of 3 or higher: N/A • Early Assessment Project (EAP) College Ready rates for math and ELA: N/A (now included in CAASPP testing series) • Percent of students who recover credits: This data has not previously been tracked; in 2015-16, the program will analyze data to establish a baseline. <p><u>Priority 7:</u></p> <ul style="list-style-type: none"> • Rate of students enrolled in Auto Shop CTE courses at Erwin Owen High School (grades 7-12; 2013-14): 1.6% (CTE courses have previously only been available at one Court School site; CTE offerings will be expanded in 2015-16) • Rate of students enrolled in UC/CSU required courses (grades 9-12; 2014-15): 0% • Number/rate of AP courses offered (grades 9-12): N/A • Rate of students enrolled in AP courses: N/A • Rate of remedial course enrollment: 80% • Number/rate of course offerings for students with exceptional needs: 13 Learning Centers <p><u>Priority 8:</u></p> <ul style="list-style-type: none"> • CAHSEE ELA/Math proficient rates (10th Grade Census; 2013-14): 	

- Court School
 - ELA: 17%
 - Math: 9%
- Community School
 - ELA: 12%
 - Math: 14%
- CAHSEE ELA/Math 3-Year Pass Rate (All Grades, All Administrations):
 - 2010-11
 - Court School
 - ELA: 33%
 - Math: 23%
 - Community School
 - ELA: 26%
 - Math: 22%
 - 2011-12
 - Court School
 - ELA: 36%
 - Math: 37%
 - Community School
 - ELA: 23%
 - Math: 22%
 - 2012-13
 - Court School
 - ELA: 32%
 - Math: 31%
 - Community School
 - ELA: 26%
 - Math: 25%
- CAHSEE Scale Score growth for students testing in consecutive administrations (2013-14):
 - Court School
 - Math: +2 points
 - ELA: +8 points
 - Community School
 - Math: +3 points
 - ELA: -1 point
- STAR Renaissance Pre/Post average growth:

- Court School:
 - Reading: 3 months
 - Math: 5 months
 - Community School: Baselines to be established based on analysis of 2015-16 testing data
 - Percent of EL students making progress toward English Proficiency (AMAO 1): 36%
 - AP Exam Participation Rate - N/A
 - STAR Renaissance Pre/Post average growth:
 - Court School:
 - Reading: 3 months
 - Math: 5 months
 - Community School: collect and analyze 2015-16 data to establish baseline
 - Credit recovery: Collect and analyze credit recovery data for 2015-16 to establish baseline.
- Priority 9: Expelled Pupils
- Frequency of meetings held with referring district personnel: Periodically
 - 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: Periodically
- Priority 10: Foster Youth
- Frequency of meetings held between Directors and Foster Youth Service Liaison: Periodically
 - Frequency of meetings held between school site administrators and Foster Youth Services Liaison: Occasionally
 - Percent of Foster Youth students engaged in at least one extra-curricular personal development activity, training, etc.: 12%

Goal Applies to:	Schools:	All Court and Community Schools
	Applicable Pupil Subgroups:	Countywide

Expected Annual Measurable Outcomes:

Metrics:

Priority 4: Pupil Achievement

- State assessments:
 - CELDT: 40% of Court and Community School ELs will increase their English proficiency on the CELDT by at least one level over the 2014-15 administration.
 - CAASPP: Analyze 2014-15 testing data and establish baselines for CAASPP
 - CST Science advanced/proficient rate:
 - Court School: 7%
 - Community School: 11%
- Rate of EL reclassification: 0.3%
- Percent of students completing UC/CSU required courses: 5%
- Percent of students completing a CTE Course Sequence: 0% (to be implemented in 2015-16 and baseline established)
- Percent of EL students attaining AMAO 1 and 2 targets: AMAO 1: 39%; AMAO 2: 30%
- Percent of students who passed AP exams with a score of 3 or higher: N/A
- Early Assessment Project (EAP) College Ready rates for math and ELA: N/A (now included in CAASPP testing series)
- Percent of students who recover credits: This data has not previously been tracked; in 2015-16, the program will analyze data to establish a baseline.

Priority 7: Course Access

- Rate of students enrolled in CTE (grades 7-12): 1% increase
- Rate of students enrolled in UC/CSU required courses (grades 9-12): 5%
- Number/rate of AP courses offered (grades 9-12): N/A
- Rate of students enrolled in AP courses: N/A
- Rate of remedial course enrollment: 75%
- Number/rate of course offerings for students with exceptional needs: maintain 13 Learning Centers

Priority 8: Other Pupil Outcomes

- CAHSEE ELA/Math proficient rates (10th Grade Census):
 - Court School
 - ELA: 18%
 - Math: 10%
 - Community School
 - ELA: 13%

- Math: 15%
 - CAHSEE ELA/Math 3-Year Pass Rate (All Grades, All Administrations):
 - 2011-12
 - Court School
 - ELA: 36%
 - Math: 37%
 - Community School
 - ELA: 23%
 - Math: 22%
 - 2012-13
 - Court School
 - ELA: 32%
 - Math: 31%
 - Community School
 - ELA: 26%
 - Math: 25%
 - 2013-14
 - Court School
 - ELA: 36%
 - Math: 37%
 - Community School
 - ELA: 29%
 - Math: 28%
 - CAHSEE Scale Score growth for students testing in consecutive administrations: 6 point increase in the average scale score in ELA and math
 - Percent of EL students making progress toward English Proficiency (AMAO 1): 39%
 - AP Exam Participation Rate - N/A
 - STAR Renaissance Pre/Post average growth:
 - Court School:
 - Reading: 5 months
 - Math: 7 months
 - Community School: collect and analyze 2015-16 data to establish baseline
 - Credit recovery: Collect and analyze credit recovery data for 2015-16 to establish baseline.
- Priority 9: Expelled Pupils
- 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: Monthly

Priority 10: Foster Youth

- Develop academic baseline data for FY when the identified FY data is received from the CDE and the CA Department of Social Services
- Frequency of meetings held between Directors and Foster Youth Service Liaison: Monthly
- Frequency of meetings held between school site administrators and Foster Youth Services Liaison: Quarterly
- Frequency of transition counselors' attendance at AB490 Liaison meetings: Quarterly
- Percent of Foster Youth students engaged in at least one extra-curricular personal development activity, training, etc.: 20%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement a career development program for Court School students to provide job skills training and connect students to community career resources.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$100,000 LCFF Base Other Classified Salaries
Expand post-secondary preparation opportunities for students (e.g., completion of job applications, registering for Bakersfield College, etc.)	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$10,000 LCFF Base Certificated/ Classified/ Other Classified Salaries, Travel and Conferences
Hire 1 CAHSEE Teacher to provide supplemental CAHSEE instruction focused on 11 th /12 th grade Community School students.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$80,000 Title I Certificated Salaries

Provide professional development for newly hired CAHSEE teacher.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program
Utilize PLCs to analyze CAHSEE data.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program
Investigate and provide additional opportunities for CAHSEE preparation/intervention.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program
Develop and provide promotional materials for CAHSEE.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$2,500 LCFF Base Communica- tions
Establish credit recovery criteria, analyze 2015-16 credit recovery data, and establish a baseline.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program
Hold quarterly meetings with the referring district personnel.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>	No cost to program

Hold monthly meetings with the superintendents of Kern County districts.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>	No cost to program
Monitor the District Student Tracking List monthly.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>	No cost to program
Complete the KHSD Referral List on a monthly basis.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>	No cost to program
Maintain high level of collaboration with Foster Youth Liaison (AB490).	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program.
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.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$135,133 LCFF Supplemental/ Concentration (Classified Salaries); \$55,000 LCFF Supplemental/ Concentration (Outreach)

The Foster Youth Services Liaison and Specialist will continue to engage foster youth in leadership development (e.g. conferences, trainings).	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$10,000 LCFF Supplemental/ Concentration
Create online database for Foster Youth Students.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$6,000 LCFF Supplemental/ Concentration
Provide an online manual and training on Foster Youth Services enrollment policies.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$5,000 LCFF Supplemental/ Concentration
Hold monthly meetings between Directors and Foster Youth Service Liaison.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program
Hold quarterly meetings between Court and Community School site administrators and Foster Youth Services Liaison.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program
Transition counselors' will attend quarterly AB490 Liaison meetings.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program

Coordinate with referring district to evaluate student academic and assessment performance. Develop and complete a coordinated services summary report for each foster student.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost to program
Provide after-school tutoring and mentoring for Foster Youth.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$15,000 Title I Certificated Salaries

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Metrics:</p> <p><u>Priority 4: Pupil Achievement</u></p> <ul style="list-style-type: none"> • State assessments: <ul style="list-style-type: none"> - CELDT: 44% of Court and Community School ELs will increase their English proficiency on the CELDT by at least one level over the 2014-15 administration. - CAASPP: Increase by 2% over baseline. - CST Science advanced/proficient rate: <ul style="list-style-type: none"> ▪ Court School: 8% ▪ Community School: 12% • Rate of EL reclassification: 0.4% • Percent of students completing UC/CSU required courses: 10% • Percent of students completing a CTE Course Sequence: 2% increase • Percent of EL students attaining AMAO 1 and 2 targets: AMAO 1: 42%; AMAO 2: 32% • Percent of students who passed AP exams with a score of 3 or higher: N/A • Early Assessment Project (EAP) College Ready rates for math and ELA: N/A (now included in CAASPP testing series) • Percent of students who recover credits: There will be a 2% increase over the previous year <p><u>Priority 7: Course Access</u></p> <ul style="list-style-type: none"> • Rate of students enrolled in CTE courses (grades 7-12): 1% increase • Rate of students enrolled in UC/CSU required courses (grades 9-12): 10% • Number/rate of AP courses offered (grades 9-12): N/A • Rate of students enrolled in AP courses: N/A • Rate of remedial course enrollment: 70%
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- Number/rate of course offerings for students with exceptional needs: maintain 13 Learning Centers

Priority 8: Other Pupil Outcomes

- CAHSEE ELA/Math proficient rates (10th Grade Census):

- Court School
 - ELA: 19%
 - Math: 11%
- Community School
 - ELA: 14%
 - Math: 16%

- CAHSEE ELA/Math 3-Year Pass Rate (All Grades, All Administrations):

2012-13

- Court School
 - ELA: 32%
 - Math: 31%
- Community School
 - ELA: 26%
 - Math: 25%

2013-14

- Court School
 - ELA: 36%
 - Math: 37%
- Community School
 - ELA: 29%
 - Math: 28%

2014-15

- Court School
 - ELA: 40%
 - Math: 40%
- Community School
 - ELA: 32%
 - Math: 31%

- CAHSEE Scale Score growth for students testing in consecutive administrations: 6 point increase in the average scale score in ELA and math
- Percent of EL students making progress toward English Proficiency (AMAO 1): 42%
- AP Exam Participation Rate: N/A

- STAR Renaissance Pre/Post average growth:
 - Court School:
 - Reading: 7 months
 - Math: 9 months
 - Community School: Increase by 2 months over 2015-16
- Credit recovery: Increase by 2% over baseline.

