

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 in 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 at any point in the year.

Court and Community Schools are designed to offer a quality educational program to students who have exhausted other alternatives. This program helps students increase academic skills, make 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 nine Community 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 and Blanton 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. FYS supports alternative education students by providing prompt enrollment and supporting Individualized Learning Plans. In addition, FYS communicates regularly with school district liaisons to coordinate educational placements and transitions of foster youth students, under (EC) 49069. This includes monitoring the transfer of records to 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
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Motto: Inspiring Today's Learner for Tomorrow's World

Executive Summary

The document that follows is the Local Control and Accountability Plan (LCAP) for the Kern County Superintendent of Schools. The LCAP goals and action items were determined by soliciting feedback from various stakeholder groups including parents, students, staff, and community and partner agencies. The 2016/17 LCAP consists of three goals. Goal 1 addresses supporting the social and emotional development of students. Some of the key action items related to this goal include expanding the availability of public and private mental health counseling, hiring a social worker to address barriers to school attendance and success, and contracting with the Kern County Probation Department to provide intervention and support services. Goal 2 is specific to students demonstrating growth in literacy and numeracy leading to college and career paths. A few of the key action items related to this goal include maintaining Program Specialists hired to assist with Special Education Learning Center staff, hiring a CTE teacher dedicated to Medical Pathways, and purchasing additional Odysseyware licenses to increase student access to a variety of courses otherwise not offered in the course of study (CTE, foreign languages, advanced mathematics, a-g approved courses,

etc.). Goal 3 is dedicated to the coordination of services for foster youth. This goal is unique in that it outlines services provided by KCSOS to the foster youth enrolled at the 47 districts in Kern County. Services specifically directed to the foster youth enrolled in the Alternative Education program are outlined in Goals 1 and 2. Funding affiliated with Goal 3 is separate from the funds used to serve students in Alternative Education.

LEA: Kern County Office of Education
Contact: Molly Mier, Accountability Specialist, momier@kern.org, (661)636-4327
LCAP Year: 2016-17

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	Impact on LCAP

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 2016, postcards were mailed home, posters were displayed at each school site and in each classroom, and flyers were handed out to students and parents. A link was provided to allow parents to complete the surveys online which were made available from early January through March 2016.

Stakeholders were also encouraged to attend one of the following Town Hall meetings:

- January 19, 2016: North Kern Community School (13 parents/guardians attended)
- January 21, 2016: East Kern Community School (1 parent/guardian attended)
- January 26, 2016: Blanton Education Center (30 parents/guardians attended)
- January 28, 2016: Sillect Community School (49 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 the progress that has been made so far regarding action items in the 2015-16 LCAP specific to Conditions of Learning, Pupil Outcomes, and Parent Engagement. Breakout sessions were provided in both English and Spanish to allow parents/guardians to provide input regarding Conditions of Learning, Pupil Outcomes, and Parent Engagement and their responses were recorded. Parents/guardians were asked to individually prioritize the single most important thing they felt the program should focus on over the next year in each of the three categories. At the conclusion of the breakout sessions, parents/guardians completed the online LCAP Survey. A total of 88 parents completed the 2016 LCAP Survey.

Certificated Staff

February 9, 2016: An update was provided to site administrators

Parents/Guardians

The majority of parents surveyed indicate the school includes them in their student's education. Almost 93% of parents surveyed agree/strongly agree the school actively seeks parent/guardian input into decisions related to their student's education through surveys, IEP meetings, parent conferences, etc. Over 98% of parents surveyed agree/strongly agree the school values parents/guardians as important partners in their student's education.

Surveys and discussions with parents indicate they would like access to an online system in order to monitor how their student is progressing academically and behaviorally. Several parents commented on the survey regarding the need for online communication with the school, with one parent stating the need for "online resources for the parents to follow-up on, check on, and/or communicate with school teachers and officials." An action item to utilize available functions in Aeries.net to allow parents online access to their student's progress has been added to the LCAP to address this area. Some parents indicated they would like to see more mental health counseling available for students. This concern is addressed in Goal #1 of the 2016-17 LCAP and includes an action item pertaining to expanding the availability of public and private mental health counseling.

Certificated Staff

Certificated staff surveyed also indicated the school includes parents

regarding the progress made since implementing the 2015-16 LCAP. The administrators then completed the online survey.

February 10, 2016 through March 1, 2016: During this time frame, each of the school site administrators met with their staff members to review the LCFF and LCAP processes and discuss the progress made in the past year. A total of 90 certificated staff then completed the online survey.

Classified Staff

February 10, 2016 through March 1, 2016: During this time frame, each of the school site administrators met with their staff members to review the LCFF and LCAP processes and discuss the progress made in the past year. A total of 66 classified staff then completed the online survey.

Students

Mid-February through March 1, 2016: Once teachers had received an update on the 2015/16 LCAP from their site administrator, they reviewed the same information with their students. A total of 865 students then

in their student's education. Just over 93% of certificated staff surveyed believe the school actively seeks parent/guardian input into decisions related to their student's education through surveys, IEP meetings, parent conferences, etc. Almost 99% of certificated staff surveyed feel the school values parents/guardians as important partners in their student's education, with one respondent stating, "[o]ur site does an awesome job of getting parents to attend...functions."

Although nearly 80% of certificated staff surveyed agree or strongly agree the school is preparing students for future college and/or career paths, there were many comments on the surveys indicating a need for more college/career/vocational resources. This concern is being addressed by action items in the 2016-17 LCAP including hiring a CTE teacher dedicated to Medical Pathways.

Classified Staff

Classified staff surveyed agree with parents and certificated staff that the school includes parents in their student's education. Over 95% of surveyed classified staff feel the school actively seeks parent/guardian input into decisions related to their student's education through surveys, IEP meetings, parent conferences, etc., and almost 94% believe the school values parents/guardians as important partners in their student's education.

In close correlation with certificated staff surveyed, 76% of classified staff surveyed agree/strongly agree the school is preparing students for future college and/or career paths. Many staff left comments in the survey that they felt more should be done in the area of college, vocational, and career resources. Action items have been included in the 2016-17 LCAP to improve in this area, including continuing to provide a career development program for Court School students.

Students

Nearly 81% of students surveyed indicated they feel respected and valued by school staff. In addition, over 62% of students surveyed

completed the online survey.

At the Leaders in Life Conference on March 17, 2016, five students from various school sites representing both Court and Community Schools participated in a panel discussion. They discussed topics such as how and where they feel respected at school and what types of support they need in order to be successful.

Community/Partner Agencies

March 15, 2016: Community members and partner agencies were invited to attend a Town Hall meeting at the Blanton Education Center. Representatives from the Kern County Probation Department, Kern County Mental Health, School-Community Partnerships, and the Foster Youth Services Program attended the meeting. After hearing about the progress made toward the 2015-16 goals and action items, there was open dialogue to discuss ideas for the 2016-17 goals and action items. At the conclusion of the meeting, community/partner agency members completed the online LCAP survey. A total of 20 community/partner agency members completed the survey.

agree/strongly agree that they look forward to attending school each day. There has been continual improvement in this area over the last few years, with 37% of students in 2014 and 52% of students in 2015 who agreed/strongly agreed that students look forward to attending school each day. In 2015, nearly 27% of students surveyed expressed concern over school safety. In 2016, this number dropped to just over 17%. The continued implementation of PBIS should increase the number of students who feel respected by staff, look forward to attending school, and feel safe while at school.

In 2015, 75% of students surveyed agreed/strongly agreed the school was preparing them for future college and/or career paths. This number increased to almost 81% in 2016. Some student survey comments indicated the need for additional opportunities in this area. Action items have been included in the 2016-17 LCAP to address this concern, including expanding post-secondary preparation opportunities for students.

Students who served on the panel for Leaders in Life discussed how they are appreciative of the fact that program staff is understanding of their backgrounds and they don't feel judged about being in an Alternative Education program. For the most part they feel respected by staff at their school sites. The students mentioned they would like the opportunity to stay after school to earn additional credits. They would also like to see more after school programs for sports, clubs, and other activities. Action items addressing these topics are in the 2016-17 LCAP, such as establishing a program-wide intramural sports program.

Community/Partner Agencies

The Community/Partner Agency surveys indicate that 65% agree/strongly agree the program for English Language Learners provides support for these students to improve their English and make progress in achieving academic standards. EL continues to be a focus for the 2016-17 LCAP. Over 89% of Community/Partner Agencies surveyed feel the program is preparing students for future college and/or career paths.

Discussion and surveys from community/partner agency representatives indicated they would like to see additional vocational programs and increased services for parents. These concerns have been addressed as action items in the 2016-17 LCAP and include hiring additional CTE staff and continuing to provide a career

Advisory Committees

The Court and Community School English Learner Advisory Committees and School Site Councils agreed to serve as the District Advisory Committee for the purposes of the LCAP. The advisory committees met on the following dates at which time members reviewed 2014-15 enrollment data, local and state student academic assessment data, progress towards 2015-16 LCAP goals and action items, and to give members an opportunity to provide input on the goals for 2016-17:

- Court School Site Council
 - August 26, 2015
 - September 23, 2015
 - October 23, 2015
 - March 29, 2016
 - May 31, 2016
- Community School Site Council
 - August 27, 2015
 - September 24, 2015
 - October 15, 2015
 - February 25, 2016
 - May 19, 2016
- Court School ELAC
 - September 17, 2015
- Community School ELAC
 - September 21, 2015
- District ELAC
 - April 14, 2016
 - May 26, 2016

These committees also served as the program's Parent Advisory Committee.

Review of LCAP Draft:

The Directors reviewed the LCFF and LCAP, spoke to trends in the survey data related to progress on the 2015-16 LCAP, the need to continue efforts to promote parental involvement, and the desire from parents, students, and staff to offer more college, vocational, and career resources. Participants were given the opportunity to ask any questions

development program for Court School students.

Advisory Committees

The advisory committee members were supportive and encouraged about the progress made on the 2015-16 LCAP goals, specifically the additional staffing support in the form of a Math Specialist and three Program Specialists to assist Special Education staff.

The advisory committees expressed the need for continued technology support as students start utilizing tablets on a regular basis. There will continue to be an action item of providing professional development for instructional staff to utilize hardware and effectively implement educational software and technology-based curriculum resources in the 2016-17 LCAP. The advisory committees agreed with the other stakeholder groups that expanding college and career readiness needs to be a priority. This has been addressed through several action items in the 2016-17 LCAP.

which were then compiled and given to administration.

- April 14, 2016: Presented draft of LCAP to Advisory Committees
- May 10, 2016: Draft of the LCAP presented at a public hearing
- May 31, 2016: Presented draft of LCAP to the classified staff bargaining unit, the Superintendent of Schools Classified Association (SOSCA)
- May 31, 2016: Presented draft of LCAP to the certificated staff bargaining unit, the Kern County Education Association (KCEA)

The advisory committees reviewed the draft LCAP via a presentation by one of the program's Directors 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 Lizardi Frazier, responded to all questions in writing.

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

KCEA affirmed the need for wrap around services including AmeriCorps mentors, Mental Health clinicians, Social Workers, and Probation Officers to meet the varying needs of students. They acknowledged that students in the Alternative Education program have barriers that impeded their academic success and applauded the program's initiatives to help overcome those barriers. It was also confirmed that the positions listed above are permanent as long as the funding is available. In regards to the CTE Medical Pathway, KCEA asked if these courses would also be available to Community School students. They were assured that the CTE courses were being developed for both Court and Community School students either through various pathways and/or Odysseyware on line learning. SOSCA inquired as to whom the Teacher Leader training would be offered and would it be available to other teachers besides the designated lead teachers. It was confirmed that the professional development is planned for designated lead teachers as well as other teachers interested in becoming leaders on their campuses.

Final Approval:

- June 14, 2016: 2016-17 LCAP presented to the local governing board for approval

Annual Update:

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 2015-16 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 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.

Progress made in 2015-16 toward Goal #1:

- Increased Court School classrooms to 1:1 teacher/paraprofessional ratio
- New Common Core State Standards math curriculum was purchased and professional development was provided
- Certificated staff was provided training in Step Up to Writing
- The administrative team received tablets to utilize during C3 walkthroughs
- 520 student tablets were purchased for instruction and SBAC administration
- Technology hardware was updated at various Court and Community School sites
- Professional development was provided to instructional staff to utilize hardware and effectively implement educational software and technology-based curriculum resources
- Common Core State Standards-aligned Thinking Maps training was provided to all instructional staff
- Additional Odysseyware licenses were purchased
- A math specialist was hired
- An Educational Associate of Technology was hired
- Two Program Specialists were hired to support Learning Center staff

Goal #2: Increase the language proficiency of English Learners.

Progress made in 2015-16 toward Goal #2:

In response to the feedback received from stakeholders with regard to progress made toward the 2015-16 goals and action items that are outlined in the Court and Community School LCAP, some action items have been removed and new action items were added.

Parents were satisfied with the progress made on the 2015-16 LCAP. Two areas that parents would like to see addressed in the 2016-17 LCAP include access to an online portal to communicate with school staff and an increase in mental health services offered. In response, the following action items will be continued or have been added:

- Utilize available functions in Aeries.net to allow parents online access to their student's progress
- Hire a Social Worker to address barriers to school attendance and success
- Contract with Kern County Probation Department for two Probation Officers assigned to provide intervention services for students on informal probation
- Contract with AmeriCorps to place four AmeriCorps mentors at select Community School campuses

Many students surveyed indicated they would like to see additional college/career/vocational opportunities provided to them as well as have the opportunity to participate in more Physical Education/after school activities. In response, the following action items will be continued or have been added:

- Continue a career development program for Court School students to provide job skills training and connect students to community career resources
- Partner with Youth 2 Leaders to prepare Foster Youth to attend college and to provide mentoring pre and post enrollment
- Hire a CTE Teacher dedicated to Medical Pathways
- Purchase a total of 175 new Odysseyware licenses
- Establish a program-wide intramural sports program
- Hire a PBIS/After School Programs Coordinator

Certificated and classified are supportive of the safety measures that have been added, the hiring of additional paraprofessionals in Court Schools to return to a 1:1 teacher/paraprofessional ratio, and the

- Rosetta Stone licenses are being utilized by EL students as needed
- Continued use of three English Language Development Teachers

Goal #3: Increase the percentage of students who are college and career ready.

Progress made in 2015-16 toward Goal #3:

- A construction teacher was hired
- The program monitored the District Student Tracking List monthly
- The KHSD Referral List was completed monthly
- There was a high level of collaboration with the Foster Youth Services Liaison

Goal #4: Increase the percentage of students and staff who feel safe at school.

Progress made in 2015-16 toward Goal #4:

- The program expanded implementation of Positive Behavior Interventions and Supports (PBIS)
- A campus supervisor was hired at North Kern Community School
- Uniforms were purchased for campus supervisors
- Radio codes were aligned across Community School campuses
- Nonviolent Crisis Intervention (CPI) training is being provided to Community School staff
- "Active Shooter" training was provided for Community School staff
- A total of five mental health providers were hired to expand services to students

Goal #5: Increase attendance rates.

Progress made in 2015-16 toward Goal #5:

- Six Masters of Social Work interns based at five Community School sites who focused on the Truancy Reduction Program two days per week
- Collaboration with KHSD to work on a joint SARB process
- Collaboration with the Foster Youth Services Liaison regarding Foster Youth with attendance issues

purchase of student tablets for instruction and SBAC administration. Although a large percentage of both certificated and classified staff surveyed indicated the program is preparing students for future college and/or career paths, staff members felt that more could be done in this area. As a result, the following action items will be continued or have been added:

- Continue a career development program for Court School students to provide job skills training and connect students to community career resources
- Partner with Youth 2 Leaders to prepare Foster Youth to attend college and to provide mentoring pre and post enrollment
- Hire a CTE Teacher dedicated to Medical Pathways
- Purchase a total of 175 new Odysseyware licenses

Community/Partner Agencies indicated they would like see more vocational programs implemented and increased services for parents. In response, the following action items will be continued or have been added:

- Continue a career development program for Court School students to provide job skills training and connect students to community career resources
- Partner with Youth 2 Leaders to prepare Foster Youth to attend college and to provide mentoring pre and post enrollment
- Hire a CTE Teacher dedicated to Medical Pathways
- Purchase a total of 175 new Odysseyware licenses
- Continue referrals to Parent Project/Parents on a Mission through School-Community Partnerships
- Continue use of School Messenger to improve and increase communication with parents/guardians.

The advisory committee members were supportive and encouraged about the progress made on the 2015-16 LCAP goals, specifically the additional staffing support in the form of a Math Specialist and three Program Specialists to assist Special Education staff.

The advisory committees expressed the need for continued technology support as students start utilizing tablets on a regular basis. There will continue to be an action item of providing professional development for instructional staff to utilize hardware

Goal #6: Increase student and parent engagement.

Progress made in 2015-16 toward Goal #6:

- Professional development was provided to help staff develop classroom practices and school cultures that foster self-confidence, self-esteem, and academic success among all students
- A Transition Counselor was hired
- There was an increase in referrals to Parent Project/Parents on a Mission
- School Messenger was purchased

and effectively implement educational software and technology-based curriculum resources in the 2016-17 LCAP. The advisory committees agreed with the other stakeholder groups that expanding college and career readiness needs to be a priority. This has been addressed through several action items in the 2016-17 LCAP.

The advisory committees reviewed the draft LCAP via a presentation by one of the program's Directors 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 Lizardi Frazier, responded to all questions in writing.

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

KCEA affirmed the need for wrap around services including AmeriCorps mentors, Mental Health clinicians, Social Workers, and Probation Officers to meet the varying needs of students. They acknowledged that students in the Alternative Education program have barriers that impeded their academic success and applauded the program's initiatives to help overcome those barriers. It was also confirmed that the positions listed above are permanent as long as the funding is available. In regards to the CTE Medical Pathway, KCEA asked if these courses would also be available to Community School students. They were assured that the CTE courses were being developed for both Court and Community School students either through various pathways and/or Odysseyware on line learning. SOSCA inquired as to whom the Teacher Leader training would be offered and would it be available to other teachers besides the designated lead teachers. It was confirmed that the professional development is planned for designated lead teachers as well as other teachers interested in becoming leaders on their campuses.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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 schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

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 schoolsites 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 schoolsites 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 schoolsites 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 schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 schoolsites?
- 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 schoolsites, 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:	1. All students will demonstrate growth in their social and emotional development.	Related State and/or Local Priorities: 1 _2 X 3 _4 _5 X 6 _7 _8 COE only: X 9 X 10 Local: N/A
Identified Need:	<p>Many students who attend Court and Community Schools are in need of mental health counseling to address issues such as substance abuse and anger management. In order to help students achieve success, both academically and behaviorally, Court and Community Schools will focus on students' mental health needs and assist families with securing services.</p> <p><u>Priority 3: Parental Involvement</u></p>	

Efforts to seek parent input in making decisions for district and school sites

Parent/guardian responses on the 2016 LCAP Survey indicated that almost 93% agree/strongly agree that Court and Community Schools actively seek parent/guardian input into decisions related to their student's education through surveys, IEP meetings, parent conferences, etc. 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' education.

- In 2015-16,
 - Number of Court School Site Council meetings: 5
 - Number of Community School Site Council meetings: 5
 - Number of Court School English Learner Advisory Committee meetings: 2
 - Number of Community School English Learner Advisory Committee meetings: 2
 - Number of District English Learner Advisory Committee meetings: 2
 - Number of Court School Back to School Nights/Open Houses: 4
 - Number of Community School Back to School Nights/Open Houses: 8
 - Number of LCAP Town Hall Meetings: 4 (93 parent/guardian participants)
 - Number of parent/guardian 2016 LCAP Survey respondents: 88
 - Number of Parent Project participants: 16

Efforts to seek participation of parents for unduplicated pupils

- EL Students: All school documents are provided in both English and Spanish. Sites collected sign in sheets from Town Hall meetings to determine baseline for EL parent/guardian participation rate, which was 30% (26 out of 93 parents/guardians).
- Low Income: 90% of students are low income and therefore parents participating in scheduled meetings would represent these students
- Foster Youth/Homeless: Parents/Guardians are invited to attend all events

Efforts to seek participation of parents for pupils with exceptional needs

- Parents/Guardians are invited to attend all events
- Parents/Guardians are invited to attend 30 day, annual, and triennial IEPs
- Parents/Guardians are invited to meet with staff should students have areas of concern

Priority 6: School Climate

Suspension Rate: 8.7%

Expulsion Rate: N/A

Other local measures on sense of safety and school connectedness

- LCAP Survey Data: Nearly 18% of students and just over 15% of staff do not feel safe at school
- Community School Safety Plan: During the 2014/15 school year, there was an increase/decrease in the following compared to 2013/14:
 - Fights and threatening verbal altercations: +0.5%
 - Assaults: -40%
 - Incidents/suspensions for students in possession of or under the influence of intoxicants: -10%
 - Incidents of tagging/graffiti: no change
 - Incidents of vandalism: -33%
- Positive Behavior Interventions and Supports (PBIS): Tier 2 of PBIS is fully implemented at Blanton Academy. Tier 1 of PBIS has been fully implemented at three Community School sites and an additional six Community School sites are in the final stages of Tier 1 implementation.

Priority 9: Coordination of Services for Expelled Youth

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

Priority 10: Coordination of Services for Foster Youth

- Frequency of meetings held between Directors and Foster Youth Services 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.: 31%

In compliance with EC 42921(d), all Foster Youth receive the following services:

- prompt Foster Youth evaluation
- referrals/linkages to tutoring/mentoring, counseling, transitional, and emancipation services
- facilitation of timely individualized education programs and all Special Education services
- efficient and expeditious transfer of health and education records and the health and education passport

Goal Applies to:	Schools:	Countywide
	Grades:	All
Applicable Pupil Subgroups:	All	
LCAP Year 1		
Expected Annual		

Measurable Outcomes:**For 2016-2017****Priority 3: Parental Involvement*****Efforts to seek parent input in making decisions for district and school sites***

- Parent/guardian responses on the 2017 LCAP Survey will increase from 93% to 94% of parents/guardians who agree/strongly agree that Court and Community Schools actively seek parent/guardian input into decisions related to their student's education through surveys, IEP meetings, parent conferences, etc.
- In 2016-17,
 - Maintain number of Court School Site Council meetings: 5
 - Maintain number of Community School Site Council meetings: 5
 - Maintain number of Court School English Learner Advisory Committee meetings: 2
 - Maintain number of Community School English Learner Advisory Committee meetings: 2
 - Maintain number of District English Learner Advisory Committee meetings: 2
 - Maintain number of Court School Back to School Nights/Open Houses: 4
 - Maintain number of Community School Back to School Nights/Open Houses: 8
 - Maintain number of LCAP Town Hall Meetings at 4 but increase number of parent/guardian participants by 5% (from 93 to 98)
 - Increase number of parent/guardian 2017 LCAP Survey respondents by 5% (from 88 to 92)
 - Increase number of Parent Project participants by 5% (from 16 to 17)

Efforts to seek participation of parents of unduplicated pupils

- EL Students: All school documents will continue to be provided in both English and Spanish. Increase participation in Town Hall meetings by 5% over 2016 meetings (from 26 to 27 parents/guardians)
- Low Income: 90% of students are low income and therefore parents participating in scheduled meetings will represent these students. This practice will be continued.
- Foster Youth/Homeless: Parents/Guardians will continue to be invited to attend all events.

Efforts to seek participation of parents for pupils with exceptional needs

- Parents/Guardians will continue to be invited to attend all events
- Parents/Guardians will continue to be invited to attend 30 day, annual, and triennial IEPs
- Parents/Guardians will continue to be invited to meet with staff should students have areas of concern

Priority 6: School Climate***Suspension Rate:*** Will decrease from 8.7% to 8.2%***Expulsion Rate:*** N/A***Other local measures on sense of safety and school connectedness***

- LCAP Survey Data: Increase the number of respondents who feel safe at school by 1% over 2016 survey (staff increase from 84.6% to 85.6%; students increase from 82.4% to 83.4%)
- Community School Safety Plan goals:
 - 5% reduction in the number of fights and threatening verbal altercations (from 211 to 200)
 - 5% reduction in the number of assaults (from 19 to 18)
 - 5% reduction in incidents/suspensions for students in possession of or under the influence of intoxicants (from 133 to 126)
 - 5% reduction the number of incidents of tagging/graffiti (from 10 to 9.5)
 - 5% reduction in incidents of vandalism (from 2 to 1.9)
- Positive Behavior Interventions and Supports (PBIS):
 - Blanton Academy: Implementing Tier 3
 - All other Community School sites: Implementing Tier 2

Priority 9: Coordination of Services for Expelled Youth

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

Priority 10: Coordination of Services for Foster Youth

- Maintain frequency of meetings held between Directors and Foster Youth Services Liaison: Monthly
- Maintain frequency of meetings held between school site administrators and Foster Youth Services Liaison: Quarterly
- 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.: At least 35% of currently enrolled Foster Youth students

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

- prompt Foster Youth evaluation
- referrals/linkages to tutoring/mentoring, counseling, transitional, and emancipation services
- facilitation of timely individualized education programs and all Special Education services
- efficient and expeditious transfer of health and education records and the health and education passport

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>1a</p> <p>Provide professional development to help staff develop classroom practices and school cultures that foster self-confidence, self-esteem, and academic success among all students.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000 LCFF Professional Consulting; Supplemental/C oncentration</p>
<p>1b</p> <p>Hire a PBIS/After School Program Coordinator.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$90,000 LCFF Certificated Salaries and Benefits; Supplemental/C oncentration</p>
<p>1c</p> <p>Continue to expand implementation of Positive Behavioral Interventions and Supports (PBIS).</p>	<p>Community Schools; Bridges Academy</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$7,500 LCFF Professional Consulting; Supplemental/C oncentration</p>
<p>1d</p> <p>Expand the availability of public and private mental health counseling on Community School campuses (e.g., ART, Matrix, etc.).</p>	<p>Community Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$100,000 LCFF Professional Consulting; Certificated Salaries and Benefits; Supplemental/C oncentration</p>

<p>1e</p> <p>Hire a Social Worker for Community Schools to address barriers to school attendance and success.</p>	<p>Community Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$130,000 LCFF Services; Supplemental/C oncentration</p>
<p>1f</p> <p>Maintain countywide collaborative process for developing/revisiting a plan to address attendance issues.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>X Other (Expelled Youth)</p>	<p>No cost to program</p>
<p>1g</p> <p>Maintain Kern County Probation Department contract at Blanton Academy to continue to provide intensive supervision and intervention for court ordered and probation referred youth.</p>	<p>Blanton Academy</p> <p>Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$274,848 LCFF Services; Supplemental/C oncentration</p>
<p>1h</p> <p>Contract with Kern County Probation Department for two Probation Officers to be assigned to Community Schools to provide intervention services for students on informal probation.</p>	<p>Community School</p> <p>Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$270,000 LCFF Services; Supplemental/C oncentration</p>

<p>1i</p> <p>Contract with AmeriCorps to place four AmeriCorps mentors at three Community School campuses.</p>	<p>Auburn Community School, CLC Tech, Sillect Community School</p> <p>Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$40,000 LCFF Services; Supplemental/C oncentration</p>
<p>1j</p> <p>Continue to utilize ten campus supervisors at various Community School sites to improve school climate through regular classroom visits, building relationships with students, and helping to ensure campus safety.</p>	<p>Auburn Community School, Blanton Academy, CLC 34th, CLC Tech, North Kern Community School, Sillect Community School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$543,747 LCFF Classified Salaries and Benefits; Supplemental/C oncentration</p>
<p>1k</p> <p>Provide Nonviolent Crisis Response Training (CPI) to all Community School staff.</p>	<p>Community School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000 LCFF Professional Consulting; Supplemental Concentration</p>