Priority 9: Expelled Pupils

- Frequency of meetings held with referring district personnel Services: 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: Monthly

Priority 10: Foster Youth

- Frequency of meetings held between Directors and Foster Youth Service Liaison: Monthly
- Frequency of meetings held between school site administrators and Foster Youth Services Liaison: Quarterly
- Frequency of transition counselors' attendance at AB490 Liaison meetings: Quarterly
- Percent of Foster Youth students engaged in at least one extra-curricular personal development activity, training, etc.: 40%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide a career development program for Court School students to provide job skills training and connect students to community career resources.	All Court Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$100,000 LCFF Base Other Classified Salaries
Expand post-secondary preparation opportunities for students (e.g., completion of job applications, registering for Bakersfield College, etc.)	Countywide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 LCFF Base Certificated/ Classified/ Other Classified Salaries, Travel and Conferences

Utilize PLCs to analyze CAHSEE data.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program.
Continue to provide additional opportunities for CAHSEE preparation/intervention.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program.
Continue to provide promotional materials for CAHSEE.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$2,500 LCFF Base Communica- tions
Hold quarterly meetings with referring district personnel.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>	No cost to program.
Hold monthly meetings with the superintendents of Kern County districts.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>	No cost to program.
Monitor the District Student Tracking List monthly.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>	No cost to program.

Complete the KHSD Referral List on a monthly basis.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>	No cost to program.
Maintain high level of collaboration with Foster Youth Liaison (AB490).	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No cost to program.
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.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$135,133 LCFF Supplemental/ Concentration (Classified Salaries); \$55,000 LCFF Supplemental/ Concentration (Outreach)
The Foster Youth Services Liaison and Specialist will continue to engage foster youth in leadership development (e.g. conferences, trainings).	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$10,000 LCFF Supplemental/ Concentration
Maintain online database for Foster Youth Students.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$6,000 LCFF Supplemental/ Concentration

Continue to provide an online manual and training on Foster Youth Services enrollment policies.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000 LCFF Supplemental/ Concentration
Hold monthly meetings between Directors and Foster Youth Service Liaison.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost to program.
Hold quarterly meetings between Court and Community School site administrators and Foster Youth Services Liaison.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost to program.
Transition counselors' will attend quarterly AB490 Liaison meetings.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost to program.
Coordinate with referring district to evaluate student academic and assessment performance. Develop and complete a coordinated services summary report for each foster student.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost to program.
Provide after-school tutoring and mentoring for Foster Youth.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$15,000 Title I Certificated Salaries

Expected Annual Measurable Outcomes:

Metrics:

Priority 4: Pupil Achievement

- State assessments:
 - CELDT: 48% of Court and Community School ELs will increase their English proficiency on the CELDT by at least one level over the 2014-15 administration.
 - CAASPP: Increase by 2% over 2016-17.
 - CST Science advanced/proficient rate:
 - Court School: 9%
 - Community School: 13%
- Rate of EL reclassification: 0.5%
- Percent of students completing UC/CSU required courses: 15%
- Percent of students completing a CTE Course Sequence: 2% increase
- Percent of EL students attaining AMAO 1 and 2 targets: AMAO 1: 45%; AMAO 2: 34%
- Percent of students who passed AP exams with a score of 3 or higher: N/A
- Early Assessment Project (EAP) College Ready rates for math and ELA: N/A (now included in CAASPP testing series)
- Percent of students who recover credits: 2% increase

Priority 7: Course Access

- Rate of students enrolled in CTE courses (grades 7-12): 1% increase
- Rate of students enrolled in UC/CSU required courses (grades 9-12): 15%
- Number/rate of AP courses offered (grades 9-12): N/A
- Rate of students enrolled in AP courses: N/A
- Rate of remedial course enrollment: 65%
- Number/rate of course offerings for students with exceptional needs: maintain 13 Learning Centers

Priority 8: Other Pupil Outcomes

- CAHSEE ELA/Math proficient rates (10th Grade Census):
 - Court School
 - ELA: 20%
 - Math: 12%
 - Community School
 - ELA: 15%
 - Math: 17%

- CAHSEE ELA/Math 3-Year Pass Rate (All Grades, All Administrations):
 - 2013-14
 - Court School
 - ELA: 36%
 - Math: 37%
 - Community School
 - ELA: 29%
 - Math: 28%
 - 2014-15
 - Court School
 - ELA: 40%
 - Math: 40%
 - Community School
 - ELA: 32%
 - Math: 31%
 - 2015-16
 - Court School
 - ELA: 32%
 - Math: 31%
 - Community School
 - ELA: 26%
 - Math: 25%
 - CAHSEE Scale Score growth for students testing in consecutive administrations: 6 point increase in the average scale score in ELA and math
 - Percent of EL students making progress toward English Proficiency (AMAO 1): 45%
 - AP Exam Participation Rate: N/A
 - STAR Renaissance Pre/Post average growth:
 - Court School:
 - Reading: 9 months
 - Math: 11 months
 - Community School: Increase by 2 months over 2016-17
 - Credit recovery: Increase by 2% over 2016-17.
- Priority 9: Expelled Pupils
- 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: Monthly
- Priority 10: Foster Youth
- Frequency of meetings held between Directors and Foster Youth Service Liaison: Monthly
 - Frequency of meetings held between school site administrators and Foster Youth Services Liaison: Quarterly
 - Frequency of transition counselors' attendance at AB490 Liaison meetings: Quarterly
 - Percent of Foster Youth students engaged in at least one extra-curricular personal development activity, training, etc.: 60%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide a career development program for Court School students to provide job skills training and connect students to community career resources.	All Court Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$100,000 LCFF Base Other Classified Salaries
Expand post-secondary preparation opportunities for students (e.g., completion of job applications, registering for Bakersfield College, etc.).	Countywide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 LCFF Base Certificated/ Classified/ Other Classified Salaries, Travel and Conferences
Utilize PLCs to analyze CAHSEE data.	Countywide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost to program.

Continue to provide additional opportunities for CAHSEE preparation/intervention.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program.
Continue to provide promotional materials for CAHSEE.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$2,500 LCFF Base Communica- tions
Hold quarterly meetings with referring district personnel.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>	No cost to program
Hold monthly meetings with the superintendents of Kern County districts.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>	No cost to program
Monitor the District Student Tracking List monthly.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>	No cost to program
Complete the KHSD Referral List on a monthly basis.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>	No cost to program

Maintain high level of collaboration with Foster Youth Liaison (AB490).	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program.
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.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$135,133 LCFF Supplemental/ Concentration (Classified Salaries); \$55,000 LCFF Supplemental/ Concentration (Outreach)
The Foster Youth Services Liaison and Specialist will continue to engage foster youth in leadership development (e.g. conferences, trainings).	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$10,000 LCFF Supplemental/ Concentration
Maintain online database for Foster Youth Services.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$6,000 LCFF Supplemental/ Concentration
Continue to provide an online manual and training on Foster Youth Services enrollment policies.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$5,000 LCFF Supplemental/ Concentration

Hold monthly meetings between Directors and Foster Youth Service Liaison.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program
Hold quarterly meetings between Court and Community School site administrators and Foster Youth Services Liaison.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program
Transition counselors' will attend quarterly AB490 Liaison meetings.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program
Coordinate with referring district to evaluate student academic and assessment performance. Develop and complete a coordinated services summary report for each foster student.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program
Provide after-school tutoring and mentoring for Foster Youth.	Countywide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$15,000 Title I Certificated Salaries

GOAL:	Goal 4: Increase the percentage of students and staff who feel safe at school.	Related State and/or Local Priorities: 1 __ 2 __ 3 __ 4 __ 5 X 6 X 7 __ 8 __ COE only: 9 __ 10 __ Local : Specify _____
Identified Need :	<p>Metrics:</p> <p><u>Priority 5: Pupil Engagement</u> <u>2013-14</u></p> <ul style="list-style-type: none"> • Chronic Absenteeism Rate: <ul style="list-style-type: none"> - Court School: 18% - Community School: 25% • Middle School Dropout Rate: N/A • High School Dropout Rate: 16.5% • High School Graduation Rate: 76.4% (County Offices of Education are assigned the countywide high school graduation rate) <p><u>2014-15</u></p> <ul style="list-style-type: none"> • Attendance Rate (as of May 1, 2015): <ul style="list-style-type: none"> - Court School: 94% - Community School: 85% <p><u>Priority 6: School Climate</u></p> <ul style="list-style-type: none"> • Suspension Rate: 8.9% • Expulsion Rate: N/A • LCAP survey data: 24% of staff and students do not feel safe while at school. • Community School Safety Plan: During the 2013-14 school year, there was an increase/decrease in the following compared to 2012-13: <ul style="list-style-type: none"> - Fights and threatening verbal altercations: +1.0% - Assaults: -5.9% - Incidents/suspensions for students in possession or under the influence of intoxicants: +12.0% - Incidents of tagging/graffiti: -11% - Incidents of vandalism: +25% • Positive Behavior Interventions and Supports (PBIS): Tier I of PBIS has been fully implemented at one of the ten Community School sites at this time and partially implemented at the remaining nine sites. 	

Goal Applies to:	Schools: All Court and Community Schools
	Applicable Pupil Subgroups: Countywide

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<p>Metrics:</p> <p><u>Priority 5: Pupil Engagement</u></p> <ul style="list-style-type: none"> • Attendance Rate: <ul style="list-style-type: none"> - Court School: 95% - Community School: 84% • Chronic Absenteeism Rate: <ul style="list-style-type: none"> - Court School: 17% - Community School: 22% • Middle School Dropout Rate: N/A • High School Dropout Rate: 16.5% • High School Graduation Rate: 76.4% (County Offices of Education are assigned the countywide high school graduation rate) <p><u>Priority 6: School Climate</u></p> <ul style="list-style-type: none"> • Suspension Rate: 8% • Expulsion Rate: N/A • LCAP survey data: Increase percentage of respondents who feel safe at school by 5% over 2015 survey results • Community School Safety Plan goals: <ul style="list-style-type: none"> - 5% reduction in the number of fights, threatening verbal altercations, and assaults - 5% reduction in incidents/suspensions for students in possession of or under the influence of intoxicants - 5% reduction in the number of incidents of graffiti or other form of vandalism • Positive Behavior Interventions and Supports (PBIS) implementation: <ul style="list-style-type: none"> - Blanton Academy: Tier 2 - All other Community School sites: Tier 1
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Annually conduct drills, review and update the Community School Safety Plan.	All Community Schools	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	No cost to program

Expand implementation of Positive Behavioral Interventions and Supports (PBIS).	Countywide	<u><input checked="" type="checkbox"/></u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	\$5,000 LCFF Base Professional Consulting
Hire a campus supervisor at North Kern Community School to improve school climate through regular classroom visits, building relationships with students, and helping to ensure campus safety.	North Kern Community School	<u><input checked="" type="checkbox"/></u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	\$32,000 LCFF Base Other Classified Salaries
Hire a campus supervisor at East Kern Community School to improve school climate through regular classroom visits, building relationships with students, and helping to ensure campus safety.	East Kern Community School	<u><input checked="" type="checkbox"/></u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	\$35,000 LCFF Base Other Classified Salaries
Purchase uniforms for campus supervisors.	All Community Schools	<u><input checked="" type="checkbox"/></u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	\$2,500 LCFF Base Supplies
Align radio codes across all Community School campuses.	All Community Schools	<u><input checked="" type="checkbox"/></u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	No cost to program
Expand the availability of public and private mental health counseling on Community School campuses (e.g., ART, Matrix, counseling, etc.).	All Community Schools	<u><input checked="" type="checkbox"/></u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	\$100,000 LCFF Base Professional Consulting, Certificated Salaries