<p>1l</p> <p>Annually conduct drills program wide. Review and update the Community School Safety Plan annually.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>No cost to program</p>
<p>1m</p> <p>Biannually review the condition of facilities to ensure that school campuses are in good repair as indicated on the FIT.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>No cost to program</p>
<p>1n</p> <p>Maintain Transition Counselor.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$80,000 Title 1 Certificated Salaries and Benefits</p>

<p>1o</p> <p>Expand the opportunities for field trips to places such as museums, leadership conferences, and college campuses.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$5,000 LCFF</p> <p>Certificated Salaries and Benefits; Classified Salaries and Benefits; Travel and Conferences; Supplemental/Concentration</p>
<p>1p</p> <p>Establish a student committee to investigate the creation of mascots at each school site and provide apparel and merchandise to students to foster a sense of community.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$5,000 LCFF</p> <p>Supplies; Supplemental/Concentration</p>
<p>1q</p> <p>Establish a program-wide intramural sports program.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$10,000 LCFF</p> <p>Supplies; Certificated Salaries and Benefits; Classified Salaries and Benefits; Travel and Conferences; Supplemental/Concentration</p>

<p>1r</p> <p>Increase outreach efforts to parents/guardians of students identified with exceptional needs, as foster youth, as low income, as English learners, and/or as homeless.</p>	<p>Countywide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>\$5,000 LCFF Communication s; Supplemental/C oncentration</p>
<p>1s</p> <p>Continue to collaborate with Truancy Reduction and Attendance Coalition of Kern (TRACK) to help ensure parental involvement in students' regular attendance at school.</p>	<p>Countywide</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>1t</p> <p>Increase referrals to Parent Project/Parents on a Mission through School-Community Partnerships.</p>	<p>Countywide</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>1u</p> <p>Utilize available functions in Aeries.net to allow parents online access to their student's progress.</p>	<p>Countywide</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>

<p>1v</p> <p>Continue the use of School Messenger to improve and increase communication with parents/guardians.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$3,000 LCFF Services; Supplemental/C oncentration</p>
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LCAP Year 2

Expected Annual Measurable Outcomes:

For 2017-2018

Priority 3: Parental Involvement

Efforts to seek parent input in making decisions for district and school sites

- Parent/guardian responses on the 2017 LCAP Survey will increase from 94% to 95% parents/guardians who agree/strongly agree that Court and Community Schools actively seek parent/guardian input into decisions related to their student's education through surveys, IEP meetings, parent conferences, etc.
- In 2017-18,
 - Maintain number of Court School Site Council meetings: 5
 - Maintain number of Community School Site Council meetings: 5
 - Maintain number of Court School English Learner Advisory Committee meetings: 2
 - Maintain number of Community School English Learner Advisory Committee meetings: 2
 - Maintain number of District English Learner Advisory Committee meetings: 2
 - Maintain number of Court School Back to School Nights/Open Houses: 4
 - Maintain number of Community School Back to School Nights/Open Houses: 8
 - Maintain number of LCAP Town Hall Meeting at 4 but increase number of parent/guardian participants by 5% (from 98 to 103)
 - Increase number of parent/guardian 2018 LCAP Survey respondents by 5% (from 92 to 97)
 - Increase number of Parent Project participants by 5% (from 17 to 18)

Efforts to seek participation of parents of unduplicated pupils

- EL Students: All school documents will continue to be provided in both English and Spanish. Increase participation in Town Hall meetings by 5% over 2017 meetings (increase from 27 to 28 parents/guardians).
- Low Income: 90% of students are low income and therefore parents participating in scheduled meetings will represent these students. This practice will be continued.
- Foster Youth/Homeless: Parents/Guardians will continue to be invited to attend all events.

Efforts to seek participation of parents for pupils with exceptional needs

- Parents/Guardians will continue to be invited to attend all events
- Parents/Guardians will continue to be invited to attend 30 day, annual, and triennial IEPs
- Parents/Guardians will continue to be invited to meet with staff should students have areas of concern

Priority 6: School Climate

Suspension Rate: Will decrease from 8.2% to 7.7%

Expulsion Rate: N/A

Other local measures on sense of safety and school connectedness

- LCAP Survey Data: Reduce the percentage of students and staff who do not feel safe at school by 1% over 2017 survey (staff increase from 85.6% to 86.6%; students increase from 83.4% to 84.4%)
- Community School Safety Plan goals:
 - 5% reduction in the number of fights and threatening verbal altercations (from 200 to 190)
 - 5% reduction in the number of assaults (from 18 to 17)
 - 5% reduction in incidents/suspensions for students in possession of or under the influence of intoxicants (from 126 to 120)
 - 5% reduction the number of incidents of tagging/graffiti (from 9.5 to 9)
 - 5% reduction in incidents of vandalism (from 1.9 to 1.8)
- Positive Behavior Interventions and Supports (PBIS):
 - Blanton Academy: Tier 3
 - Other Community School sites: Tier 2

Priority 9: Coordination of Services for Expelled Youth

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

Priority 10: Coordination of Services for Foster Youth

- Maintain frequency of meetings held between Directors and Foster Youth Services Liaison: Monthly
- Maintain frequency of meetings held between school site administrators and Foster Youth Services Liaison: Quarterly
- 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.: At least 35% of currently enrolled Foster Youth students

	In compliance with EC 42921(d), all Foster Youth will continue to receive the following services: <ul style="list-style-type: none"> • prompt Foster Youth evaluation • referrals/linkages to tutoring/mentoring, counseling, transitional, and emancipation services • facilitation of timely individualized education programs and all Special Education services • efficient and expeditious transfer of health and education records and the health and education passport 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide professional development to help staff maintain classroom practices and school cultures that foster self-confidence, self-esteem, and academic success among all students.	Countywide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,000 LCFF Professional Consulting; Supplemental/Concentration
Maintain a PBIS/After School Program Coordinator.	Countywide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$90,000 LCFF Certificated Salaries and Benefits; Supplemental/Concentration
Continue to expand implementation of Positive Behavioral Interventions and Supports (PBIS).	Community Schools; Bridges Academy Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$7,500 LCFF Professional Consulting; Supplemental/Concentration

<p>Continue to make public and private mental health counseling available on Community School campuses (e.g. ART, Matrix, etc.).</p>	<p>Community Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$100,000 LCFF Professional Consulting; Certificated Salaries and Benefits; Supplemental/C oncentration</p>
<p>Maintain a Social Worker for Community Schools to address barriers to school attendance and success.</p>	<p>Community Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$130,000 LCFF Services; Supplemental/C oncentration</p>
<p>Maintain countywide collaborative process related to addressing attendance issues.</p>	<p>Countywide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Expelled Youth)</p>	<p>No cost to program</p>
<p>Maintain Kern County Probation Department contract at Blanton Academy to continue to provide intensive supervision and intervention for court ordered and probation referred youth.</p>	<p>Blanton Academy Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$274,848 LCFF Services; Supplemental/C oncentration</p>

<p>Continue to contract with Kern County Probation Department for two Probation Officers to be assigned to Community Schools to provide intervention services for students on informal probation.</p>	<p>Community School Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$270,000 LCFF Services; Supplemental/C oncentration</p>
<p>Continue to contract with AmeriCorps to place four mentors at three Community School campuses.</p>	<p>Auburn Community School, CLC Tech, Sillect Community School Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$40,000 LCFF Services; Supplemental/C oncentration</p>
<p>Continue to utilize ten campus supervisors at various Community School sites to improve school climate through regular classroom visits, building relationships, with students, and helping to ensure campus safety.</p>	<p>Auburn Community School, Blanton Academy, CLC 34th, CLC Tech, North Kern Community School, Sillect Community School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$543,747 LCFF Classified Salaries and Benefits; Supplemental/C oncentration</p>

<p>Continue to provide Nonviolent Crisis Response Training (CPI) to all Community School staff.</p>	<p>Community School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000 LCFF Professional Consulting; Supplemental/C concentration</p>
<p>Annually conduct drills program wide. Review and update the Community School Safety Plan annually.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost to program</p>
<p>Biannually review the condition of facilities to ensure that school campuses are in good repair as indicated on the FIT.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost to program</p>
<p>Maintain Transition Counselor.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$80,000 Title 1 Certificated Salaries and Benefits</p>

<p>Expand the opportunities for field trips to places such as museums, leadership conferences, and college campuses.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 LCFF Certificated Salaries and Benefits; Classified Salaries and Benefits; Travel and Conferences; Supplemental/C oncentration</p>
<p>Continue to provide school apparel and merchandise to students to foster a sense of community.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 LCFF Supplies; Supplemental/C oncentration</p>
<p>Maintain a program-wide intramural sports program.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000 LCFF Supplies; Certificated Salaries and Benefits; Classified Salaries and Benefits; Travel and Conferences; Supplemental/C oncentration</p>

<p>Increase outreach efforts to parents/guardians of students identified with exceptional needs, as foster youth, as low income, as English learners, and/or as homeless.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>\$5,000 LCFF Communication s; Supplemental/C oncentration</p>
<p>Continue to collaborate with Truancy Reduction and Attendance Coalition of Kern (TRACK) to help ensure parental involvement in students' regular attendance at school.</p>	<p>Countywide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>Continue to make referrals to Parent Project/Parents on a Mission through School-Community Partnerships.</p>	<p>Countywide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>Utilize available functions in Aeries.net to allow parents online access to their student's progress.</p>	<p>Countywide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>

Continue the use of School Messenger to improve and increase communication with parents/guardians.	Countywide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$3,000 LCFF Services; Supplemental/C oncentration
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LCAP Year 3

Expected Annual Measurable Outcomes:

For 2018-2019

Priority 3: Parental Involvement

Efforts to seek parent input in making decisions for district and school sites

- Parent/guardian responses on the 2018 LCAP Survey will maintain that 95% agree/strongly agree that Court and Community Schools actively seek parent/guardian input into decisions related to their student's education through surveys, IEP meetings, parent conferences, etc.
- In 2018-19,
 - Maintain number of Court School Site Council meetings: 5
 - Maintain number of Community School Site Council meetings: 5
 - Maintain number of Court School English Learner Advisory Committee meetings: 2
 - Maintain number of Community School English Learner Advisory Committee meetings: 2
 - Maintain number of District English Learner Advisory Committee meetings: 2
 - Maintain number of Court School Back to School Nights/Open Houses: 4
 - Maintain number of Community School Back to School Nights/Open Houses: 8
 - Maintain number of LCAP Town Hall Meeting at 4 but increase number of parent/guardian participants by 5% (from 103 to 108)
 - Increase number of parent/guardian 2019 LCAP Survey respondents by 5% (from 97 to 102)
 - Increase number of Parent Project participants by 5% (from 18 to 19)

Efforts to seek participation of parents of unduplicated pupils

- EL Students: All school documents will continue to be provided in both English and Spanish. Increase participation in Town Hall meetings by 5% over 2018 meetings (increase from 28 to 29 parents/guardians).
- Low Income: 90% of students are low income and therefore parents participating in scheduled meetings will represent these students. This practice will be continued.
- Foster Youth/Homeless: Parents/Guardians will continue to be invited to attend all events.

Efforts to seek participation of parents for pupils with exceptional needs

- Parents/Guardians will continue to be invited to attend all events
- Parents/Guardians will continue to be invited to attend 30 day, annual, and triennial IEPs
- Parents/Guardians will continue to be invited to meet with staff should students have areas of concern

Priority 6: School Climate

Suspension Rate: Will decrease from 7.7% to 7.2%

Expulsion Rate: N/A

Other local measures on sense of safety and school connectedness

- LCAP Survey Data: Increase the number of respondents who feel safe at school by 1% over 2018 survey (staff increase from 86.6% to 87.6%; students increase from 84.4% to 85.4%)
- Community School Safety Plan goals:
 - 5% reduction in the number of fights and threatening verbal altercations (from 190 to 180)
 - 5% reduction in the number of assaults (from 17 to 16)
 - 5% reduction in incidents/suspensions for students in possession of or under the influence of intoxicants (from 120 to 114)
 - 5% reduction the number of incidents of tagging/graffiti (from 9 to 8.5)
 - 5% reduction in incidents of vandalism (from 1.8 to 1.7)
- Positive Behavior Interventions and Supports (PBIS):
 - Blanton Academy: Tier 3
 - Other Community School sites: Implementing Tier 3

Priority 9: Coordination of Services for Expelled Youth

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

Priority 10: Coordination of Services for Foster Youth

- Maintain frequency of meetings held between Directors and Foster Youth Services Liaison: Monthly
- Maintain frequency of meetings held between school site administrators and Foster Youth Services Liaison: Quarterly
- 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.: At least 35% of currently enrolled Foster Youth students

	In compliance with EC 42921(d), all Foster Youth will continue to receive the following services: <ul style="list-style-type: none"> • prompt Foster Youth evaluation • referrals/linkages to tutoring/mentoring, counseling, transitional, and emancipation services • facilitation of timely individualized education programs and all Special Education services • efficient and expeditious transfer of health and education records and the health and education passport 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide additional professional development to help staff maintain classroom practices and school cultures that foster self-confidence, self-esteem, and academic success among all students.	Countywide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,000 LCFF Professional Consulting; Supplemental/Concentration
Maintain a PBIS/After School Program Coordinator.	Countywide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$90,000 LCFF Certificated Salaries and Benefits; Supplemental/Concentration
Continue to expand implementation of Positive Behavioral Interventions and Supports (PBIS).	Community Schools; Bridges Academy Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$7,500 LCFF Professional Consulting; Supplemental/Concentration

<p>Continue to provide public and private mental health counseling on Community School campuses (e.g. ART, Matrix, etc.).</p>	<p>Community Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$100,000 LCFF Professional Consulting; Certificated Salaries and Benefits; Supplemental/C oncentration</p>
<p>Maintain a Social Worker for Community Schools to address barriers to school attendance and success.</p>	<p>Community Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$130,000 LCFF Services; Supplemental/C oncentration</p>
<p>Maintain countywide collaborative process related to addressing attendance issues.</p>	<p>Countywide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Expelled Youth)</p>	<p>No cost to program</p>
<p>Maintain Kern County Probation Department contract at Blanton Academy to continue to provide intensive supervision and intervention for court ordered and probation referred youth.</p>	<p>Blanton Academy Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$274,848 LCFF Services; Supplemental/C oncentration</p>

<p>Continue to contract with Kern County Probation Department for two Probation Officers to be assigned to Community Schools to provide intervention services for students on informal probation.</p>	<p>Community School Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$270,000 LCFF Services; Supplemental/C oncentration</p>
<p>Continue to contract with AmeriCorps to place four AmeriCorps mentors at three Community School campuses.</p>	<p>Auburn Community School, CLC Tech, Sillect Community School Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$40,000 LCFF Services; Supplemental/C oncentration</p>
<p>Continue to utilize ten campus supervisors at various Community School sites to improve school climate through regular classroom visits, building relationships with students, and helping to ensure campus safety.</p>	<p>Auburn Community School, Blanton Academy, CLC 34th, CLC Tech, North Kern Community School, Sillect Community School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$543,747 LCFF Classified Salaries and Benefits; Supplemental/C oncentration</p>

<p>Continue to provide Nonviolent Crisis Response Training (CPI) to all Community School staff.</p>	<p>Community School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000 LCFF Professional Consulting; Supplemental/C concentration</p>
<p>Annually conduct drills program wide. Review and update the Community School Safety Plan annually.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost to program</p>
<p>Biannually review the condition of facilities to ensure that school campuses are in good repair as indicated on the FIT.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost to program</p>
<p>Maintain Transition Counselor.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$80,000 Title 1 Certificated Salaries and Benefits</p>

<p>Expand the opportunities for field trips to places such as museums, leadership conferences, and college campuses.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 LCFF Certificated Salaries and Benefits; Classified Salaries and Benefits; Travel and Conferences; Supplemental/Concentration</p>
<p>Continue to provide school apparel and merchandise to students to foster a sense of community.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 LCFF Supplies; Supplemental/Concentration</p>
<p>Maintain a program-wide intramural sports program.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000 LCFF Supplies; Certificated Salaries and Benefits; Classified Salaries and Benefits; Travel and Conferences; Supplemental/Concentration</p>

<p>Increase outreach efforts to parents/guardians of students identified with exceptional needs, as foster youth, as low income, as English learners, and/or as homeless.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>\$5,000 LCFF Communication s; Supplemental/C oncentration</p>
<p>Continue to collaborate with Truancy Reduction and Attendance Coalition of Kern (TRACK) to help ensure parental involvement in students' regular attendance at school.</p>	<p>Countywide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>Continue to make referrals to Parent Project/Parents on a Mission through School-Community Partnerships.</p>	<p>Countywide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>Utilize available functions in Aeries.net to allow parents online access to their student's progress.</p>	<p>Countywide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>

<p>Continue to utilize School Messenger to improve and increase communication with parents/guardians.</p>	<p>Countywide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$3,000 LCFF Services; Supplemental/Concentration</p>
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GOAL:	2. All students will demonstrate growth in literacy and numeracy leading to college and career paths.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 X 7 X 8 COE only: X 9 X 10 Local: N/A
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Identified Need:	<p><u>Priority 1: Basic Services</u></p> <p><i>Teachers appropriately assigned and fully credentialed for assignment</i></p> <ul style="list-style-type: none"> • 98% of teachers are fully credentialed • 92% of teachers are appropriately assigned • 99% of teachers hold appropriate EL authorization • 91% of teachers are considered Highly Qualified Teachers <p><i>Pupils access to standards-aligned materials</i></p> <ul style="list-style-type: none"> • 100% of students have access to standards-aligned materials <p><i>School facilities maintained in good repair</i></p> <ul style="list-style-type: none"> • All facilities have an overall rating of "Good" as indicated on the FIT report <p><u>Priority 2: Implementation of State Standards</u></p> <p><i>Implementation of CA academic and performance standards</i></p> <ul style="list-style-type: none"> • Based upon classroom observation and survey data, approximately 50% of Court and Community School teachers are in the substantial (50% to 75%) range of implementing the Common Core State Standards <p><i>Programs/Services to enable English Learners access to CCSS and ELD standards</i></p> <ul style="list-style-type: none"> • Approximately 85% of teachers attended professional development activities related to implementation of CCSS and ELD Standards <p><u>Priority 4: Pupil Achievement</u></p> <p><i>Statewide Assessments</i></p> <ul style="list-style-type: none"> • CELDT: 33% of Court and Community School ELs increased their English proficiency by at least one level over the 2014-15 administration • CAASPP Standard Met/Standard Exceeded rate: <ul style="list-style-type: none"> ◦ Court School: English: 3%; Math: 3%
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- Community School: English: 4%; Math: 1%
- CST Science Proficient/Advanced rate:
 - Court School: 6.7%
 - Community School: 8.73%
- CAASPP results indicate:
 - 36% of Community School students and 27% of Court School students are At/Near Standard or Above Standard in Reading (demonstrating understanding of literary and non-fictional texts)
 - 20% of Community School students and 12% of Court School students are At/Near Standard or Above Standard in Writing (producing clear and purposeful writing)
 - 5% of Community School students and 6% of Court School students are At/Near Standard or Above Standard in Math Concepts and Procedures (applying mathematical concepts and procedures)
 - 26% of Community School students and 16% of Court School students are At/Near Standard or Above Standard in Problem Solving and Modeling/Data Analysis (using appropriate tools and strategies to solve real world and mathematical problems)

Academic Performance Index: This measure is not being provided by the state at this time

Percentage of pupils completing a-g or CTE sequences/programs: 18 students

Percentage of EL pupils making progress towards English proficiency: AMAO 1: 33%; AMAO 2: 29%

English Learner reclassification rate: 2.1%

Percentage of pupils passing AP exam with a 3 or higher: N/A

Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other):

- CAASPP Standard Exceeded rate:
 - Court School: English: 0%; Math: 0%
 - Community School: English 1%; Math: 0%

Priority 5: Pupil Engagement

School Attendance Rate (2014-15)

- Court School: 94.6%
- Community School: 84.7%

Chronic Absenteeism Rate (2014-15)

- Court School: 6.6%
- Community School: 26.9%

Middle School Dropout Rate

- Court School: N/A
- Community School: N/A

High School Dropout Rate: 14.5%

High School Graduation Rate: 79.72% (County Offices of Education are assigned the countywide high school graduation rate)

Priority 7: Course Access***Extent to which pupils have access to and are enrolled in a broad course of study***

- Number of students enrolled in Auto Shop CTE courses at Erwin Owen High School (grades 9-12; 2014-2015): 94
- Number of students enrolled in UC/CSU required courses (grades 9-12): N/A
- Number of AP courses offered (9-12): N/A
- Number of students enrolled in exploratory career pathways: 120

Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils

- All courses of study are offered to all student populations
- EL classes are offered at three campuses

Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs

- Students are ensured all services and programs as identified in their IEPs
- Number/rate of course offerings for students with exceptional needs: 13 Learning Centers

Priority 8: Other Pupil Outcomes

- STAR Renaissance Pre/Post average growth:
 - Court School:
 - Reading: 5 months
 - Math: 7 months
 - Community School: Baselines need to be established based on analysis of data
- Comprehensive Adult Student Assessment System (CASAS) scores: 57% of students assessed improved one Educational Functional Level or were at a proficient level of 8.9
- Average credits accumulated per enrollment (data from Fall 2015 semester):
 - Court: 14.93 credits (average enrollment of 40 days)
 - Community: 15.11 credits (average enrollment of 79 days)

Priority 9: Coordination of Services for Expelled Youth

	<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 monitoring: Monthly <p><u>Priority 10: Coordination of Services for Foster Youth</u></p> <ul style="list-style-type: none"> • Frequency of meetings held between Directors and Foster Youth Services 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.: 31% <p>In compliance with EC 42921(d), all Foster Youth receive the following services:</p> <ul style="list-style-type: none"> • prompt Foster Youth evaluation • referrals/linkages to tutoring/mentoring, counseling, transitional, and emancipation services • facilitation of timely individualized education programs and all Special Education services • efficient and expeditious transfer of health and education records and the health and education passport 						
Goal Applies to:	<table border="1"> <tr> <td style="background-color: #cccccc;">Schools:</td> <td>Countywide</td> </tr> <tr> <td style="background-color: #cccccc;">Grades:</td> <td>All</td> </tr> <tr> <td style="background-color: #cccccc;">Applicable Pupil Subgroups:</td> <td>All</td> </tr> </table>	Schools:	Countywide	Grades:	All	Applicable Pupil Subgroups:	All
Schools:	Countywide						
Grades:	All						
Applicable Pupil Subgroups:	All						
LCAP Year 1							
Expected Annual Measurable Outcomes:	<p>For 2016-2017</p> <p><u>Priority 1: Basic Services</u></p> <p><i>Teachers appropriately assigned and fully credentialed for assignment</i></p> <ul style="list-style-type: none"> • Increase from 98% to 99% of teachers who are fully credentialed • Increase from 92% to 94% of teachers who are appropriately assigned • Increase from 99% to 100% of teachers who hold appropriate EL authorization • Increase from 91% to 93% of teachers who are considered Highly Qualified Teachers <p><i>Pupils access to standards-aligned materials</i></p> <ul style="list-style-type: none"> • Maintain 100% of students having access to standards-aligned materials 						

School facilities maintained in good repair

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

Priority 2: Implementation of State Standards***Implementation of CA academic and performance standards***

- Classroom observations will show a growth from 50% to 70% 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.

Programs/Services to help give English Learners access to CCSS and ELD standards

- 87% of teachers will attend professional development activities related to implementation of CCSS and ELD Standards

Priority 4: Pupil Achievement***Statewide Assessments***

- CELDT: increase from 33% to 36% of Court and Community School ELs who will improve their English proficiency by at least one level over the 2015-16 administration
- CAASPP: Standard Met/Standard Exceeded rate:
 - Court School: English: increase from 3% to 4%; Math: increase from 3% to 4%
 - Community School: English: increase from 4% to 5%; Math: increase from 1% to 2%
- CST Science Proficient/Advanced rate:
 - Court School: increase from 6.7% to 7.5%
 - Community School: increase from 8.73% to 9.5%
- CAASPP results:
 - Increase from 36% to 37% of Community School students and from 27% to 28% of Court School students who are At/Near Standard or Above Standard in Reading (demonstrating understanding of literary and non-fictional texts)
 - Increase from 20% to 21% of Community School students and from 12% to 13% of Court School students who are At/Near Standard or Above Standard in Writing (producing clear and purposeful writing)
 - Increase from 5% to 6% of Community School students and from 6% to 7% of Court School students who are At/Near Standard or Above Standard in Math Concepts and Procedures (applying mathematical concepts and procedures)
 - Increase from 26% to 27% of Community School students and from 16% to 17% of Court School students who are At/Near Standard or Above Standard in Problem Solving and Modeling/Data Analysis (using appropriate tools and strategies to solve real world and mathematical problems)

Academic Performance Index: This measure is not being provided by the state at this time

Percentage of pupils completing a-g or CTE sequences/programs: 5% increase (from 18 to 19 students)

Percentage of EL pupils making progress towards English proficiency: AMAO 1: increase from 33% to 35%; AMAO 2: increase from 29% to 31%

English Learner reclassification rate: Maintain or improve upon 2.1% rate

Percentage of pupils passing AP exam with a 3 or higher: N/A

Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other):

- CAASPP Standard Exceeded rate:
 - Court School: English: increase from 0% to 0.5%; Math: increase from 0% to 0.5%
 - Community School: English: increase from 1% to 1.5%; Math: increase from 0% to 0.5%

Priority 5: Pupil Engagement

School Attendance Rate:

- Court School: increase from 94.6% to 95%
- Community School: increase from 84.7% to 85%

Chronic Absenteeism Rate

- Court School: decrease from 6.6% to 5.6%
- Community School: decrease from 26.9% to 24.9%

Middle School Dropout Rate

- Court School: N/A
- Community School: N/A

High School Dropout Rate: 14.5%

High School Graduation Rate: 79.72% (County Offices of Education are assigned the countywide high school graduation rate)

Priority 7: Course Access

Extent to which pupils have access to and are enrolled in a broad course of study

- Number of students enrolled in CTE: 1% increase (from 94 to 95 students)
- Number of students enrolled in UC/CSU required courses (grades 9-12): N/A

- Number of AP courses offered (9-12): N/A
- Number of students enrolled in exploratory career pathways: Maintain 120

Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils

- All courses of study will continue to be offered to all student populations
- EL classes will be offered at three campuses

Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs

- Students are ensured all services and programs as identified in their IEPs
- Number/rate of course offerings for students with exceptional needs: 13 Learning Centers

Priority 8: Other Pupil Outcomes

- STAR Renaissance Pre/Post average growth:
 - Court School:
 - Reading: improve from 5 months to 6 months
 - Math: improve from 7 months to 8 months
 - Community School:
 - Reading: improve by 1 month over baseline
 - Math: improve by 1 month over baseline
- Comprehensive Adult Student Assessment System (CASAS) scores will show an increase in one Educational Functional Level over 2015/16
- Average credits accumulated per enrollment:
 - Court: increase from 14.93 credits to 15 credits (average enrollment of 40 days)
 - Community: increase from 15.11 credits to 18 credits (average enrollment of 79 days)

Priority 9: Coordination of Services for Expelled Youth

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

Priority 10: Coordination of Services for Foster Youth

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

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

- prompt Foster Youth evaluation
- referrals/linkages to tutoring/mentoring, counseling, transitional, and emancipation services
- facilitation of timely individualized education programs and all Special Education services
- efficient and expeditious transfer of health and education records and the health and education passport

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2a</p> <p>Maintain two Community School sites to serve students in the east and west geographical areas of Bakersfield.</p>	<p>Auburn Community School; Sillect Community School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$455,000 LCFF Services; Supplemental/C oncentration</p>
<p>2b</p> <p>Maintain ten teachers in order to retain established and trained educators to provide quality instruction for all students.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,000,000 LCFF Certificated Salaries and Benefits; Supplemental/C oncentration</p>