Provide Pro-ACT training to Community School staff.	All Community Schools	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	\$25,000 LCFF Base Professional Consulting
Provide “active shooter” training for Community School staff.	All Community Schools	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	\$10,000 LCFF Base Professional Consulting

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Metrics:</p> <p><u>Priority 5: Pupil Engagement</u></p> <ul style="list-style-type: none"> • Attendance Rate: <ul style="list-style-type: none"> - Court School: 96% - Community School: 85% • Chronic Absenteeism Rate: <ul style="list-style-type: none"> - Court School: 16% - Community School: 19% • Middle School Dropout Rate: N/A • High School Dropout Rate: 16.5% • High School Graduation Rate: 76.4% (County Offices of Education are assigned the countywide high school graduation rate) <p><u>Priority 6: School Climate</u></p> <ul style="list-style-type: none"> • Suspension Rate: 7% • Expulsion Rate: N/A • LCAP survey data: Increase percentage of respondents who feel safe at school by 5% over 2016 survey results • Community School Safety Plan goals: <ul style="list-style-type: none"> - 5% reduction in the number of fights, threatening verbal altercations, and assaults - 5% reduction in incidents/suspensions for students in possession of or under the influence of intoxicants - 5% reduction in the number of incidents of graffiti or other form of vandalism • Positive Behavior Interventions and Supports (PBIS) implementation: <ul style="list-style-type: none"> - Blanton Academy: Tier 3
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• All other Community School sites: Tier 2			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Annually conduct drills, review and update the Community School Safety Plan.	All Community Schools	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	No cost to program
Maintain implementation of Positive Behavioral Interventions and Supports (PBIS).	Countywide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$5,000 LCFF Base Professional Consulting
Continue to ensure the availability of public and private mental health counseling on Community School campuses (e.g., ART, Matrix, counseling, etc.).	All Community Schools	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$100,000 LCFF Base Professional Consulting, Certificated Salaries
Provide Pro-ACT training to Community School staff.	All Community Schools	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$25,000 LCFF Base Professional Consulting
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Metrics: <u>Priority 5: Pupil Engagement</u> <ul style="list-style-type: none"> • Attendance Rate: <ul style="list-style-type: none"> - Court School: 97% - Community School: 86% • Chronic Absenteeism Rate: <ul style="list-style-type: none"> - Court School: 15% - Community School: 16% • Middle School Dropout Rate: N/A 		

- High School Dropout Rate: 16.5%
 - High School Graduation Rate: 76.4% (County Offices of Education are assigned the countywide high school graduation rate)
- Priority 6: School Climate
- Suspension Rate: 6%
 - Expulsion Rate: N/A
 - LCAP survey data: Increase percentage of respondents who feel safe at school by 5% over 2016 survey results
 - Community School Safety Plan goals:
 - 5% reduction in the number of fights, threatening verbal altercations, and assaults
 - 5% reduction in incidents/suspensions for students in possession of or under the influence of intoxicants
 - 5% reduction in the number of incidents of graffiti or other form of vandalism
 - Positive Behavior Interventions and Supports (PBIS) implementation:
 - Blanton Academy: Maintain full implementation
 - All other Community School sites: Tier 3

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Annually conduct drills, review and update the Community School Safety Plan.	All Community Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost to program
Maintain implementation of Positive Behavioral Interventions and Supports (PBIS).	Countywide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000 LCFF Base Professional Consulting
Continue to ensure the availability of public and private mental health counseling on Community School campuses (e.g., ART, Matrix, counseling, etc.).	All Community Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$100,000 LCFF Base Professional Consulting, Certificated Salaries

Provide Pro-ACT training to Community School staff.	All Community Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$25,000 LCFF Base Professional Consulting
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GOAL:	Goal 5: Increase attendance rates.		Related State and/or Local Priorities: 1 __ 2 __ 3 __ 4 __ 5 X 6 __ 7 __ 8 __ COE only: 9 X 10 X Local : Specify _____
Identified Need :	<p>Metrics:</p> <p><u>Priority 5: Pupil Engagement</u> 2013-14</p> <ul style="list-style-type: none"> Chronic Absenteeism Rate: <ul style="list-style-type: none"> Court School: 18% Community School: 25% Middle School Dropout Rate: N/A High School Dropout Rate: 16.5% High School Graduation Rate: 76.4% (County Offices of Education are assigned the countywide high school graduation rate) <p><u>2014-15</u></p> <ul style="list-style-type: none"> Attendance Rate (as of May 1, 2015): <ul style="list-style-type: none"> Court School: 94% Community School: 85% <p><u>Priority 9: Expelled Pupils</u></p> <ul style="list-style-type: none"> 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: Periodically <p><u>Priority 10: Foster Youth</u></p> <ul style="list-style-type: none"> Frequency of meetings held between Directors and Foster Youth Service Liaison: Periodically Frequency of meetings held between school site administrators and Foster Youth Services Liaison: Occasionally Percent of Foster Youth students engaged in at least one extra-curricular personal development activity, training, etc.: 12% 		
Goal Applies to:	Schools:	Community Schools	
	Applicable Pupil Subgroups:	Countywide	

Expected Annual Measurable Outcomes:

Metrics:

Priority 5: Pupil Engagement

- Attendance Rate:
 - Court School: 95%
 - Community School: 84%
- Chronic Absenteeism Rate:
 - Court School: 17%
 - Community School: 22%
- Middle School Dropout Rate: N/A
- High School Dropout Rate: 16.5%
- High School Graduation Rate: 76.4% (County Offices of Education are assigned the countywide high school graduation rate)

Priority 9: Expelled Pupils

- 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: Monthly

Priority 10: Foster Youth

- Develop academic baseline data for FY when the identified FY data is received from the CDE and the CA Department of Social Services
- Frequency of meetings held between Directors and Foster Youth Service Liaison: Monthly
- Frequency of meetings held between school site administrators and Foster Youth Services Liaison: Quarterly
- Frequency of transition counselors' attendance at AB490 Liaison meetings: Quarterly
- Percent of Foster Youth students engaged in at least one extra-curricular personal development activity, training, etc.: 20%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to collaborate with Truancy Reduction and Attendance Coalition of Kern (TRACK) to help ensure parental involvement in students' regular attendance at school.	All Community Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program
Continue to participate in the Deputy DA Consortia.	All Community Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$12,000 LCFF Base Professional Consulting
Maintain countywide collaborative process for developing/revising a plan to address attendance issues for expelled youth.	All Community Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>	No cost to program
Continue to coordinate with Foster Youth Liaison and Specialist to address attendance issues for Foster Youth.	All Community Schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program
Provide bus passes to students with extenuating transportation challenges.	All Community Schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$10,000 LCFF Supplemental/ Concentration

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Metrics:</p> <p><u>Priority 5: Pupil Engagement</u></p> <ul style="list-style-type: none"> • Attendance Rate: <ul style="list-style-type: none"> - Court School: 96% - Community School: 85%
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- Chronic Absenteeism Rate:
 - Court School: 16%
 - Community School: 19%
 - Middle School Dropout Rate: N/A
 - High School Dropout Rate: 16.5%
 - High School Graduation Rate: 76.4% (County Offices of Education are assigned the countywide high school graduation rate)
- Priority 9: Expelled Pupils
- 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: Monthly
- Priority 10: Foster Youth
- Frequency of meetings held between Directors and Foster Youth Service Liaison: Monthly
 - Frequency of meetings held between school site administrators and Foster Youth Services Liaison: Quarterly
 - Frequency of transition counselors' attendance at AB490 Liaison meetings: Quarterly
 - Percent of Foster Youth students engaged in at least one extra-curricular personal development activity, training, etc.: 30%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to collaborate with Truancy Reduction and Attendance Coalition of Kern (TRACK) to help ensure parental involvement in students' regular attendance at school.	All Community Schools	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	No cost to program
Continue to participate in the Deputy DA Consortia.	All Community Schools	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$12,000 LCFF Base Professional Consulting

Maintain countywide collaborative process for developing/revising a plan to address attendance issues for expelled youth.	All Community Schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>	No cost to program
Continue to coordinate with Foster Youth Liaison and Specialist to address attendance issues for Foster Youth.	All Community Schools	<input type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program
Continue to provide bus passes to students with extenuating transportation challenges.	All Community Schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$10,000 LCFF Supplemental/ Concentration

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Metrics:</p> <p><u>Priority 5: Pupil Engagement</u></p> <ul style="list-style-type: none"> • Attendance Rate: <ul style="list-style-type: none"> - Court School: 97% - Community School: 86% • Chronic Absenteeism Rate: <ul style="list-style-type: none"> - Court School: 15% - Community School: 16% • Middle School Dropout Rate: N/A • High School Dropout Rate: 16.5% • High School Graduation Rate: 76.4% (County Offices of Education are assigned the countywide high school graduation rate) <p><u>Priority 9: Expelled Pupils</u></p> <ul style="list-style-type: none"> • 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: Monthly
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	<u>Priority 10: Foster Youth</u> <ul style="list-style-type: none"> • Frequency of meetings held between Directors and Foster Youth Service Liaison: Monthly • Frequency of meetings held between school site administrators and Foster Youth Services Liaison: Quarterly • Frequency of transition counselors' attendance at AB490 Liaison meetings: Quarterly • Percent of Foster Youth students engaged in at least one extra-curricular personal development activity, training, etc.: 40% 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to collaborate with Truancy Reduction and Attendance Coalition of Kern (TRACK) to help ensure parental involvement in students' regular attendance at school.	All Community Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost to program
Continue to participate in the Deputy DA Consortia.	All Community Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$12,000 LCFF Base Professional Consulting
Maintain countywide collaborative process for developing/revising a plan to address attendance issues for expelled youth.	All Community Schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>	No cost to program
Continue to coordinate with Foster Youth Liaison and Specialist to address attendance issues for Foster Youth.	All Community Schools	<input type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost to program
Continue to provide bus passes to students with extenuating transportation challenges.	All Community Schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 LCFF Supplemental/ Concentration