<p>2c</p> <p>Maintain paraprofessionals program wide in order to continue the 1:1 teacher/paraprofessional ratio in every classroom to provide individual and small group instructional support to assist students to achieve academic success.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$2,277,351 LCFF Classified Salaries and Benefits; Supplemental/Concentration</p>
<p>2d</p> <p>Conduct professional development for instructional staff regarding best practices for utilizing paraprofessionals for instructional support in the Court and Community Schools classrooms.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>No cost to program</p>
<p>2e</p> <p>Biannually review teacher assignments to assure appropriate assignment.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>No cost to program</p>
<p>2f</p> <p>Provide necessary professional development for credentialing support (BTSA, VPSS, and/or CASC).</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$50,000 LCFF Professional Consulting; Supplemental/Concentration</p>

<p>2g</p> <p>Contract with outside expert to provide teacher-leader professional development.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$2,500 Title 1 Professional Consulting</p>
<p>2h</p> <p>Develop and implement a systematic plan for allowing teachers to participate in learning walks.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$5,000 Title 1 Professional Consulting</p>
<p>2i</p> <p>Ensure the implementation of adopted curriculum, Common Core State Standards strategies, and technology.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>No cost to program</p>
<p>2j</p> <p>The Teacher on Special Assignment (TOSA), with the assistance of content area teams, will align curriculum to Common Core State Standards and complete the Scope and Sequence for all core subjects. This special assignment will conclude no later than the end of the 2016/17 school year.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$100,000 Title 1 Certificated Salaries and Benefits</p>

<p>2k</p> <p>Maintain Math Specialist.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$120,000 Title 1</p> <p>Certificated</p> <p>Salaries and</p> <p>Benefits</p>
<p>2l</p> <p>Provide professional development for all levels of math courses, including continued professional development for the new CCSS math curriculum, Discovering Algebra.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$5,000 LCFF</p> <p>Certificated</p> <p>Salaries and</p> <p>Benefits;</p> <p>Supplemental/C</p> <p>oncentration</p>
<p>2m</p> <p>Maintain Program Specialist hired to assist with Special Education Learning Center staff support.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$120,000 LCFF</p> <p>Certificated</p> <p>Salaries and</p> <p>Benefits;</p> <p>Supplemental/C</p> <p>oncentration</p>
<p>2n</p> <p>Maintain Program Specialist hired to provide professional development for Special Education Learning Center teachers.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$120,000 LCFF</p> <p>Classified</p> <p>Salaries and</p> <p>Benefits;</p> <p>Supplemental/C</p> <p>oncentration</p>

<p>2o</p> <p>PLC teams will meet a minimum of one time per month to collaborate on lessons, share best practices, and analyze assessment data and utilize results to inform instruction.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$12,800 LCFF</p> <p>Travel and Conferences; Supplemental/C concentration</p>
<p>2p</p> <p>Continue to provide professional development and support for Step Up to Writing.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 LCFF</p> <p>Professional Consulting; Supplemental/C concentration</p>
<p>2q</p> <p>Provide professional development for the Technology Support Teacher.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 LCFF</p> <p>Professional Consulting; Supplemental/C concentration</p>
<p>2r</p> <p>Maintain Educational Associate/Technology.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$72,000 LCFF</p> <p>Classified Salaries and Benefits; Supplemental/C concentration</p>

<p>2s</p> <p>Provide professional development for instructional staff to utilize hardware and effectively implement educational software and technology-based curriculum resources.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$25,000 Title 1 Professional Consulting</p>
<p>2t</p> <p>Contract with BrightBytes to inform 21st century learning opportunities to integrate technology into daily instruction.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$5,000 LCFF Professional Consulting; Supplemental/Concentration</p>
<p>2u</p> <p>Increase bandwidth, connectivity, reliability, and infrastructure throughout Court and Community Schools.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$35,000 LCFF Communications, Equipment; Supplemental/Concentration</p>
<p>2v</p> <p>Update hardware that is more than six years old at Court and Community School sites.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$103,030 LCFF Non-Capitalized Equipment; Supplemental/Concentration</p>

<p>2w</p> <p>Purchase a total of 200 Odysseyware licenses.</p>	<p>Countywide</p> <p>Grades: 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$110,000 LCFF Professional Consulting; Supplemental/C concentration</p>
<p>2x</p> <p>Provide targeted instruction and intervention through a block schedule enrichment period and/or afterschool lab setting (e.g. Odysseyware, Rosetta Stone, etc.)</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$100,000 LCFF Certificated Salaries and Benefits; Classified Salaries and Benefits; Supplemental/C concentration</p>
<p>2y</p> <p>Systematically implement an assessment schedule for Community School students at all school sites using the STAR Renaissance.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost to program</p>
<p>2z</p> <p>Provide incentives to increase student engagement/improvement in the following areas:</p> <ul style="list-style-type: none"> • Growth on CELDT • Growth in STAR Renaissance reading/math scores • School attendance 	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$8,000 LCFF Supplies; Supplemental/C concentration</p>

<p>2aa</p> <p>Hire a CTE teacher dedicated to Medical Pathways.</p>	<p>Countywide</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$90,000 LCFF Services; Supplemental/C oncentration</p>
<p>2bb</p> <p>Continue to provide a career development program for Court School students to provide job skills training and connect students to community career resources.</p>	<p>Court School</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$100,000 LCFF Classified Salaries and Benefits; Supplemental/C oncentration</p>
<p>2cc</p> <p>Expand post-secondary preparation opportunities for students (e.g. completion of job applications, registering for Bakersfield College, etc.).</p>	<p>Countywide</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$10,000 LCFF Certificated Salaries and Benefits; Classified Salaries and Benefits; Travel and Conferences; Supplemental/C oncentration</p>

<p>2dd</p> <p>Provide professional development specific to the CCSS strategies, ELD and SDAIE strategies, and ELA/ELD Framework in order to enable ELs to access the CCSS and the ELD standards.</p>	<p>Countywide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>2ee</p> <p>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.</p>	<p>Countywide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>2ff</p> <p>Revise the master schedule at Court and Community Schools to allow for additional ELD time for identified English learners.</p>	<p>Countywide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>2gg</p> <p>Biannually monitor the progress of redesignated students to ensure correct classification, placement, and additional support, if needed.</p>	<p>Countywide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>No cost to program</p>

<p>2hh Renew Rosetta Stone licenses.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$2,500 Title 1 Professional Consulting</p>
<p>2ii The English Language Resource Teacher will convene a committee to consider an alternate assessment to the CAHSEE to be used in the criteria for redesignation decisions.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>2jj Hold monthly meetings with the Foster Youth Services Liaison.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>2kk Hold quarterly meetings between Court and Community School site administrators and Foster Youth Services Liaison.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>

<p>2ll</p> <p>Transition counselors will attend quarterly AB490 Liaison meetings.</p>	<p>Countywide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>2mm</p> <p>The Foster Youth Services Liaison and Specialist will engage foster youth in leadership development (e.g. conferences, trainings, etc.).</p>	<p>Countywide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$10,000 LCFF Services; Supplemental/C oncentration</p>
<p>2nn</p> <p>Partner with Youth 2 Leaders to prepare foster youth to attend college and to provide mentoring pre and post enrollment.</p>	<p>Countywide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$5,000 LCFF Professional Consulting; Supplemental/C oncentration</p>
<p>2oo</p> <p>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.</p>	<p>Countywide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$190,133 Network for Children</p>

<p>2pp</p> <p>Provide after school tutoring and mentoring for foster youth.</p>	<p>Countywide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$15,000 Title 1 Certificated Salaries and Benefits</p>
<p>2qq</p> <p>Coordinate with referring district to evaluate student academic and assessment performance. Develop and complete a coordinated services summary report for each foster student.</p>	<p>Countywide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>2rr</p> <p>Monitor and communicate with partner districts monthly regarding the attendance of expelled youth through the District Student Tracking List.</p>	<p>Countywide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>No cost to program</p>
<p>2ss</p> <p>Complete the KHSD Referral List on a monthly basis to monitor the enrollment of expelled youth.</p>	<p>Countywide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>No cost to program</p>

<p>2tt</p> <p>Hold monthly meetings with the superintendents of Kern County districts regarding coordinating services for referred students.</p>	<p>Countywide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>No cost to program</p>
<p>2uu</p> <p>Hold quarterly meetings with referring district personnel regarding expelled youth.</p>	<p>Countywide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>No cost to program</p>
<p>2vv</p> <p>Provide bus passes to students with extenuating transportation challenges.</p>	<p>Countywide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$10,000 LCFF Other Outgo; Supplemental/Concentration</p>
<p>2ww</p> <p>Establish credit recovery criteria, analyze data, and establish a baseline.</p>	<p>Countywide</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>

<p>2xx</p> <p>Utilize Aesop, the automated substitute placement and absence management system, to provide qualified substitutes to deliver quality instruction.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4,500 LCFF Professional Consulting; Supplemental/C oncentration</p>
<p>2yy</p> <p>Continue to utilize Aeries.net as the program's student data base system.</p>	<p>Countywide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$11,000 LCFF Professional Consulting; Supplemental/C oncentration</p>

LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>For 2017-2018</p> <p><u>Priority 1: Basic Services</u></p> <p><i>Teachers appropriately assigned and fully credentialed for assignment</i></p> <ul style="list-style-type: none"> • Increase from 99% to 100% of teachers who are fully credentialed • Increase from 94% to 96% of teachers who are appropriately assigned • Maintain 100% of teachers who hold appropriate EL authorization • Increase from 93% to 95% of teachers who are considered Highly Qualified Teachers <p><i>Pupils access to standards-aligned materials</i></p> <ul style="list-style-type: none"> • Maintain 100% of students having access to standards-aligned materials <p><i>School facilities maintained in good repair</i></p> <ul style="list-style-type: none"> • Maintain all facilities having an overall rating of "Good" as indicated on the FIT report <p><u>Priority 2: Implementation of State Standards</u></p>
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Implementation of CA academic and performance standards

- Classroom observations will show a growth from 70% to 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.

Programs/Services to help give English Learners access to CCSS and ELD standards

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

Priority 4: Pupil Achievement

Statewide Assessments

- CELDT: increase from 36% to 38% of Court and Community School ELs who will improve their English proficiency by at least one level over the 2015-16 administration
- ELPAC: Baseline to be established based on Spring 2018 testing
- CAASPP: Standard Met/Standard Exceeded rate:
 - Court School: English: increase from 4% to 5%; Math: increase from 4% to 5%
 - Community School: English: increase from 5% to 6%; Math: increase from 2% to 3%
- CST Science Proficient/Advanced rate:
 - Court School: Increase from 7.5% to 8.5%
 - Community School: Increase from 9.5% to 10.5%
- CAASPP results:
 - Increase from 37% to 38% of Community School students and increase from 28% to 29% of Court School students who are At/Near Standard or Above Standard in Reading (demonstrating understanding of literary and non-fictional texts)
 - Increase from 21% to 22% of Community School students and increase from 13% to 14% of Court School students who are At/Near Standard or Above Standard in Writing (producing clear and purposeful writing)
 - Increase from 6% to 7% of Community School students and increase from 7% to 8% of Court School students who are At/Near Standard or Above Standard in Math Concepts and Procedures (applying mathematical concepts and procedures)
 - Increase from 27% to 28% of Community School students and increase from 17% to 18% of Court School students who are At/Near Standard or Above Standard in Problem Solving and Modeling/Data Analysis (using appropriate tools and strategies to solve real world and mathematical problems)

Academic Performance Index: This measure is not being provided by the state at his time

Percentage of pupils completing A-G or CTE sequences/programs: 5% increase (from 19 to 20 students)

Percentage of EL pupils making progress towards English proficiency: AMAO 1: increase from 35% to 37%; AMAO 2:

increase from 31% to 33%

English Learner reclassification rate: Maintain or improve upon 2.1% rate

Percentage of pupils passing AP exam with a 3 or higher: N/A

Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other):

- CAASPP Standard Exceeded rate:
 - Court School: English: increase from 0.5% to 1%; Math: increase from 0.5% to 1%
 - Community School: English: increase from 1.5% to 2%; Math: increase from 0.5% to 1%

Priority 5: Pupil Engagement

School Attendance Rate:

- Court School: increase from 95% to 95.5%
- Community School: increase from 85% to 85.5%

Chronic Absenteeism Rate

- Court School: decrease from 5.6% to 4.6%
- Community School: decrease from 24.9% to 22.9%

Middle School Dropout Rate

- Court School: N/A
- Community School: N/A

High School Dropout Rate: 14.5%

High School Graduation Rate: 79.72% (County Offices of Education are assigned the countywide high school graduation rate)

Priority 7: Course Access

Extent to which pupils have access to and are enrolled in a broad course of study

- Number of students enrolled in CTE: 1% increase (from 95 to 96 students)
- Number of students enrolled in UC/CSU required courses (grades 9-12): N/A
- Number of AP courses offered (9-12): N/A
- Number of students enrolled in exploratory career pathways: Maintain 120

Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils

- All courses of study will continue to be offered to all student populations
- EL classes will be offered at three campuses

Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs

- Students are ensured all services and programs as identified in their IEPs
- Number/rate of course offerings for students with exceptional needs: 13 Learning Centers

Priority 8: Other Pupil Outcomes

- STAR Renaissance Pre/Post average growth:
 - Court School:
 - Reading: improve from 6 months to 7 months
 - Math: improve from 8 months to 9 months
 - Community School:
 - Reading: improve by 1 month over 2016/17
 - Math: improve by 1 month over 2016/17
- Comprehensive Adult Student Assessment System (CASAS) scores will show an increase in one Educational Functional Level over 2016/17
- Average credits accumulated per enrollment:
 - Court: increase from 15 credits to 15.5 credits (average enrollment of 40 days)
 - Community: increase from 18 credits to 21 credits (average enrollment of 79 days)

Priority 9: Coordination of Services for Expelled Youth

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

Priority 10: Coordination of Services for Foster Youth

- Maintain frequency of meetings held between Directors and Foster Youth Services Liaison: Monthly
- Maintain frequency of meetings held between school site administrators and Foster Youth Services Liaison: Quarterly
- 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.: At least 35% of currently enrolled Foster Youth students