GOAL:	Goal 6: Increase student and parent engagement.	Related State and/or Local Priorities: 1 __ 2 __ 3 X 4 __ 5 X 6 __ 7 __ 8 __ COE only: 9 __ 10 __ Local : Specify _____
Identified Need:	<p>Metrics:</p> <p><u>Priority 3: Parental Involvement</u> Based on 2015 LCAP Survey data, fewer than 53% of students agreed/strongly agreed that students look forward to attending school. Survey respondents from all stakeholder groups provided numerous suggestions for how to increase student engagement.</p> <p>Parent/guardian responses on the 2015 LCAP Survey indicated that more than 92% feel that Court and Community Schools value their input and acknowledge that they have been invited to plan, implement, and evaluate instructional materials, strategies, and programs. However, soliciting parent participation in school activities and advisory committees continues to be a challenge and the Alternative Education program recognizes an ongoing need to improve outreach to parents/guardians and increase their involvement in their students' educations.</p> <p>In 2014-15,</p> <ul style="list-style-type: none"> • Number of Court School Site Council meetings: 5 (3 parent/guardian participants) • Number of Community School Site Council meetings: 5 (3 parent/guardian participants) • Number of Court School English Learner Advisory Committee meetings: 2 (3 parent/guardian participants) • Number of Community School English Learner Advisory Committee meetings: 2 (2 parent/guardian participants) • Number of District English Learner Advisory Committee meetings: 2 (3 parent/guardian participants) • Number of Court School Back to School Nights/Open Houses: 4 (80 parent/guardian participants) • Number of Community School Back to School Nights/Open Houses: 8 (262 parent/guardian participants) • Number of LCAP Town Hall meetings: 4 (270 parent/guardian participants) • Number of parent/guardian 2014 LCAP Survey respondents: 124 • Number of Parent Project participants: 7 <p><u>Priority 5: Pupil Engagement</u></p> <ul style="list-style-type: none"> • Attendance Rate: <ul style="list-style-type: none"> - Court School: 94% - Community School: 83% • Chronic Absenteeism Rate: <ul style="list-style-type: none"> - Court School: 18% 	

	<ul style="list-style-type: none"> - Community School: 25% • Middle School Dropout Rate: N/A • High School Dropout Rate: 16.5% • High School Graduation Rate: 76.4% (County Offices of Education are assigned the countywide high school graduation rate)
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Goal Applies to:	Schools: All Court and Community Schools
	Applicable Pupil Subgroups: Countywide

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<p>Metrics:</p> <p><u>Priority 3: Parental Involvement</u></p> <ul style="list-style-type: none"> • Number of Court School Site Council meetings: 5 (3 parent/guardian participants) • Number of Community School Site Council meetings: 5 (3 parent/guardian participants) • Number of Court School English Learner Advisory Committee meetings: 2 (3 parent/guardian participants) • Number of Community School English Learner Advisory Committee meetings: 2 (3 parent/guardian participants) • Number of District English Learner Advisory Committee meetings: 2 (3 parent/guardian participants) • Number of Court School Back to School Nights/Open Houses: 4 (increase attendance by 5%) • Number of Community School Back to School Nights/Open Houses: 8 (increase attendance by 5%) • Number of LCAP Town Hall meetings: 4 (increase attendance by 5%) • Number of parent/guardian 2014 LCAP Survey respondents: increase by 5% <ul style="list-style-type: none"> - Percentage of students agreed/strongly agreed that students look forward to attending school: 5% increase - Percentage of parents/guardians who feel that Court and Community Schools value their input and acknowledge that they have been invited to plan, implement, and evaluate instructional materials, strategies, and programs: 5% increase • Number of Parent Project participants: 15 <p><u>Priority 5: Pupil Engagement</u></p> <ul style="list-style-type: none"> • Attendance Rate: <ul style="list-style-type: none"> - Court School: 95% - Community School: 84% • Chronic Absenteeism Rate: <ul style="list-style-type: none"> - Court School: 17% - Community School: 22% • Middle School Dropout Rate: N/A • High School Dropout Rate: 16.5%
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	<ul style="list-style-type: none"> High School Graduation Rate: 76.4% (County Offices of Education are assigned the countywide high school graduation rate) 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development to help staff develop classroom practices and school cultures that foster self-confidence, esteem, and academic success among all students.	Countywide	<input checked="" type="checkbox"/> ALL <hr/> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$10,000 LCFF Base Professional Consulting
Provide incentives to increase student engagement/ improvement in the following areas: <ul style="list-style-type: none"> Growth on CAHSEE score/s and/or passage Growth on CELDT Growth in STAR Renaissance Reading/Math scores School attendance 	Countywide	<input checked="" type="checkbox"/> ALL <hr/> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$8,000 LCFF Base Supplies
Establish a student committee to investigate the creation of mascots for each school site and provide apparel and merchandise to students to foster a sense of school community.	Countywide	<input checked="" type="checkbox"/> ALL <hr/> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$5,000 LCFF Base Supplies
Establish a program-wide intramural sports program.	Countywide	<input checked="" type="checkbox"/> ALL <hr/> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$10,000 LCFF Base Supplies, Certificated/ Classified/ Other Classified Salaries, Travel and Conferences

Expand the opportunities for field trips.	Countywide	<input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$5,000 LCFF Base Certificated/ Classified/ Other Classified Salaries, Travel and Conferences
Hire an additional Transition Counselor.	Countywide	<input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$80,000 Title I Certificated Salaries
Increase referrals to Parent Project through School-Community Partnerships.	Countywide	<input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	No cost to program
Increase outreach efforts to parents/guardians of students identified with exceptional needs, as Foster Youth, and/or as Low Income.	Countywide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>	\$5,000 LCFF Base Communica- tions
Purchase and implement School Messenger to improve and increase communication with parents/guardians.	Countywide	<input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$3,000 Cal-Endow Grant

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Metrics:</p> <p><u>Priority 3: Parental Involvement</u></p> <ul style="list-style-type: none"> Number of Court School Site Council meetings: 5 (3 parent/guardian participants)
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- Number of Community School Site Council meetings: 5 (3 parent/guardian participants)
- Number of Court School English Learner Advisory Committee meetings: 2 (3 parent/guardian participants)
- Number of Community School English Learner Advisory Committee meetings: 2 (3 parent/guardian participants)
- Number of District English Learner Advisory Committee meetings: 2 (3 parent/guardian participants)
- Number of Court School Back to School Nights/Open Houses: 4 (increase attendance by 5%)
- Number of Community School Back to School Nights/Open Houses: 8 (increase attendance by 5%)
- Number of LCAP Town Hall meetings: 4 (increase attendance by 5%)
- Number of parent/guardian 2014 LCAP Survey respondents: increase by 5%
 - Percentage of students agreed/strongly agreed that students look forward to attending school: 5% increase
 - Percentage of parents/guardians who feel that Court and Community Schools value their input and acknowledge that they have been invited to plan, implement, and evaluate instructional materials, strategies, and programs: 5% increase
- Number of Parent Project participants: 30

Priority 5: Pupil Engagement

- Attendance Rate:
 - Court School: 96%
 - Community School: 85%
- Chronic Absenteeism Rate:
 - Court School: 16%
 - Community School: 19%
- Middle School Dropout Rate: N/A
- High School Dropout Rate: 16.5%
- High School Graduation Rate: 76.4% (County Offices of Education are assigned the countywide high school graduation rate)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide incentives to increase student engagement in the following areas: <ul style="list-style-type: none"> ▪ Growth on CAHSEE score/s and/or passage ▪ Growth on CELDT ▪ Growth in STAR Renaissance Reading/Math scores ▪ School attendance 	Countywide	<u><input checked="" type="checkbox"/></u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$8,000 LCFF Base Supplies
Continue to provide apparel and merchandise to students to foster a sense of school community.	Countywide	<u><input checked="" type="checkbox"/></u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$5,000 LCFF Base Supplies
Maintain a program-wide intramural sports program.	Countywide	<u><input checked="" type="checkbox"/></u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$10,000 LCFF Base Supplies, Certificated/ Classified/ Other Classified Salaries, Travel and Conferences
Expand the opportunities for field trips.	Countywide	<u><input checked="" type="checkbox"/></u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$5,000 LCFF Base Certificated/ Classified/ Other Classified Salaries, Travel and Conferences

Continue to increase referrals to Parent Project through School-Community Partnerships.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No cost to program
Increase outreach efforts to parents/guardians of students identified with exceptional needs, as Foster Youth, and/or as Low Income.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>	\$5,000 LCFF Base Communica- tions
Maintain implementation of School Messenger to improve and increase communication with parents/guardians.	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$3,000 Cal-Endow Grant

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Metrics:</p> <p><u>Priority 3: Parental Involvement</u></p> <ul style="list-style-type: none"> • Number of Court School Site Council meetings: 5 (3 parent/guardian participants) • Number of Community School Site Council meetings: 5 (3 parent/guardian participants) • Number of Court School English Learner Advisory Committee meetings: 2 (3 parent/guardian participants) • Number of Community School English Learner Advisory Committee meetings: 2 (3 parent/guardian participants) • Number of District English Learner Advisory Committee meetings: 2 (3 parent/guardian participants) • Number of Court School Back to School Nights/Open Houses: 4 (increase attendance by 5%) • Number of Community School Back to School Nights/Open Houses: 8 (increase attendance by 5%) • Number of LCAP Town Hall meetings: 4 (increase attendance by 5%) • Number of parent/guardian 2014 LCAP Survey respondents: increase by 5% <ul style="list-style-type: none"> - Percentage of students agreed/strongly agreed that students look forward to attending school: 5% increase - Percentage of parents/guardians who feel that Court and Community Schools value their input and acknowledge that they have been invited to plan, implement, and evaluate instructional materials, strategies, and programs: 5% increase • Parent Project participants: 45
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<u>Priority 5: Pupil Engagement</u> <ul style="list-style-type: none"> • Attendance Rate: <ul style="list-style-type: none"> - Court School: 97% - Community School: 86% • Chronic Absenteeism Rate: <ul style="list-style-type: none"> - Court School: 15% - Community School: 16% • Middle School Dropout Rate: N/A • High School Dropout Rate: 16.5% • High School Graduation Rate: 76.4% (County Offices of Education are assigned the countywide high school graduation rate) 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide incentives to increase student engagement in the following areas: <ul style="list-style-type: none"> ▪ Growth on CAHSEE score/s and/or passage ▪ Growth on CELDT ▪ Growth in STAR Renaissance Reading/Math scores ▪ School attendance 	Countywide	<input checked="" type="checkbox"/> ALL <hr style="border-top: 1px dashed black;"/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$8,000 LCFF Base Supplies
Continue to provide apparel and merchandise to students to foster a sense of school community.	Countywide	<input checked="" type="checkbox"/> ALL <hr style="border-top: 1px dashed black;"/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000 LCFF Base Supplies
Maintain a program-wide intramural sports program.	Countywide	<input checked="" type="checkbox"/> ALL <hr style="border-top: 1px dashed black;"/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 LCFF Base Supplies, Certificated/ Classified/ Other Classified Salaries, Travel and Conferences

Expand the opportunities for field trips.	Countywide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000 LCFF Base Certificated/ Classified/ Other Classified Salaries, Travel and Conferences
Continue to increase referrals to Parent Project through School-Community Partnerships.	Countywide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost to program
Increase outreach efforts to parents/guardians of students identified with exceptional needs, as Foster Youth, and/or as Low Income.	Countywide	<input type="checkbox"/> ALL <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>	\$5,000 LCFF Base Communica- tions
Maintain implementation of School Messenger to improve and increase communication with parents/guardians.	Countywide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,000 Cal-Endow Grant

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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 Education Code 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?

Original GOAL from prior year LCAP:	Goal 1:		Related State and/or Local Priorities:	
	Fully implement Common Core State Standards as defined by the CDE's APS.		1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___	
	Maintain highly qualified appropriately assigned teachers to provide instruction in CCSS as reported in the annual CALPADS report.		COE only: 9 ___ 10 ___	
Goal Applies to:	Schools:	All Court and Community Schools		
	Applicable Pupil Subgroups:	Countywide		
Expected Annual Measurable Outcomes:	Partially (at least 50%) implement Common Core State Standards, as defined by the CDE's APS criteria.		Actual Annual Measurable Outcomes:	
	96% of teachers will be appropriately assigned according to the annual CALPADS report.			
	Metrics:		<u>Priority 1: Basic Services</u> <ul style="list-style-type: none"> • Number/rate of teachers not fully credentialed: 0% • Number/rate of teachers teaching outside of subject area competence: 0% • Number/rate of teachers teaching ELs without authorization: 0% • Number/rate of core classes taught by HQTs: Court School: 96.69%; Community School: 98.59% • Alternative Education needs to purchase CCSS-aligned English and math curriculum • Overall Facility rating from Facility Inspection Tool (FIT): Overall rating of Good Repair. 	
	<ul style="list-style-type: none"> • Classroom observations • Annual review of Equipment Inventory • LCAP survey data • Annual completion of CDE's APS • Analyze annual CALPADS report 		<u>Priority 2: Implementation of State Standards</u> <ul style="list-style-type: none"> • Classroom observations: Based upon classroom observations, approximately 40% of Court and Community School teachers are in the minimal (less than 50%) to partial (50% to 74%) range of implementing the Common Core State Standards. • Annual review of Equipment Inventory: This was completed by the Educational Associate, Technology to determine that there is adequate technology available to students and staff for CCSS implementation and the administration of the Smarter Balanced assessments. Significant improvements have been made with regard to upgrading infrastructure and providing greater access of 	

			<p>technology to students and instructional staff to increase student and staff utilization of technology in instruction and learning.</p> <ul style="list-style-type: none"> • Annual review of LCAP survey data: Administrative and instructional staff reviewed LCAP survey data to analyze the program’s progress and needs with regard to CCSS implementation and to help ensure that stakeholders are informed on the progress. More than 80% of certificated staff indicated that Court and Community Schools provide high quality instruction that is aligned to CCSS. • Analyze annual APS surveys: Administrative and instructional staff reviewed APS survey data to analyze the program’s progress towards full implementation of Common Core including the availability of textbooks, professional development, etc. 62% of instructional staff indicated that they are substantially or fully implementing Common Core State Standards. • Analyze annual CALPADS report: The percentage of HQT in Court School is 96.69% and 98.59% in Community School. • Analyze student to adult ratios: <ul style="list-style-type: none"> - Court (Elementary): 13:1 - Court (Secondary): 14:1 - Community (Elementary): 10:1 - Community (Secondary): 17:1 • Review participation rates in professional development and PLC’s: 85%
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Action Item #1.A.: Increase to a 1:1 teacher/paraprofessional support ratio in Community School classrooms.		\$340,000 LCFF	Teacher/paraprofessional support ratio has been increased to 1:1 in Community School classrooms.	\$340,000 LCFF
Scope of service:	Countywide	Scope of service:	Countywide	
<input checked="" type="checkbox"/> ALL students		<input checked="" type="checkbox"/> ALL students		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)		
Action Item #1.B.: Align curriculum to CCSS and provide necessary professional development.		\$120,000 LCFF/CCSS	The Curriculum and Instruction Leadership Team has taken on the task of creating the ELA Scope & Sequence which is in progress. In PLC teams, the other content areas have also begun the work of creating Scope & Sequences for their subjects.	\$6,500 LCFF/CCSS
Scope of service:	Countywide	Scope of service:	Countywide	
<input checked="" type="checkbox"/> ALL students		<input checked="" type="checkbox"/> ALL students		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)		

Action Item #1.C.: Provide necessary professional development for credentialing support.		\$45,000 LCFF	Provided professional development for credentialing support of 4 administrators (CASC), 3 teachers in need of VPSS, and 7 teachers in BTSA.	\$52,850 LCFF
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)	
Action Item #1.D.: Select and purchase new CCSS math curriculum and provide professional development.		\$155,000 LCFF/lottery/ CCSS	An initial order of Algebra I math curriculum was placed in 2014-15.	\$48,917 CCSS; \$1,583 LCFF
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)	
Action Item #1.E.: Provide professional development for Step Up to Writing.		\$18,000 LCFF/CCSS	This training has been postponed until Summer/Fall 2015.	\$54,000 LCFF/CCSS
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)	

Action Item #1.F.: Provide professional development on maximizing motivation and human potential.		\$6,000 LCFF/CCSS	In August 2014, teachers attend a presentation by motivational speaker Derek Clark.	\$4,000 LCFF/CCSS
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	
Action Item #1.G.: Increase the PLC meetings to 2x/month.		\$2,500 LCFF	Programwide PLC teams currently meet once a month. Site-level PLC meetings were added to the PLC schedule and will have each met at least three times during this school year.	See Action Item #1.B.
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	
Action Item #1.H.: Provide professional development to administrative team so they can properly monitor implementation of the above actions/services.		\$5,000 LCFF/CCSS	In the Fall 2014, Court and Community School administrators attended two initial trainings on the use of the C3 walkthrough tool.	\$1,000 LCFF/CCSS
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	

Action Item #1.I.: Purchase and fully implement a web-based data management/ benchmark system.		\$2,500 LCFF	The program postponed purchasing a web-based data management/benchmark system during the 2014-15 school year.	\$0
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)	
Action Item #1.J.: Develop and implement a schedule for pre- and post-testing program-wide using the STAR Renaissance.		No cost to program	Pre- and post-testing is done regularly at all Court School Sites, but is inconsistent at the Community School sites.	No cost to program
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)	
Action Item #1.K.: Microwave internet service for Redwood.		\$44,000 LCFF	Installed fiber optic internet service for Redwood.	\$11,400 LCFF
Scope of service:	Redwood High School		Scope of service:	Redwood High School
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)	

Action Item #1.L.: Purchase 1,040 Tablets (\$500 each) for instruction/ SBAC administration (20 students per class/ 52 classrooms).		\$260,000 LCFF	To date, the program has purchased 520 tablets.	\$325,000 LCFF
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	
Action Item #1.M.: Wireless connection to allow for tablets to be used in classrooms.		\$13,000 LCFF	The wireless connection was improved at various Court and Community School sites.	\$150,000 LCFF
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	
Action Item #1.N.: Increased bandwidth for various sites.		\$26,000 LCFF	Increased bandwidth at Lake Isabella Community School and Erwin Owen High School.	\$2,860 LCFF
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	

Action Item #1.O.: Update printers and monitors at various Community School sites.		\$50,000 LCFF	Numerous hardware upgrades were made at various Community School sites.	\$29,000 LCFF
Scope of service:	Community School students		Scope of service:	Community School students
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)	
Action Item #1.P.: Hire Education Technology Specialist.		\$80,000 LCFF	In February 2015, the Education Technology Specialist position (now titled "Teacher, Technology Support") was posted.	\$0
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)	
Action Item #1.Q.: Professional Development for Education Technology Specialist.		\$3,000 LCFF	The deadline for applications for this position is April 17, 2015; appropriate professional development will be provided upon hire.	\$0
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)	

Action Item #1.R.: Hire a Program Specialist		\$120,000 LCFF	A Program Specialist was not hired in 2014-15.	\$0
Scope of service:	Countywide		Scope of service:	Countywide
__ ALL students			__ ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>	
Action Item #1.S.: Hire a Special Education teacher		\$80,000 LCFF	A Special Education position was added at East Kern Community School.	\$80,000 LCFF
Scope of service:	Countywide		Scope of service:	Countywide
__ ALL students			__ ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>	
Action Item #1.T.: Hire a Special Education paraprofessional.		\$40,000 LCFF	A Special Education paraprofessional was hired for East Kern Community School.	\$40,000 LCFF
Scope of service:	Countywide		Scope of service:	Countywide
__ ALL students			__ ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

- Goal 1: Reference to Highly Qualified Teachers was removed from Goal #1 because it one of the required metrics under Priority 1. The reference to the APS criteria is also being removed because data gathered from the APS in the spring of 2015 proved to be unreliable. The APS will not be used going forward. Implementation progress will be measured using data from the C3 Walkthrough Tool.
- Action Item 1.B.: The decision was made at the beginning of the 2014-15 school year not to contract with the Leadership and Learning Center to guide the process of aligning curriculum to CCSS and develop units. After conducting extensive research, it was determined that the company would not be able to meet the program's needs.
- Action Item 1.C.: Costs exceeded initial budgeted expenditures.
- Action Item 1.D.: An initial order of Algebra I math curriculum was placed in 2014-15 with additional materials to be purchased in 2015-16.
- Action Item 1.E.: The CCSS aligned Step Up to Writing materials for Grades 9-12 will not be available until May 2015, so this training has been postponed until Fall 2015.
- Action Item #1.G.: Scheduling conflicts in the 2014-15 school year made it difficult to add a second program-wide PLC meeting each month. The program continues to explore ways to make this possible.
- Action Item 1.H.: The administrative team attended two initial trainings on the use of the C3 walkthrough tool. Additional training and coaching will be provided in Summer 2015.
- Action Item 1.I.: The program postponed purchasing a web-based data management/benchmark system during the 2014-15 school year to allow more time to explore the options available within the student data system that is currently used (Aeries).
- Action Item 1.J.: Due to the open entry/open exit nature of the Community School program, it is difficult to post-test students at regular intervals. A tentative plan for the 2015-16 school year has been developed to systematically implement an assessment schedule for Community School students at all school sites using the STAR Renaissance.
- Action Item 1.K. The decision was made to improve the internet at Redwood High School using a fiber optic system instead of microwave because it would be less expensive, but more effective.
- Action Item 1.L.: The tablet order was split up over two years to avoid additional strain on technology support team. 520 were purchased in March 2015 and the second 520 will be purchased in July of 2015. 1040 new devices will be available for student use in the fall of 2015-16. Costs exceeded initial budgeted expenditures.
- Action Item 1.M.: Costs exceeded initial budgeted expenditures.

- Action Item 1.N.: Costs were much lower than initial budgeted expenditures.
- Action Item 1.O.: Purchases are still in progress.
- Action Item 1.P: The Teacher, Technology Support position was not posted until February because a job description had to be created and approved by Human Resources and the Board. Leadership made the decision to wait until February to post the opening in order to ensure access to a broader candidate pool.
- Action Item 1.Q.: Professional Development for the Education Technology Specialist will be provided in 2015 -16 once this position has been filled.
- Action Item 1.R.: A candidate was identified mid-year, but was under contract with another district. Leadership made the decision to wait until spring to post the opening again in order to ensure access to a broader candidate pool.