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

- prompt Foster Youth evaluation
- referrals/linkages to tutoring/mentoring, counseling, transitional, and emancipation services
- facilitation of timely individualized education programs and all Special Education services
- efficient and expeditious transfer of health and education records and the health and education passport

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain two Community School sites to serve students in the east and west geographical areas of Bakersfield.	Auburn Community School, Sillect Community School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$455,000 LCFF Services; Supplemental/C oncentration
Maintain ten teachers in order to retain established and trained educators to provide quality instruction for all students.	Countywide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,000,000 LCFF Certificated Salaries and Benefits; Supplemental/C oncentration
Maintain paraprofessionals program wide in order to continue the 1:1 teacher/paraprofessional ratio in every classroom to provide individual and small group instructional support to assist students to achieve academic success.	Countywide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$2,277,351 Classified Salari es and Benefits; Supplemental/C oncentration

<p>Continue to conduct professional development for instructional staff regarding best practices for utilizing paraprofessionals for instructional support in the Court and Community School classrooms.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost to program</p>
<p>Biannually review teacher assignments to assure appropriate assignment.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost to program</p>
<p>Provide the necessary professional development for credentialing support (BTSA, VPSS, and/or CASC).</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$50,000 LCFF Professional Consulting; Supplemental/Concentration</p>
<p>Contract with outside expert to provide continued teacher-leader professional development.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,500 Title 1 Professional Consulting</p>

<p>Maintain systematic plan for allowing teachers to participate in learning walks.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 Title 1 Professional Consulting</p>
<p>Ensure the implementation of adopted curriculum, Common Core State Standards strategies, and technology.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost to program</p>
<p>Maintain Math Specialist.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$120,000 Title 1 Certificated Salaries and Benefits</p>
<p>Continue to provide professional development for CCSS math curriculum (Discovering Algebra) and pre-algebra.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$50,000 LCFF Certificated Salaries and Benefits; Supplemental/C oncentration</p>

<p>Maintain Program Specialist hired to assist with Special Education Learning Center staff support.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$120,000 LCFF Certificated Salaries and Benefits; Supplemental/Concentration</p>
<p>Maintain Program Specialist hired to provide professional development for Special Education Learning Center teachers.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$120,000 LCFF Certificated Salaries and Benefits; Supplemental/Concentration</p>
<p>PLC teams will continue to meet a minimum of one time per month to collaborate on lessons, share best practices, and analyze assessment data and utilize results to inform instruction.</p>	<p>Countywide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$12,800 LCFF Travel and Conferences; Supplemental/Concentration</p>
<p>Ensure implementation of Step Up to Writing and provide additional coaching support as needed.</p>	<p>Countywide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$5,000 LCFF Professional Consulting; Supplemental/Concentration</p>

<p>Provide ongoing professional development for the Technology Support Teacher.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 LCFF Professional Consulting; Supplemental/C oncentration</p>
<p>Maintain Educational Associate/Technology.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$72,000 LCFF Classified Salaries and Benefits; Supplemental/C oncentration</p>
<p>Continue to provide professional development for instructional staff to utilize hardware and effectively implement educational software and technology-based curriculum resources.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$25,000 Title 1 Professional Consulting</p>
<p>Continue to contract with BrightBytes to inform 21st century learning opportunities to integrate technology into daily instruction.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 LCFF Professional Consulting; Supplemental/C oncentration</p>

<p>Continue to support bandwidth, connectivity, reliability, and infrastructure throughout Court and Community Schools.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$35,000 LCFF Communication s, Equipment; Supplemental/C oncentration</p>
<p>Update hardware that is more than six years old at Court and Community School sites.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$103,030 LCFF Non-Capitalized Equipment; Supplemental/C oncentration</p>
<p>Renew 200 Odysseyware licenses.</p>	<p>Countywide Grades: 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$110,000 LCFF Professional Consulting; Supplemental/C oncentration</p>
<p>Continue to provide targeted instruction and intervention through a block schedule enrichment period and/or an afterschool lab setting (e.g. Odysseyware, Rosetta Stone, etc.).</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$100,000 Certificated Salaries and Benefits; Classified Salaries and Benefits; Supplemental/C oncentration</p>

<p>Maintain an assessment schedule for Community School students at all school sites using the STAR Renaissance.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost to program</p>
<p>Provide incentives to increase student engagement/improvement in the following areas:</p> <ul style="list-style-type: none"> • Growth on CELDT • Growth in STAR Renaissance reading/math scores • School attendance 	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$8,000 LCFF Supplies; Supplemental/C oncentration</p>
<p>Hire a CTE teacher dedicated to Medical Pathways.</p>	<p>Countywide Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$90,000 LCFF Services; Supplemental/C oncentration</p>
<p>Continue to provide a career development program for Court School students to provide job skills training and connect students to community career resources.</p>	<p>Court School Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$100,000 LCFF Classified Salaries and Benefits; Supplemental/C oncentration</p>

<p>Continue to expand post-secondary preparation opportunities for students (e.g. completion of job applications, registering for Bakersfield College, etc.).</p>	<p>Countywide Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000 LCFF Certificated Salaries and Benefits; Classified Salaries and Benefits; Travel and Conferences; Supplemental/Concentration</p>
<p>Provide ongoing 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.</p>	<p>Countywide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost to program</p>
<p>Provide ongoing 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.</p>	<p>Countywide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost to program</p>

<p>Maintain the master schedule at Court and Community Schools to allow for additional ELD time for identified English learners.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>Biannually monitor the progress of redesignated students to ensure correct classification, placement, and additional support, if needed.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>Renew Rosetta Stone licenses.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$2,500 Title 1 Professional Consulting</p>
<p>Hold monthly meetings with the Foster Youth Services Liaison.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>

<p>Hold quarterly meetings between Court and Community School site administrators and Foster Youth Services Liaison.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>Transition counselors will attend quarterly AB490 Liaison meetings.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>The Foster Youth Services Liaison and Specialist will continue to engage foster youth in leadership development (e.g. conferences, trainings).</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$10,000 LCFF Services; Supplemental/C oncentration</p>
<p>Continue to partner with Youth 2 Leaders to prepare foster youth to attend college and to provide mentoring pre and post enrollment.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$5,000 LCFF Professional Consulting; Supplemental/C oncentration</p>

<p>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.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$190,133 Network for Children</p>
<p>Provide after school tutoring and mentoring for foster youth.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$15,000 Title 1 Certificated Salaries and Benefits</p>
<p>Continue to coordinate with referring districts to evaluate student academic and assessment performance. Complete a coordinated services summary report for each foster student.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>Monitor and communicate with partner districts monthly regarding the attendance of expelled youth through the District Student Tracking List.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>No cost to program</p>

<p>Complete the KHSD Referral List on a monthly basis to monitor the enrollment of expelled youth.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>No cost to program</p>
<p>Hold monthly meetings with the superintendents of Kern County districts regarding coordinating services for referred students.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>No cost to program</p>
<p>Hold quarterly meetings with referring district personnel regarding expelled youth.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>No cost to program</p>
<p>Provide bus passes to students with extenuating transportation challenges.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$10,000 LCFF Other Outgo; Supplemental/C oncentration</p>

<p>Maintain credit recovery criteria and analyze data annually to determine effectiveness.</p>	<p>Countywide Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost to program</p>
<p>Continue to utilize Aesop, the automated substitute placement and absence management system, to provide qualified substitutes to delivery quality instruction.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4,500 LCFF Professional Consulting; Supplemental/C oncentration</p>
<p>Continue to utilize Aeries.net as the program's student data base system.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$11,000 LCFF Professional Consulting; Supplemental/C oncentration</p>

LCAP Year 3

Expected Annual Measurable Outcomes:

- For 2018-2019**
- Priority 1: Basic Services**
- Teachers appropriately assigned and fully credentialed for assignment***
- Maintain 100% of teachers who are fully credentialed
 - Increase from 96% to 98% of teachers who are appropriately assigned
 - Maintain 100% of teachers who hold appropriate EL authorization

- Increase from 95% to 97% of teachers who are considered Highly Qualified Teachers

Pupils access to standards-aligned materials

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

School facilities maintained in good repair

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

Priority 2: Implementation of State Standards

Implementation of CA academic and performance standards

Classroom observations will show a growth from 75% to 80% 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.

Programs/Services to help give English Learners access to CCSS and ELD standards

- 91% of teachers will attend professional development activities related to implementation of CCSS and ELD Standards

Priority 4: Pupil Achievement

Statewide Assessments

- ELPAC: 30% will increase by at least 1 level over the established baseline
- CAASPP: Standard Met/Standard Exceeded rate:
 - Court School: English: increase from 5% to 6%; Math: increase from 5% to 6%
 - Community School: English: increase from 6% to 7%; Math: increase from 3% to 4%
- CST Science Proficient/Advanced rate:
 - Court School: increase from 8.5% to 9.5%
 - Community School: increase from 10.5% to 11.5%
- CAASPP results:
 - Increase from 38% to 39% of Community School students and from 29% to 30% of Court School students who are At/Near Standard or Above Standard in Reading (demonstrating understanding of literary and non-fictional texts)
 - Increase from 22% to 23% of Community School students and from 14% to 15% of Court School students who are At/Near Standard or Above Standard in Writing (producing clear and purposeful writing)
 - Increase from 7% to 8% of Community School students and from 8% to 9% of Court School students who are At/Near Standard or Above Standard in Math Concepts and Procedures (applying mathematical concepts and procedures)

- Increase from 28% to 29% of Community School students and 18% to 19% of Court School students who are At/Near Standard or Above Standard in Problem Solving and Modeling/Data Analysis (using appropriate tools and strategies to solve real world and mathematical problems)

Academic Performance Index: This measure is not being provided by the state at this time

Percentage of pupils completing A-G or CTE sequences/programs: 5% increase (from 20 to 21 students)

Percentage of EL pupils making progress towards English proficiency: AMAO 1: increase from 37% to 39%; AMAO 2: increase from 33% to 35%

English Learner reclassification rate: Maintain or improve upon 2.1% rate

Percentage of pupils passing AP exam with a 3 or higher: N/A

Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other):

- CAASPP Standard Exceeded rate:
 - Court School: English: increase from 1% to 1.5%; Math: increase from 1% to 1.5%
 - Community School: English: increase from 2% to 2.5%; Math: increase from 1% to 1.5%

Priority 5: Pupil Engagement

School Attendance Rates

- Court School: increase from 95.5% to 96%
- Community School: increase from 85.5% to 86%

Chronic Absenteeism Rate

- Court School: decrease from 4.6% to 3.6%
- Community School: decrease from 22.9% to 20.9%

Middle School Dropout Rate

- Court School: N/A
- Community School: N/A

High School Dropout Rate: 14.5%

High School Graduation Rate: 79.72% (County Offices of Education are assigned the countywide high school graduation rate)

Priority 7: Course Access

Extent to which pupils have access to and are enrolled in a broad course of study

- Number of students enrolled in CTE: 1% increase (from 96 to 97 students)
- Number of students enrolled in UC/CSU required courses (grades 9-12): N/A
- Number of AP courses offered (9-12): N/A
- Number of students enrolled in exploratory career pathways: Maintain 120

Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils

- All courses of study will continue to be offered to all student populations
- EL classes will be offered at three campuses

Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs

- Students are ensured all services and programs as identified in their IEPs
- Number/rate of course offerings for students with exceptional needs: 13 Learning Centers

Priority 8: Other Pupil Outcomes

- STAR Renaissance Pre/Post average growth:
 - Court School:
 - Reading: improve from 7 months to 8 months
 - Math: Maintain 9 months
 - Community School:
 - Reading: improve by 1 month over 2017/18
 - Math: improve by 1 month over 2017/18
- Comprehensive Adult Student Assessment System (CASAS) scores will show an increase in one Educational Functional Level over 2017/18
- Average credits accumulated per enrollment:
 - Court: increase from 15.5 credits to 16 credits - maximum credits allowed in a 40 day enrollment period (average enrollment of 40 days)
 - Community: increase from 21 credits to 24 credits (average enrollment of 79 days)

Priority 9: Coordination of Services for Expelled Youth

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

Priority 10: Coordination of Services for Foster Youth

- Maintain frequency of meetings held between Directors and Foster Youth Services Liaison: Monthly
- Maintain frequency of meetings held between school site administrators and Foster Youth Services Liaison: Quarterly
- 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.: At least 35% of currently enrolled Foster Youth students

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

- prompt Foster Youth evaluation
- referrals/linkages to tutoring/mentoring, counseling, transitional, and emancipation services
- facilitation of timely individualized education programs and all Special Education services
- efficient and expeditious transfer of health and education records and the health and education passport

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain two Community School sites to serve students in the east and west geographical areas of Bakersfield.	Auburn Community School, Sillect Community School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$455,000 LCFF Services; Supplemental/C oncentration
Maintain ten teachers in order to retain established and trained educators to provide quality instruction for all students.	Countywide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,000,000 LCFF Certificated Salaries and Benefits; Supplemental/C oncentration

<p>Maintain paraprofessionals program wide in order to continue the 1:1 teacher/paraprofessional ratio in every classroom to provide individual and small group instructional support to assist students to achieve academic success.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,277,351 Classified Salaries and Benefits; Supplemental/Concentration</p>
<p>Continue to conduct professional development for instructional staff regarding best practices for utilizing paraprofessionals for instructional support in the Court and Community School classrooms.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost to program</p>
<p>Biannually review teacher assignments to assure appropriate assignment.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost to program</p>
<p>Provide the necessary professional development for credentialing support (BTSA, VPSS, and/or CASC).</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$50,000 LCFF Professional Consulting; Supplemental/Concentration</p>

<p>Contract with outside expert to provide continued teacher-leader professional development.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,500 Title 1 Professional Consulting</p>
<p>Maintain systematic plan for allowing teachers to participate in learning walks.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 Title 1 Professional Consulting</p>
<p>Ensure the implementation of adopted curriculum, Common Core State Standards strategies, and technology.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost to program</p>
<p>Maintain Math Specialist.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$120,000 Title 1 Certificated Salaries and Benefits</p>

<p>Provide ongoing professional development in pre-algebra and algebra.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 LCFF Certificated Salaries and Benefits; Supplemental/C oncentration</p>
<p>Maintain Program Specialist hired to assist with Special Education Learning Center staff support.</p>	<p>Countywide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>\$120,000 LCFF Certificated Salaries and Benefits; Supplemental/C oncentration</p>
<p>Maintain Program Specialist hired to provide professional development for Special Education Learning Center teachers.</p>	<p>Countywide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>\$120,000 LCFF Certificat ed Salaries and Benefits; Supplemental/C oncentration</p>
<p>PLC teams will continue to meet a minimum of one time per month to collaborate on lessons, share best practices, and analyze assessment data and utilize results to inform instruction.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$12,800 LCFF Travel and Conferences; Supplemental/C oncentration</p>

<p>Continue to ensure implementation of Step Up to Writing and provide additional coaching support as needed.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 LCFF Professional Consulting; Supplemental/C concentration</p>
<p>Continue to provide ongoing professional development for the Technology Support Teacher.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 LCFF Professional Consulting; Supplemental/C concentration</p>
<p>Maintain Educational Associate/Technology.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$72,000 LCFF Classified Salaries and Benefits; Supplemental/C concentration</p>
<p>Provide continued professional development for instructional staff to utilize hardware and effectively implement educational software and technology-based curriculum resources.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$25,000 Title 1 Professional Consulting</p>

<p>Continue to contract with BrightBytes to inform 21st century learning opportunities to integrate technology into daily instruction.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 LCFF Professional Consulting; Supplemental/C concentration</p>
<p>Continue to support bandwidth, connectivity, reliability, and infrastructure throughout Court and Community Schools.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$35,000 LCFF Communications, Equipment; Supplemental/C concentration</p>
<p>Update hardware that is more than six years old at Court and Community School sites.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$103,030 LCFF Non-Capitalized Equipment; Supplemental/C concentration</p>
<p>Renew Odysseyware licenses.</p>	<p>Countywide Grades: 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$110,000 LCFF Professional Consulting; Supplemental/C concentration</p>

<p>Continue to provide targeted instruction and intervention through a block schedule enrichment period and/or an afterschool lab setting (e.g. Odysseyware, Rosetta Stone, etc.).</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$100,000 LCFF Certificated Salaries and Benefits; Classified Salaries and Benefits; Supplemental/C oncentration</p>
<p>Maintain an assessment schedule for Community School students at all school sites using the STAR Renaissance.</p>	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost to program</p>
<p>Provide incentives to increase student engagement/improvement in the following areas:</p> <ul style="list-style-type: none"> • Growth on CELDT/ELPAC • Growth in STAR Renaissance reading/math scores • School attendance 	<p>Countywide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$8,000 LCFF Supplies; Supplemental/C oncentration</p>
<p>Maintain a CTE teacher dedicated to Medical Pathways.</p>	<p>Countywide Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$90,000 LCFF Services; Supplemental/C oncentration</p>

<p>Continue to provide a career development program for Court School students to provide job skills training and connect students to community career resources.</p>	<p>Court School Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$100,000 LCFF Classified Salaries and Benefits; Supplemental/Concentration</p>
<p>Continue to expand post-secondary preparation opportunities for students (e.g. completion of job applications, registering for Bakersfield College, etc.).</p>	<p>Countywide Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000 LCFF Certificated Salaries and Benefits; Classified Salaries and Benefits; Travel and Conferences; Supplemental/Concentration</p>
<p>Continue to provide ongoing 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.</p>	<p>Countywide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost to program</p>

<p>Continue to provide ongoing 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.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>Maintain the master schedule at Court and Community Schools to allow for additional ELD time for identified English learners.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>Biannually monitor the progress of redesignated students to ensure correct classification, placement, and additional support, if needed.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>Renew Rosetta Stone licenses.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$2,500 Title 1 Professional Consulting</p>

<p>Hold montly meetings with the Foster Youth Services Liaison.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>Hold quarterly meetings between Court and Community School site administrators and Foster Youth Services Liaison.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>Transition counselors will attend quarterly AB490 Liaison meetings.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>The Foster Youth Services Liaison and Specialist will continue to engage foster youth in leadership development (e.g. conferences, trainings).</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$10,000 LCFF Services; Supplemental/C oncentration</p>

<p>Continue to partner with Youth 2 Leaders to prepare foster youth to attend college and to provide mentoring pre and post enrollment.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$5,000 LCFF Professional Consulting; Supplemental/C concentration</p>
<p>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.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$190,133 Network for Children</p>
<p>Provide after school tutoring and mentoring for foster youth.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$15,000 Title 1 Certificated Salaries and Benefits</p>
<p>Continue to coordinate with referring districts to evaluate student academic and assessment performance. Complete a coordinated services summary report for each foster student.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>

<p>Monitor and communicate with partner districts monthly regarding the attendance of expelled youth through the District Student Tracking List.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>No cost to program</p>
<p>Complete the KHSD Referral List on a monthly basis to monitor the enrollment of expelled youth.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>No cost to program</p>
<p>Hold monthly meetings with the superintendents of Kern County districts regarding coordinating services for referred students.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>No cost to program</p>
<p>Hold quarterly meetings with referring district personnel regarding expelled youth.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>No cost to program</p>

<p>Provide bus passes to students with extenuating transportation challenges.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$10,000 LCFF Other Outgo; Supplemental/C oncentration</p>
<p>Maintain credit recovery criteria and analyze data annually.</p>	<p>Countywide Grades: 9th, 10th, 11th, 12th</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>Continue to utilize Aesop, the automated substitute placement and absence management system, to provide qualified substitutes to deliver quality instruction.</p>	<p>Countywide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$4,500 LCFF Professional Consulting; Supplemental/C oncentration</p>
<p>Continue to utilize Aeries.net as the program's student data base system.</p>	<p>Countywide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$11,000 LCFF Professional Consulting; Supplemental/C oncentration</p>

GOAL:	3. Coordination of Services for Foster Youth	Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 _8 COE only: _9 X 10 Local:
Identified Need:	<p><u>Priority 10: Foster Youth</u></p> <p><i>Working with the County Child Welfare Agency to minimize changes in school placement</i></p> <ul style="list-style-type: none"> • A need exists to have a tracking system to gather data on Foster Youth to better monitor and facilitate needed services. <p><i>Providing education related information to the County Child Welfare Agency to assist in the delivery of services to foster youth, including court reports</i></p> <ul style="list-style-type: none"> • Data is currently shared with the Educational Related Liaison from the Department of Human Services. • There is a need for a liaison between Child Welfare and School Districts to ensure Foster Youth services and needs are being met. <p><i>Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of education services</i></p> <ul style="list-style-type: none"> • There is a need to establish baseline data in order to see strengths and weaknesses of services. • There is a need to establish a data collection system. <p><i>Establish a mechanism for the efficient expeditious transfer of health and education records and education passport</i></p> <ul style="list-style-type: none"> • There is a need to establish baseline data in order to see strengths and weaknesses of services. • There is a need to establish a data collection system. 	
Goal Applies to:	Schools:	Countywide Grades: All

Applicable Pupil Subgroups: Foster Youth				
LCAP Year 1				
Expected Annual Measurable Outcomes:	<p>Priority 10: Foster Youth</p> <p><i>Working with the County Child Welfare Agency to minimize changes in school placement</i></p> <ul style="list-style-type: none"> By June 2017, a tracking system will be purchased and functional. <p><i>Providing education related information to the County Child Welfare Agency to assist in the delivery of services to foster youth, including court reports</i></p> <ul style="list-style-type: none"> By August of 2016, a Foster Youth Services Education Facilitator will be hired and out-stationed. <p><i>Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of education services</i></p> <ul style="list-style-type: none"> With the use of a tracking system, the Foster Youth Services Director will share data quarterly with the Juvenile Agencies Meeting (JAM), and share annually with the California Department of Education and Kern County Network for Children (KCNC). <p><i>Establish a mechanism for the efficient expeditious transfer of health and education records and education passport</i></p> <ul style="list-style-type: none"> The Foster Youth Services Director will meet with at least four Districts to help communicate the needs of Foster Youth, as well as the services provided within our county in order to better serve students. 			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Create a Memorandum of Understanding (MOU) with Child Welfare Services and purchase a data collection system (Foster Focus) in order to maintain information of Foster Youth.	Countywide Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Foster Youth Services Coordinating Program; Services and Other Operating Exp-\$6,000

<p>Staff will be trained on the use of the data collection system (Foster Focus) and will consistently utilize the program.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>Hire a Foster Youth Education Facilitator.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Foster Youth Services Coordinating Program; Classified Personnel Salaries and Benefits-\$92,474</p>
<p>Foster Youth Services Coordinating Program (FYSCP) staff will work closely with Department of Human Services, due to their presence on site, to ensure that records are transferred timely, foster youth educational needs are met, educational rights are fully understood, and appropriate education placements are made. FYSCP will also hold quarterly meetings with Department of Human Services.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>A Foster Youth Services Coordinating Program (FYSCP) Program Services Facilitator and Clerk will be stationed at The Dream Center, working daily alongside Department of Human Services Social Workers, a Cal/WORKS Technician, a Probation Officer, the LCFF FYS, and a TAY Clinician to ensure that youth who are preparing for or are in the midst of transitioning have the support necessary to be successful.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>

<p>The Foster Youth Services Director will attend the monthly Juvenile Agencies Meeting (JAM).</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>The Foster Youth Services Director will meet with a minimum of four districts and share information regarding services for Foster Youth.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 10: Foster Youth</p> <p><i>Working with the County Child Welfare Agency to minimize changes in school placement</i></p> <ul style="list-style-type: none"> Baselines will be established and data will be desegregated in order to expose areas of need. This will be shared with necessary stakeholders. An outcome will be established based on these results. <p><i>Providing education related information to the County Child Welfare Agency to assist in the delivery of services to foster youth, including court reports</i></p> <ul style="list-style-type: none"> The Foster Youth Services Education Facilitator will create baselines with the newly given data and establish areas of need. A goal will be established based on these results. <p><i>Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of education services</i></p> <ul style="list-style-type: none"> With the use of a tracking system, the Foster Youth Services Director will share data quarterly with the Juvenile Agencies Meetings (JAM), and annually with the California Department of Education and Kern County Network for Children (KCNC) governing board which serves as the Foster Youth services coordinating program counsel. <p><i>Establish a mechanism for the efficient expeditious transfer of health and education records and education passport</i></p> <ul style="list-style-type: none"> The Foster Youth Services Director will meet with an additional two Districts to help communicate the needs of Foster Youth, as well as the services provided within our county in order to better serve students. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Maintain a Memorandum of Understanding (MOU) with Child Welfare Services and continue with the purchase of a license for the data collection system (Foster Focus) in order to maintain information of Foster Youth.</p>	<p>Countwide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Foster Youth Services Coordinating Program; Services and Other Operating Exp-\$6,000</p>

<p>The Foster Youth Services Director will attend the monthly Juvenile Agencies Meeting (JAM).</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>The Foster Youth Services Director will meet with a minimum of four districts and share information regarding services for Foster Youth.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>A Foster Youth Services Coordinating Program (FYSCP) Program Services Facilitator and Clerk will be stationed at The Dream Center, working daily alongside Department of Human Services Social Workers, a Cal/WORKS Technician, a Probation Officer, the LCFF FYS, and a TAY Clinician to ensure that youth who are preparing for or are in the midst of transitioning have the support necessary to be successful.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>Foster Youth Services Coordinating Program (FYSCP) staff will work closely with Department of Human Services, due to their presence on site, to ensure that records are transferred timely, foster youth educational needs are met, educational rights are fully understood, and appropriate education placements are made. FYSCP will also hold quarterly meetings with Department of Human Services.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>

<p>Maintain the hiring of a Foster Youth Education Facilitator.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Foster Youth Services Coordinating Program; Classified Personnel Salaries and Benefits- \$97,098</p>
<p>Staff will have continued training on the use of the data collection system (Foster Focus) and will continue to utilize the program with fidelity.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Priority 10: Foster Youth</u></p> <p><i>Working with the County Child Welfare Agency to minimize changes in school placement</i></p> <ul style="list-style-type: none"> The completion of the outcome from 2017-18 will be determined from baseline data gathered in 2017-18. <p><i>Providing education related information to the County Child Welfare Agency to assist in the delivery of services to foster youth, including court reports</i></p> <ul style="list-style-type: none"> The completion of the outcome from 2017-18 will be determined from baseline data gathered in 2017-18. <p><i>Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of education services</i></p> <ul style="list-style-type: none"> With the use of a tracking system, the Foster Youth Services Director will share data quarterly with the Juvenile Agencies Meetings (JAM), and annually with the California Department of Education and Kern County Network for Children (KCNC) governing board which serves as the FY services coordinating program counsel. <p><i>Establish a mechanism for the efficient expeditious transfer of health and education records and education passport</i></p> <ul style="list-style-type: none"> The Foster Youth Services Director will meet with an additional two Districts to help communicate the needs of Foster Youth, as well as the services provided within our county in order to better serve students. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Maintain a Memorandum of Understanding (MOU) with Child Welfare Services and continue with the purchase of a license for the data collection system (Foster Focus) in order to maintain information of Foster Youth.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Foster Youth Services Coordinating Program; Services and Other Operating Exp-\$6,000</p>

<p>The Foster Youth Services Director will attend the monthly Juvenile Agencies Meeting (JAM).</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>The Foster Youth Services Director will meet with an additional two districts and share information regarding services for Foster Youth.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>A Foster Youth Services Coordinating Program (FYSCP) Program Services Facilitator and Clerk will be stationed at The Dream Center, working daily alongside Department of Human Services Social Workers, a Cal/WORKS Technician, a Probation Officer, the LCFF FYS, and a TAY Clinician to ensure that youth who are preparing for or are in the midst of transitioning have the support necessary to be successful.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>
<p>Foster Youth Services Coordinating Program (FYSCP) staff will work closely with Department of Human Services, due to their presence on site, to ensure that records are transferred timely, foster youth educational needs are met, educational rights are fully understood, and appropriate education placements are made. FYSCP will also hold quarterly meetings with Department of Human Services.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>