Original GOAL from prior year LCAP:	Goal 2: Increase proficiency level of English Learners from 21% to 27% as measured by CELDT.		Related State and/or Local Priorities: 1 __ 2 <input checked="" type="checkbox"/> 3 __ 4 <input checked="" type="checkbox"/> 5 __ 6 __ 7 __ 8 __ COE only: 9 __ 10 __
Goal Applies to:	Schools:	All Court and Community Schools	
	Applicable Pupil Subgroups:	Countywide	
Expected Annual Measurable Outcomes:	<p>Increase proficiency level of English Learners from 21% to 27% as measured by CELDT.</p> <p>23% of Court and Community School ELs will increase their CELDT proficiency by at least one level over the 2013-14 administration.</p> <p>Metrics:</p> <ul style="list-style-type: none"> Analyze CELDT scores. Participation rate of professional development. Analyze student/adult ratios. 		<p><u>Priority 2: Implementation of State Standards</u></p> <ul style="list-style-type: none"> Classroom observations: Based upon classroom observations, approximately 40% of Court and Community School teachers are in the minimal (less than 50%) to partial (50% to 74%) range of implementing the Common Core State Standards. Annual review of Equipment Inventory: This was completed by the Educational Associate, Technology to determine that there is adequate technology available to incorporate ELD and SDAIE strategies and for students to utilize the Rosetta Stone program. Significant improvements have been made with regard to upgrading infrastructure and providing greater access of technology to students and instructional staff. Annual review of LCAP survey data: Administrative and instructional staff have reviewed LCAP survey data to analyze the ELD program's progress and needs. Nearly 86% of respondents indicated that the program for English language learners is providing support for these students to make progress in achieving academic standards. Analyze annual APS surveys: Administrative and instructional staff reviewed APS survey data and determined that there are adequate instructional materials and textbooks for English learners and that adequate additional instructional time is provided. Analyze annual CALPADS report: All staff have

		<p>appropriate EL certification.</p> <ul style="list-style-type: none"> • Analyze student to adult ratios: <ul style="list-style-type: none"> - Court (Elementary): 13:1 - Court (Secondary): 14:1 - Community (Elementary): 10:1 - Community (Secondary): 17:1 • Review participation rates in professional development and PLC's: 85% <p><u>Priority 4: Pupil Achievement</u></p> <ul style="list-style-type: none"> • In 2014-15, 64% of Court and Community School ELs decreased or showed no improvement of their English proficiency compared to the 2013-14 CELDT administration. • Proficient/advanced rate for the district (CST/AYP for Math/ELA/Social Science/Science; 2013-14): <ul style="list-style-type: none"> - Court School <ul style="list-style-type: none"> ▪ Math: 8% ▪ ELA: 10% ▪ Social Science: 7% ▪ Science: 6% - Community School <ul style="list-style-type: none"> ▪ Math: 6% ▪ ELA: 7% ▪ Social Science: 8% ▪ Science: 10% • API growth and score data: <ul style="list-style-type: none"> - Court School: There was no statistically significant data for 2012-13. - Community School: <ul style="list-style-type: none"> ▪ Ethnic subgroups <ul style="list-style-type: none"> ○ Hispanic/Latino: -37 ○ White: ≤10 students tested ▪ Socioeconomically disadvantaged pupils: 6 ▪ English learners: -20 ▪ Pupils with disabilities: <10 students tested
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			<ul style="list-style-type: none"> • Percent of students completing UC/CSU required courses: N/A • Percent of students completing a CTE Course Sequence: N/A • Percent of EL students attaining AMAO 1 and 2 targets: <ul style="list-style-type: none"> - AMAO 1: 36% (2014-15) - AMAO 2: 28% (2013-14) • Rate of EL reclassification: 0.2% (13 students) • Percent of students who passed AP exams with a score of 3 or higher: N/A • Early Assessment Project (EAP) College Ready rates for math and ELA: N/A (now included in CAASPP testing series)
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action Item 2.A.: Increase ratio to provide 1:1 teacher/paraprofessional support in community school classrooms.		\$340,000 LCFF	Teacher/paraprofessional support ratio has been increased to 1:1 in Community School classrooms.
Scope of service:	Countywide	Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students		<input checked="" type="checkbox"/> ALL students	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	

Action Item 2.B.: Provide professional development and support to teachers on CELDT language proficiency levels, California ELD Standards and Framework, and language objectives.		\$5,000 LCFF	All teachers received training on the new CA ELD Standards, which included an introduction to the CA ELA/ELD Framework.	No cost to program.
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)	
Action Item 2.C.: Purchase Rosetta Stone.		\$8,000 LCFF/Title I, Part A	Purchased 31 licenses (expire June 30, 2016).	\$5,700 Title I
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)	
Action Item 2.D.: Hire 3 EL teachers.		\$240,000 LCFF	Hired 2 EL teachers.	\$160,000 LCFF
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)	

Action Item 2.E.: Purchase English 3D curricula and professional development for EL classes.	\$5,100 LCFF	No English 3D curriculum was purchased.	\$0
Scope of service: Countywide		Scope of service: Countywide	
<input checked="" type="checkbox"/> ALL students		<input checked="" type="checkbox"/> ALL students	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> ▪ ELD remains an area of focus in 2015-16. Additional training will be provided in the coming school year to build on the ELD training that was provided in 2014-15, including language proficiency levels, language objectives, and further ELA/ELD Framework integration. ▪ Action Item 2.B.: The California ELD Standards and ELA/ELD Framework introduction was provided by the County Office of Education’s Curriculum, Instruction, and Accountability department and there was no charge for these trainings. ▪ Action Item 2.C.: Costs were less than initial budgeted expenditures. ▪ Action Item 2.D.: The program was unable to find 3 qualified candidates for the EL Teacher positions, so only 2 were hired. As of March 2015, the position was posted again to fill the opening. ▪ Action Item 2.E.: The program held off on purchasing the English 3D curriculum to further evaluate the plan for implementation. ▪ Goal #2 will be rephrased to read, “Increase the annual percentage of English learners whose proficiency increases by at least 1 level on the CELDT” in order to more clearly communicate the intent of the goal. 		

Original GOAL from prior year LCAP:	Goal 3:	Related State and/or Local Priorities:
	Improve student performance on the CAHSEE in ELA and Math by 18 points over a three year period.	1 __ 2 __ 3 __ 4 <u>X</u> 5 __ 6 __ 7 <u>X</u> 8 <u>X</u>
	Document the coordinated services with referring districts and assess gaps in student performance to include graduation requirements and CAHSEE progress to ensure students have access to a broad course of study as described in 51220.	COE only: 9 <u>X</u> 10 <u>X</u>

Goal Applies to:	Schools: All Court and Community Schools
	Applicable Pupil Subgroups: Countywide

Expected Annual Measurable Outcomes:	<p>Increase the average ELA/Math Scale Score on the CAHSEE by 6 points (2%) over the 2013-14 administration.</p> <p>Develop a system to coordinate services with the referring district to assess student performance, identify gaps, and monitor expelled and foster students.</p> <p>Metrics:</p> <ul style="list-style-type: none"> Analyze CAHSEE scores and STAR Renaissance Pre-/ Post-Assessment Growth. Participation rate in professional development and PLCs. Analyze implementation and fidelity to CAHSEE curriculum. Annual review of coordinated services summary report. Analyze student/adult ratios. Plan for Expelled Pupils Increase collaboration with Foster Youth Liaison (AB490) Provide after-school tutoring Conduct outreach and provide support for foster youth 	Actual Annual Measurable Outcomes:	<p><u>Priority 4: Pupil Achievement</u></p> <ul style="list-style-type: none"> State assessment proficient/advanced rate for the district (CST/AYP for math/ELA/Social Science/Science): <ul style="list-style-type: none"> Court School <ul style="list-style-type: none"> Math: 8% ELA: 10% Social Science: 7% Science: 6% Community School <ul style="list-style-type: none"> Math: 6% ELA: 7% Social Science: 8% Science: 10% API growth and score data: <ul style="list-style-type: none"> Court School: There was no statistically significant data for 2012-13. Community School: <ul style="list-style-type: none"> Ethnic subgroups <ul style="list-style-type: none"> Hispanic/Latino: -37 White: ≤10 students tested Socioeconomically disadvantaged pupils: 6 English learners: -20 Pupils with disabilities: ≤10 students tested
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	<ul style="list-style-type: none"> • Purchase bus passes to help students get to school and/or tutoring • Research and implement online database for FYS • Train and provide an online manual for FYS enrollment policies • Complete coordinated services summary report for each foster youth student 	<ul style="list-style-type: none"> • In 2014-15, 36% of Court and Community School ELs increased their English proficiency compared to the 2013-14 CELDT administration. • Percent of students completing UC/CSU required courses: N/A • Percent of students completing a CTE Course Sequence: N/A • Percent of EL students attaining AMAO 1 and 2 targets: <ul style="list-style-type: none"> - AMAO 1: 36% (2014-15) - AMAO 2: 28% (2013-14) • Rate of EL reclassification: 0.2% (13 students) • Percent of students who passed AP exams with a score of 3 or higher: N/A • Early Assessment Project (EAP) College Ready rates for math and ELA: N/A <p><u>Priority 7: Course Access</u></p> <ul style="list-style-type: none"> • Rate of students enrolled in CTE courses (grades 7-12): 1.6% • Rate of students enrolled in UC/CSU required courses (grades 9-12): N/A • Number/rate of AP courses offered (grades 9-12): N/A • Rate of students enrolled in AP courses: N/A • Rate of remedial course enrollment: 80% • Number/rate of course offerings for students with exceptional needs: 13 Learning Centers <p><u>Priority 8: Other Pupil Outcomes</u></p> <ul style="list-style-type: none"> • CAHSEE ELA/Math proficient rates (10th Grade Census; 2013-14): <ul style="list-style-type: none"> - Court School <ul style="list-style-type: none"> ▪ ELA: 17% ▪ Math: 9%
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			<ul style="list-style-type: none"> - Community School <ul style="list-style-type: none"> ▪ ELA: 12% ▪ Math: 14% • CAHSEE ELA/Math 3-Year Pass Rate (All Grades, All Administrations): <ul style="list-style-type: none"> <u>2010-11</u> <ul style="list-style-type: none"> - Court School <ul style="list-style-type: none"> ▪ ELA: 33% ▪ Math: 23% - Community School <ul style="list-style-type: none"> ▪ ELA: 26% ▪ Math: 22% <u>2011-12</u> <ul style="list-style-type: none"> - Court School <ul style="list-style-type: none"> ▪ ELA: 36% ▪ Math: 37% - Community School <ul style="list-style-type: none"> ▪ ELA: 23% ▪ Math: 22% <u>2012-13</u> <ul style="list-style-type: none"> - Court School <ul style="list-style-type: none"> ▪ ELA: 32% ▪ Math: 31% - Community School <ul style="list-style-type: none"> ▪ ELA: 26% ▪ Math: 25% • CAHSEE Scale Score growth for students testing in consecutive administrations (2013-14): <ul style="list-style-type: none"> - Court School <ul style="list-style-type: none"> ▪ Math: +2 points ▪ ELA: +8 points - Community School <ul style="list-style-type: none"> ▪ Math: +3 points ▪ ELA: -1 point • Percent of EL students making progress toward English Proficiency (AMAO 1): 36% (2014-15)
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			<ul style="list-style-type: none"> • AP Exam Participation Rate: N/A • Physical Fitness Test: <ul style="list-style-type: none"> - Court School: ≤10 students tested - Community School, Grade 9 <ul style="list-style-type: none"> ▪ 4/6 Standards Met: 17.5% ▪ 5/6 Standards Met: 14.0% ▪ 6/6 Standards Met: 2.9% • STAR Renaissance Pre/Post average growth: <ul style="list-style-type: none"> - Court School: <ul style="list-style-type: none"> ▪ Reading: 3 months; ▪ Math: 5 months - Community School: Baselines to be established based on analysis of 2015-16 testing data • Credit recovery: Collect and analyze credit recovery data for 2015-16 to establish baseline. <p><u>Priority 9: Expelled Youth</u></p> <ul style="list-style-type: none"> • Plan for Expelled Pupils: The Kern County Superintendent of Schools, in conjunction with school districts in Kern County developed the Countywide Plan for Provision of Educational Services to Expelled Students pursuant to Education Code 48926. The plan was adopted by the governing board of each school district and the County Board of Education. The plan enumerates existing educational alternatives for expelled students, identifies gaps in educational services to expelled students, and strategies for filling those gaps. The plan also identifies alternative placement for students who are expelled and placed in district Community Day School programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district students, as determined by the governing board.
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		<p><u>Priority 10: Foster Youth</u></p> <ul style="list-style-type: none"> • Increase collaboration with Foster Youth Liaison (AB490): School site leadership and counselors have significantly increased communication and coordination of efforts with AB490 Liaison. All school sites provide office space for the Foster Youth Liaison to meet with students and scheduled more regular time for school visits. • Provide after-school tutoring: Youth are offered after school tutoring at the Dream Center on a weekly basis. 80 Foster Youth received tutoring in 2014-15. • Conduct outreach and provide support for foster youth. Engage foster youth in leadership development: 10 Foster Youth students participated in Youth 2 Leaders in 2015-16 to prepare them to attend college and to provide mentoring pre- and post-enrollment. There has been an increase in onsite resources and services including BC admissions, college information days, and personal budgeting. KCSOS Foster Youth Services hired a Foster Youth specialist to assist with coordination of additional school-based services. • Purchase bus passes to help students get to school and/or tutoring: No bus passes were purchased because passes are being provided by the Department of Human Services social workers. • Research and implement online database for FYS: The program has reviewed several options, including the expansion of information that is provided on CALPADS. • Train and provide an online manual for FYS enrollment policies: All information has been gathered and approved and will be added to the website. The KCSOS FY Education Liaison has continued to expand trainings including increase of
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			<p>AB490-related trainings and FY education rights and resources trainings.</p> <ul style="list-style-type: none"> Complete coordinated services summary report for each foster youth student: The KCSOS Education Liaison and KHSD Education Liaison have created an intra-district foster youth school and independent living tracking report to improve continuum of services and are using this as a basis for ongoing school based independent living workshops.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Action Item 3.A.: Increase ratio to provide 1:1 teacher/paraprofessional support in community school classrooms.		\$340,000 LCFF	Teacher/paraprofessional support ratio has been increased to 1:1 in Community School classrooms.	\$340,000 LCFF
Scope of service:	Countywide	Scope of service:	Countywide	
<input checked="" type="checkbox"/> ALL students		<input checked="" type="checkbox"/> ALL students		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		

Action Item 3.B.: Coordinate with referring district to evaluate student academic and assessment performance. Develop and complete a coordinated services summary report for each expelled or foster student.		No additional cost to program.	The program continues to receive transcripts and assessment data for expelled youth and sends a monthly list to school districts informing them of expelled students who have discontinued enrollment.	\$0
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
Action Item 3.C.: Hire 3 Certificated CAHSEE Tutors to provide supplemental CAHSEE instruction focused on 11th/12th grade students.		\$240,000 LCFF/Title I	2 CAHSEE teachers were hired in October 2014 to serve Court School students.	\$160,000 Title I
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
Action Item 3.D.: Professional development for newly-hired CAHSEE teachers.		\$1,000 CIA	Professional development was provided to the ELA CAHSEE teacher on Thinking Maps and Step Up to Writing, and both teachers received training on ELD and the close reading strategies that are associated with CCSS. Training was provided by the Alternative Education Reading Specialist.	\$0
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	

Action Item 3.E.: Purchase additional CAHSEE curriculum.		\$50,000 LCFF	No additional curriculum was purchased.	\$0
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)	
Action Item 3.F.: Utilize PLCs to analyze CAHSEE data.		\$2,500 LCFF	In 2014-15, PLC teams did not analyze CAHSEE data.	\$0
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)	
Action Item 3.G.: Provide after-school tutoring.		\$15,000 Title I, Part D	Foster Youth are offered afterschool tutoring at the Dream Center on a weekly basis.	\$0
Scope of service:	Countywide		Scope of service:	Countywide
__ ALL Students			__ ALL Students	
OR: __ Low Income pupils __ English Learners <input checked="" type="checkbox"/> Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners <input checked="" type="checkbox"/> Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

- Action Item 3.C.: The program was unable to find 3 qualified candidates for the CAHSEE teacher positions, so only 2 were hired. As of March 2015, the position was posted again to fill the opening. The program is considering hiring an additional CAHSEE teacher in 2015-16.
- Action Item 3.D.: Training was provided to teachers by the Alternative Education Curriculum and Instruction Leadership Team, not KCSOS' Curriculum, Instruction, and Accountability (CIA) department.
- Action Item 3.E.: No additional materials were needed.
- Action Item 3.F.: In 2014-15, PLC teams have been focused on aligning curriculum to CCSS and creating the Scope and Sequence for each content area.
- Action Item 3.G.: Tutoring was not provided by school staff and therefore, funds were not expended for this action item.
- Goal #3 will be rephrased as, "Increase the percentage of students who are college and career ready" in order to more clearly communicate the intent of the goal.

Original GOAL from prior year LCAP:	Goal 4:		Related State and/or Local Priorities:
	Increase campus safety by 15% on Community School campuses as measured by student surveys indicating a greater sense of safety and in turn reduce truancy by 20% by 2016.		1 __ 2 __ 3 __ 4 __ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 __ 8 __
			COE only: 9 __ 10 __
Goal Applies to:	Schools: All Court and Community Schools		
	Applicable Pupil Subgroups: Countywide		
Expected Annual Measurable Outcomes:	Increase percentage of staff and students who feel safe at school by 5% compared to the 2013-14 survey results.	Actual Annual Measurable Outcomes:	<u>Priority 5: Pupil Engagement</u>
	Reduce truancy by 5% compared to 2013-14 data.		<ul style="list-style-type: none"> Attendance Rate: <ul style="list-style-type: none"> Court School: 94% Community School: 83% Chronic Absenteeism Rate: <ul style="list-style-type: none"> Court School: 18% Community School: 25% Middle School Dropout Rate: N/A High School Dropout Rate: 16.5% High School Graduation Rate: 76.4% (County Offices of Education are assigned the countywide high school graduation rate)
	Metrics: <ul style="list-style-type: none"> Analyze LCAP survey data and Community School Safety Plan. Measure perceived safety through California Healthy Kids Survey, or other. Analyze adult/student ratios. Analyze truancy data. 		<u>Priority 6: School Climate</u>
			<ul style="list-style-type: none"> Suspension Rate: 8.9% Expulsion Rate: N/A LCAP survey data: Administration reviewed the annual LCAP survey which indicated that 76% of staff and students feel safe while at school. Community School Safety Plan: The Community School Safety Plan was updated in 2014-15 and approved by the School Site Council. During the 2013-14 school year, there was an increase/decrease in the following compared to 2012-13: <ul style="list-style-type: none"> Fights and threatening verbal altercations: +1.0% Assaults: -5.9%

			<ul style="list-style-type: none">- Incidents/suspensions for students in possession or under the influence of intoxicants: +12.0%- Incidents of tagging/graffiti: -11%- Incidents of vandalism: +25%• Adult/student ratios:<ul style="list-style-type: none">- Court (Elementary): 13:1- Court (Secondary): 14:1- Community (Elementary): 10:1- Community (Secondary): 17:1• Positive Behavior Interventions and Supports (PBIS): Tier I of PBIS has been fully implemented at one of the ten Community School sites at this time and partially implemented at the remaining nine sites.
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LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Action Item 4.A.: Increase ratio to provide 1:1 teacher/ paraprofessional support in community school classrooms.		\$340,000 LCFF	Teacher/paraprofessional support ratio has been increased to 1:1 in Community School classrooms.		\$340,000 LCFF
Scope of service:	Countywide		Scope of service:	Countywide	
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)		
Action Item 4.B.: Install walkthrough metal detectors for NKCS and Blanton West.		\$10,000 LCFF	Walkthrough metal detectors for NKCS and Blanton West have been purchased and installed.		\$8,000 LCFF
Scope of service:	Countywide		Scope of service:	Countywide	
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)		

Action Item 4.C.: Hire 2 campus supervisors.		\$60,000 LCFF	Campus supervisors were hired for Sillect and Blanton.	\$60,000 LCFF
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)	
Action Item 4.D.: Fencing/rerouting visitors on campuses to ensure they check in at the front office prior to entering a site.		\$25,000 LCFF	Fencing has been installed at CLC Elementary, Bridges, and Blanton Academy.	\$25,000 LCFF
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)	
Action Item 4.E.: Annually conduct drills, review and update the Community School Safety Plan.		No cost to program.	Safety drills have been conducted and the Community School Safety Plan was updated and approved by the School Site Council in the Spring 2015.	\$0
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)	

Action Item 4.F.: Implement Positive Behavioral Interventions and Supports (PBIS).		\$10,000 LCFF	Blanton Academy has fully implemented Tier I of PBIS. All other Bakersfield Community School sites, EKCS, and NKCS are at various stages of Tier I implementation.	\$1,575 LCFF
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> Goal #4 will be rephrased as, "Increase the percentage of students and staff who feel safe at school" to be more inclusive in response to the feedback received on the LCAP surveys that were conducted in Spring 2015. The truancy portion of this goal was removed because it is addressed in Goal #5. 		

Original GOAL from prior year LCAP:	Goal 5:		Related State and/or Local Priorities:	
	Reduce truancy rate from 51% to 31% over a three year period.		1 __ 2 __ 3 <u>X</u> 4 __ 5 <u>X</u> 6 __ 7 __ 8 __	
	Increase parent involvement and participation in Parent Project to 45 parents over a 3 year period.		COE only: 9 <u>X</u> 10 <u>X</u>	
Goal Applies to:	Schools:	All Court and Community Schools		
	Applicable Pupil Subgroups:	Countywide		
Expected Annual Measurable Outcomes:	Reduce truancy by 5% compared to the 2013-14 data.	Actual Annual Measurable Outcomes:	<u>Priority 3: Parental Involvement</u>	
	<p>Increase number of parents of expelled and foster youth who complete Parent Project to 10 in 2014-15.</p> <p>Metrics:</p> <ul style="list-style-type: none"> Review and analyze annual truancy data. Annual review of Parent Project participation. Analyze ad Plan for Expelled Pupils Increase collaboration with Foster Youth Liaison (AB490) Provide after-school tutoring Conduct outreach and provide support for foster youth Purchase bus passes to help students get to school and/or tutoring Research and implement online database for FYS Train and provide an online manual for FYS enrollment policies Complete coordinated services summary report for each foster youth student Analyze adult/student ratio 		<p>Court School:</p> <ul style="list-style-type: none"> Due to the nature of the residential Court School programs, parent and community involvement is restricted. Parents are invited to the pre-release conferences at Redwood High and Erwin Owen High schools which are held to help students transition from residential programs to nonresidential programs. Non-residential programs require parent participation in a student and parent orientation conference upon enrollment. Court School programs advise parents and guardians of their student's progress, school policies and program information, conferences, and open-house activities. Non-residential programs are open to parents interested in visiting classrooms and consulting with educational staff. In all Court School programs, parents and guardians of special education students are encouraged to participate in their student's Individual Education Plan (IEP) meetings, School Site Council meetings, and English Learner Advisory meetings. Number of School Site Council meetings: 5 (3 parent/guardian participants) Number of English Learner Advisory Committee meetings: 2 (3 parent/guardian participants) Number of District English Learner Advisory Committee meetings: 2 (3 parent/guardian 	

			<p>participants)</p> <ul style="list-style-type: none"> • Number of LCAP Town Hall meetings: 4 (270 parent/guardian participants) • Number of Back to School Nights/Open Houses: 4 (80 parent/guardian participants) • Number of parent/guardian 2014 LCAP Survey respondents: 124 • Parent Project participants: 7 <p>Community School:</p> <ul style="list-style-type: none"> • All efforts are made to involve parents beginning with a student/parent orientation conference upon initial enrollment. Community School programs advise parents and guardians of their student's progress, school policies and program information, and conferences. Annual open house meetings also provide opportunities for parents to visit and meet with school staff. Community School classrooms are also open to parents who are interested in visiting. Parents/guardians of special education students are encouraged to participate in their student's Individual Education Plan (IEP) meetings and every effort is made to encourage parents to participate on School Site Council and the English Learner Advisory Committee. <ul style="list-style-type: none"> ○ Number of School Site Council meetings: 5 (3 parent/guardian participants) ○ Number of English Learner Advisory Committee meetings: 2 (3 parent/guardian participants) ○ Number of District English Learner Advisory Committee meetings: see above ○ Number of LCAP Town Hall meetings: see above ○ Number of Back to School Nights/Open Houses: 8 (262 parent/guardian participants) ○ Number of parent/guardian 2014 LCAP Survey
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- respondents: see above
- Parent Project participants: 7

Priority 5: Pupil Engagement

- Attendance Rate:
 - Court School: 94%
 - Community School: 83%
- Chronic Absenteeism Rate:
 - Court School: 18%
 - Community School: 25%
- Middle School Dropout Rate: N/A
- High School Dropout Rate: 16.5%
- High School Graduation Rate: 76.4% (County Offices of Education are assigned the countywide high school graduation rate)

Priority 9: Expelled Youth

- Plan for Expelled Pupils: The Kern County Superintendent of Schools, in conjunction with school districts in Kern County developed the Countywide Plan for Provision of Educational Services to Expelled Students pursuant to Education Code 48926. The plan was adopted by the governing board of each school district and the County Board Of Education. The plan enumerates existing educational alternatives for expelled students, identifies gaps in educational services to expelled students, and strategies for filling those gaps. The plan also identifies alternative placement for students who are expelled and placed in district Community Day School programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district students, as determined by the governing board.

		<p><u>Priority 10: Foster Youth</u></p> <ul style="list-style-type: none"> • Increase collaboration with Foster Youth Liaison (AB490): School site leadership and counselors have significantly increased communication and coordination of efforts with AB490 Liaison. All school sites provide office space for the Foster Youth Liaison to meet with students and scheduled more regular time for school visits. • Provide after-school tutoring: Youth are offered after school tutoring at the Dream Center on a weekly basis. 80 Foster Youth received tutoring in 2014-15. • Conduct outreach and provide support for foster youth. Engage foster youth in leadership development: 10 Foster Youth students participated in Youth 2 Leaders in 2015-16 to prepare them to attend college and to provide mentoring pre- and post-enrollment. There has been an increase in onsite resources and services including BC admissions, college information days, and personal budgeting. KCSOS Foster Youth Services hired a Foster Youth specialist to assist with coordination of additional school-based services. • Purchase bus passes to help students get to school and/or tutoring: No bus passes were purchased because passes are being provided by the Department of Human Services social workers. • Research and implement online database for FYS: The program has reviewed several options, including the expansion of information that is provided on CALPADS. • Train and provide an online manual for FYS enrollment policies: All information has been gathered and approved and will be added to the website. The KCSOS FY Education Liaison has continued to expand trainings including increase of
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			<p>AB490-related trainings and FY education rights and resources trainings.</p> <ul style="list-style-type: none"> Complete coordinated services summary report for each foster youth student: the KCSOS Education Liaison and KHSD Education Liaison have created an intra-district foster youth school and independent living tracking report to improve continuum of services and are using this as a basis for ongoing school based independent living workshops.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Action Item 5.A.: Increase ratio to provide 1:1 teacher/paraprofessional support in community school classrooms.		\$340,000 LCFF	Teacher/paraprofessional support ratio has been increased to 1:1 in Community School classrooms.	\$340,000 LCFF
Scope of service:	Countywide	Scope of service:	Countywide	
<input checked="" type="checkbox"/> ALL students		<input checked="" type="checkbox"/> ALL students		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		
Action Item 5.B.: Collaborate with Truancy Reduction and Attendance Coalition of Kern (TRACK).		No cost to program	The program is collaborating with TRACK.	\$0
Scope of service:	Countywide	Scope of service:	Countywide	
<input checked="" type="checkbox"/> ALL students		<input checked="" type="checkbox"/> ALL students		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		

Action Item 5.C.: Join the Deputy DA Consortia.		\$12,000 LCFF	The program has joined the Deputy DA Consortia.	\$12,000 LCFF
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)	
Action Item 5.D.: Improve communication with referring districts by implementing Truancy Reduction Policy.		No cost to program.	A process has been successfully implemented to facilitate communication with referring districts.	\$0
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)	
Action Item 5.E.: Facilitate Parent Project workshops.		\$10,000 LCFF	The program has coordinated efforts to increase Parent Project participation by referring parents to School-Community Partnerships, but is not facilitating the workshops directly.	\$0
Scope of service:	Countywide		Scope of service:	Countywide
<input checked="" type="checkbox"/> ALL students			<input checked="" type="checkbox"/> ALL students	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)	

Action Item 5.F.: Increase collaboration with Foster Youth Liaison (AB490)		No cost to program.	School leadership and counselors have significantly increased communication and coordination efforts with the AB490 Liaison. School sites provide office space and scheduled more time for AB490 Liaison to meet with Foster Youth. The KCSOS and KHSD Education Liaisons have created a process to track students and provide a continuum of services and as a basis for ongoing school-based independent living workshops.	No cost to program.
Scope of service:	Countywide		Scope of service:	Countywide
__ALL Students			__ALL Students	
OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)			OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	
Action Item 5.G.: Conduct outreach and provide support for foster youth. Engage foster youth in leadership development (e.g. conferences, trainings).		\$55,000 (outreach) LCFF; \$10,000 (leadership development) LCFF	KCSOS is partnering with Youth 2 Leaders in 2015-16 to prepare Foster Youth to attend college and to provide mentoring pre- and post-enrollment. There has been an increase in onsite resources and services including BC admissions, college information days, and personal budgeting. KCSOS Foster Youth Services hired a Foster Youth specialist to assist with coordination of additional school-based services.	\$19,600 LCFF
Scope of service:	Countywide		Scope of service:	Countywide
__ALL Students			__ALL Students	
OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)			OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	

Action Item 5.H.: Purchase bus passes to help students get to school and/or tutoring.		\$500 LCFF	No bus passes were purchased.	\$0
Scope of service:	Countywide		Scope of service:	Countywide
__ALL Students			__ALL Students	
OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)	
Action Item 5.I.: Research and implement online database for FYS.		\$6,000 LCFF	The program has reviewed several options, including the expansion of information that is provided on CALPADS.	\$0
Scope of service:	Countywide		Scope of service:	Countywide
__ALL Students			__ALL Students	
OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)	
Action Item 5.J.: Train and provide an online manual FYS enrollment policies.		\$5,000 LCFF	The information has been gathered and approved and will be added to the website. The KCSOS Foster Youth Education Liaison has continued to expand trainings, including AB490-related and Foster Youth education rights and resources trainings.	\$0
Scope of service:	Countywide		Scope of service:	Countywide
__ALL Students			__ALL Students	
OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)	

Action Item 5.K.: Complete coordinated services summary report for each foster youth student.		No cost to program	The KCSOS Education Liaison and KHSD Education Liaison have created an intra-district foster youth school and independent living tracking report to improve continuum of services and are using this as a basis for ongoing school based independent living workshops.	\$0
Scope of service:	Countywide		Scope of service:	Countywide
__ALL Students			__ALL Students	
OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)			OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> ▪ Action Item 5.E.: Due to time constraints, Court and Community Schools were unable to train staff in facilitating Parent Project. The training will be scheduled in 2015-16. ▪ Action Item 5.G.: KCSOS partnered with Youth 2 Leaders to provide mentoring and leadership skills training for Foster Youth. The cost for students to enroll in this program was approximately \$20,000 which was significantly less than the budgeted amount of \$65,000. ▪ Action Item 5.H.: No bus passes were purchased because passes are being provided by the Department of Human Services social workers. ▪ Action Item 5.I.: The Foster Youth database has not yet been implemented because the district is waiting to see if the CALPADS system will fulfill current Foster Youth information needs. ▪ Goal 5 will be rephrased to read, "Increase attendance rate" in order to align it with the phrasing of the other goals and to more accurately describe the program's plan to improve student attendance. It will also be revised to eliminate the Parent Project portion because that will be addressed in a sixth goal that will be added to provide greater emphasis on increasing parental involvement. 		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>5,832,842</u>
1. The program is expending its LCFF supplemental and concentration grant funds by continuing services implemented in prior years and on the new actions itemized in Section 2 of the 2015-16 LCAP.	
2. District-wide and school-wide justifications:	
<ul style="list-style-type: none">• 100% of Court School and 87% of Community School pupils are considered low-income, English learners, and/or foster youth, and as these pupils are enrolled proportionally throughout the Alternative Education program, the program determined that the most effective use of its LCFF supplemental and concentration grant funds would be to enhance intervention services to these students in all of the program’s schools.• All schools in the Alternative Education program have greater than 55% enrollment of low income, English learners, and/or foster youth. Therefore, the program determined that the most effective use of the supplemental and concentration grants would be to provide intervention services to these students on a countywide basis. This will allow more flexible program scheduling and the more effective use of staffing and instructional materials.	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

30.27	%
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Services for low income, foster youth, and English learners will be increased/improved by at least 30.27% as identified in Section 3 of this LCAP as services are applied county-wide to all students. Such services include, but are not limited to, the following:

- Restore 1:1 teacher to paraprofessional ratio in Court School to provide individual and small group instructional support for students
- Increase internet bandwidth, connectivity, reliability, and infrastructure; update hardware; and purchase 520 tablets to increase student and staff utilization of technology in instruction and learning.
- Hire a Math Specialist and an additional CAHSEE teacher
- Increase support for Special Education teachers with hiring additional program specialists focused on instructional and behavioral support.
- Provide targeted instruction and intervention through a block schedule enrichment period and/or an afterschool lab setting (e.g., CAHSEE, Odysseyware, Rosetta Stone, etc.).
- Purchase additional Rosetta Stone licenses
- Continue to provide after-school tutoring for Foster Youth
- Expand the availability of public and private mental health counseling on Community School campuses
- Expand implementation of PBIS
- Provide bus passes to students with extenuating transportation challenges
- Expand post-secondary preparation opportunities
- Hire an additional Transition Counselor

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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 California Code of Regulations, title 5, 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).