<p>Maintain the hiring of a Foster Youth Education Facilitator.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Foster Youth Services Coordinating Program; Classified Personnel Salaries and Benefits- \$101,953</p>
<p>Staff will continue to utilize the data system (Foster Focus) with fidelity. Training will be provided to newly hired staff.</p>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost to program</p>

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 schoolsites 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:	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: X 1 X 2 _3 _4 _5 _6 _7 _8 COE only: _9 _10 Local:
Goal Applies to:	Schools:	All Court and Community Schools	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Metrics: <u>Priority 1-Basic Services</u>	Actual Annual Measurable Outcomes:	<u>Priority 1: Basic Services</u> <i>Teachers appropriately assigned and fully credentialed for assignment</i>

- 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

Priority 2-Implementation of State Standards

- 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

- 98% teachers are fully credentialed
- 92% of teachers are appropriately assigned
- 99% of teachers hold appropriate EL authorization
- 91% of teachers are considered Highly Qualified Teachers

Pupils access to standards-aligned materials

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

School facilities are maintained in good repair

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

Priority 2: Implementation of State Standards

Implementation of California academic and performance standards

- Based upon classroom observation and survey data, approximately 50% of Court and Community School teachers are in the substantial (50% to 75%) range of implementing the Common Core State Standards

Programs/Services to enable English Learners access to CCSS and ELD standards

- 85% of teachers attended professional development activities related to implementation of CCSS and ELD Standards

Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Establish content area teams to align curriculum to CCSS and complete Scope and Sequences for their content areas.		\$100,000 Title I Certificated Salaries	The decision was made to move toward using a Teacher on Special Assignment (TOSA) to lead this process. The TOSA will organize meetings with content area teams in order to align curriculum to CCSS and complete the Scope and Sequence for all content areas. The TOSA is slated to start in April 2016.		\$18,000 Title 1 Certificated Salaries
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide professional development on the Next Generation Science Standards for instructional staff.		\$3,000 LCFF Base Professional Consulting	Classroom science teachers attended a two day training related to the Next Generation Science Standards (NGSS) on February 16-17, 2016. For the 2016/17 school year, NGSS training will take place on an as needed basis.		\$1,260 LCFF Base Professional Consulting
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>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.</p>		<p>\$12,800 LCFF Base Travel & Conference</p>	<p>Due to not having an administrator in the position that oversees organization of PLCs for the first half of the school year, program wide PLCs were canceled for the 2015-16 school year. Some sites implemented site level PLCs to collaborate on lessons and share best practices. Prior PLCs were deemed effective in sharing best instructional practices; therefore, PLCs will resume in the 2016/17 school year.</p>	<p>\$0</p>
<p>Scope of service:</p>	<p>Countywide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Countywide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

Research and implement an online platform to allow instructional staff to collaborate and share instructional materials and resources (e.g., SharePoint).		\$8,000 Title I Communications	The Alternative Education program plans to start utilizing Google Classroom during the summer of 2016. Since this is a free service, it was decided to not implement an online platform that has a cost associated with it. This action item will be removed from the 2016-17 LCAP.		\$0
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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.		\$450,000 LCFF Base Classified Salaries	At one point, the program had decided to hire 7 paraprofessionals to return to a 1:1 teacher/paraprofessional ratio with the exception of Jamison Center. It was decided to add an additional paraprofessional at Jamison so the entire program would be at a 1:1 ratio. A total of 8 paraprofessionals were hired on the following dates: 8/26/15, 9/1/15, and 9/8/15.		\$281,650 LCFF Base Classified Salaries and Benefits
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>Conduct professional development for instructional staff regarding best practices for utilizing paraprofessionals for instructional support in the Court and Community School classrooms.</p>		<p>No cost to program</p>	<p>Due to scheduling conflicts, this professional development was put on hold for the 2015-16 school year. With the hiring of additional paraprofessionals, the program will ensure that professional development in this area is provided in 2016-17.</p>	<p>No cost to program</p>
<p>Scope of service:</p>	<p>Countywide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Countywide</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>Select a teacher to be placed on special assignment to provide CCSS professional development.</p>		<p>\$100,000 LCFF Base Certificated Salaries</p>	<p>A Teacher on Special Assignment (TOSA) was selected to organize meetings with content area teams in order to align curriculum to CCSS and complete the Scope and Sequence for all content areas. The TOSA is slated to start in this assignment in April 2016. Funding for this Action Item is shown in 1a.</p>	<p>\$0</p>

Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Ensure the implementation of adopted curriculum, CCSS strategies, and technology.		No cost to program	During classroom walkthroughs, administrators looked for the use of adopted curriculum, CCSS strategies, and technology. In addition, administrators are now utilizing the C3 tool to assist during their classroom walkthroughs.		No cost to program
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Provide necessary professional development for credentialing support (BTSA, VPSS, and/or CASC).		\$52,600 LCFF Base Professional Consulting	There were seven teachers who took twelve classes in order to satisfy VPSS requirements. A total of seven teachers participated in BTSA with the support of five BTSA Support Providers. There were five administrators who completed either Year 1 or Year 2 of their CASC requirements and were supported by five CASC Coaches.		\$55,500 LCFF Base Professional Consulting
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Biannually review teacher assignments to assure appropriate assignment.		No cost to program	The Directors biannually review teacher assignments using the Highly Qualified Teacher List to ensure teachers are working in appropriate assignments. If it is determined that teachers are not working in appropriate assignments, they will either be reassigned or will take course work (VPSS) to become Highly Qualified in the area they are assigned.		No cost to program
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Select and purchase new CCSS math curriculum and provide professional development.		\$155,000 Lottery/LCFF Base Textbooks, Professional Consulting	"Discovering Algebra" curriculum was purchased. Classroom teachers received 20 hours of professional development in the fall of 2015 and are currently utilizing the curriculum in their classrooms. Independent study teachers received 20 hours of professional development in the spring of 2016 and will implement the curriculum in the fall of 2016.	\$47,119.08 Lottery/LCFF Base Textbooks, Professional Consulting
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Provide professional development for Step Up to Writing.		\$45,136. LCFF Base Professional Consulting	Teachers were trained on the following dates: 6/16/15, 8/25/15, 9/1/15, 9/2/15, and 2/1/16. Once trained, teachers received the necessary curriculum/material to implement Step Up to Writing in their classrooms. Sites are monitoring instruction to ensure implementation and additional coaching days are being provided to staff for additional support.	\$45,136.00 LCFF Base Professional Consulting
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
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.		\$5,750 LCFF Base Professional Consulting, Non-Capitalized Equipment	Administrators, Lead Teachers, and Specialists attended trainings and follow-up meetings on 10/19/15, 11/18/15, and 2/23/16. Tablets were purchased for administrators to utilize in walkthroughs. Administrators will continue to utilize C3 on walkthroughs. Since the tablets were a one time purchase, this action item will be removed from the 2016/17 LCAP.	\$6,340.30 LCFF Base Professional Consulting, Non-Capitalized Equipment
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Transition from ABI to Aeries.net which will include Aeries Analytics, a web-based testing and data-anaysis system.		\$11,000 LCFF Base Professional Consulting	The transition to Aeries.net was made program wide on 7/13/15.		\$11,070 LCFF Base Professional Consulting
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Contract with BrightBytes to inform 21st Century learning opportunities to integrate technology into daily instruction.		\$5,000 LCFF Base Professional Consulting	Court and Community Schools continues to work with BrightBytes to collect data that informs needs regarding hardware, software, and professional development.		\$7,012 LCFF Base Professional Consulting
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Implement Aesop, the automated substitute placement and absence management system to provide qualified substitutes to deliver quality instruction.		\$4,500 LCFF Base Professional Consulting	Aesop was fully implemented program wide on 1/4/16 and will continue to be utilized in the 2016/17 school year.		\$4,566 LCFF Base Professional Consulting
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Systematically implement an assessment schedule for Community School students at all school sites using the STAR Renaissance.		No cost to program	A STAR Renaissance assessment schedule for Community School students is in progress. An Educational Associate is leading the process to determine the best way to implement an assessment schedule at each Community School site.		No cost to program
Scope of service:	All Community Schools Grades: All		Scope of service:	All Community Schools Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Increase bandwidth, connectivity, reliability, and infrastructure throughout Court and Community Schools. <ul style="list-style-type: none"> • Erwin Owen High School • Auburn Community School • Sillect Community School • Jamison 		\$35,000 LCFF Base Communications, Equipment	Bandwidth, connectivity, reliability, and infrastructure throughout Court and Community Schools has been increased. All schools are currently operating at 100Mb per second and as of 7/1/16, all schools will operate at 500Mb per second.	\$32,193.70 LCFF Base Communications, Equipment
Scope of service:	Countywide Grades: All		Scope of service: Erwin Owen High School, Auburn Community School, Sillect Community School, Jamison Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Purchase 520 tablets (\$500 each) for instruction/SBAC administration.		\$325,000 LCFF Base Non-Capitalized Equipment	A total of 520 tablets were purchased on 9/30/15. Since this was a one time purchase, this action item will be removed from the 2016-17 LCAP.	\$322,067.85 LCFF Base Non-Capitalized Equipment

Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Update hardware at various Court and Community School sites.		\$32,000 LCFF Base Non-Capitalized Equipment	Hardware was updated at various Court and Community School sites.		\$44,864.15 LCFF Base Non-Capitalized Equipment
Scope of service:	Countywide Grades: All		Scope of service:	Auburn, Central, CLC 34th, CLC Tech, East Kern Community School, Jamison, North Kern Community School, Sillect Community School, Erwin Owen High School, Redwood Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Provide professional development for instructional staff to utilize hardware and effectively implement educational software and technology-based curriculum resources.		\$25,000 Title I Professional Consulting	<p>The Technology Support Teacher offered five trainings each month at various school sites on the following topics:</p> <ul style="list-style-type: none"> • August: Windows Tablet Training • September: Teacher Digital Citizenship Training • October: Net Support Training • November: Student Digital Citizenship Training • December: SmartBoard Training • January: Technology with Curriculum • February: Technology with Curriculum <p>The costs incurred from these trainings was covered by the program.</p>	\$0
Scope of service:	Countywide Grades: All		Scope of service: Countywide Grades: All	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
Provide professional development for the Technology Support Teacher.		\$5,000 LCFF Base Professional Consulting	The Technology Support Teacher has attended multiple trainings including the Google Pre-Summit, Kern CUE Conference, Fall CUE Conference, CUE Rockstar Administrator Camp, Title 1 Conference, and CUE National Conference.	\$3,281.99 LCFF Base Professional Consulting

Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Hire a Math Specialist.		\$120,000 LCFF Base Certificated Salaries	A Math Specialist was hired on 7/1/15.		\$104,881 Title 1 Certificated Salaries and Benefits
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Develop and implement a systematic plan for allowing teachers to participate in learning walks.		\$5,000 Title I Professional Consulting	Court and Community Schools focused on getting Lead Teachers trained in C3 during the 2015-16 school year. Starting in 2016-17, additional teachers will be trained in C3 and will participate in learning walks.		\$0

Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide additional professional development specific to the CCSS strategies, ELD and SDAIE strategies, and the ELA/ELD Framework in order to enable ELs to access the CCSS and the ELD standards.		No cost to program	Professional development related specifically to CCSS strategies, ELD and SDAIE strategies, and the ELA/ELD Framework in order to enable ELs to access the CCSS and the ELD standards was not provided. EL specific strategies will be the focus of various professional development opportunities on 2016-17.		No cost to program
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Contract with outside expert to provide teacher-leader professional development.		\$2,500 Title I Professional Consulting	A total of 23 Lead Teachers, Specialists, and Administrators from various school sites attended a leadership workshop related to LCAP on either 3/14/16 or 5/9/16.		\$1,150 Title 1 Professional Consulting
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide Common Core State Standards-aligned Thinking Maps Trainer-of-Trainers training for a select group of instructional staff.		\$21,000 Title I Professional Consulting	Eleven staff members attended a total of five days of training in July 2015 and September 2015. These staff members then trained teachers and paraprofessionals program wide in January 2016 and February 2016. While the program will continue to monitor the implementation of Thinking Maps, this action item will be removed from the 2016/17 LCAP as it was a one time training.		\$13,200 Title 1 Professional Consulting
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>Purchase 40 additional Odysseyware licenses.</p>		<p>\$30,250 LCFF Base Professional Consulting</p>	<p>An additional 40 Odysseyware licenses were purchased on 10/23/15.</p>		<p>\$12,500 LCFF Base Professional Consulting</p>
<p>Scope of service:</p>	<p>Countywide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Countywide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>Provide targeted instruction and intervention through a block schedule enrichment period and/or an afterschool lab setting (e.g., CAHSEE, Odysseyware, Rosetta Stone, etc.).</p>		<p>\$100,000 LCFF Base Certificated/C lassified Salaries</p>	<p>Odysseyware instruction could not begin until technology was in place. To ensure appropriate use of technology and software, staff professional development was needed. Staff is in the process of being trained on Odysseyware and some school sites are already implementing the software. Rosetta Stone has been in use program wide and will continue to be utilized. The program is exploring ways to offer these programs through an enrichment period or in an after school lab setting.</p>		<p>\$0</p>

Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Hire a Program Specialist to assist with Special Education Learning Center staff support.		\$120,000 LCFF Base Certificated Salaries	A Program Specialist was hired on 7/15/15.		\$120,000 LCFF Base Certificated Salaries and Benefits
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
Hire a Program Specialist (SELPA) to provide professional development for Special Education Learning Center teachers.		\$120,000 LCFF Base Certificated Salaries	A Program Specialist was hired on 8/15/15.		\$120,000 LCFF Base Certificated Salaries and Benefits

Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
Hire an Educational Associate/Technology.		\$72,000 LCFF Base Other Classified Salaries	An Educational Associate/Technology was hired on 11/23/15 to ensure the maintenance of technology.	\$72,000 LCFF Base Other Classified Salaries and Benefits	
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Partner with Youth 2 Leaders to prepare Foster Youth to attend college and to provide mentoring pre- and post-enrollment.		\$55,000 LCFF Supplemental /Concentration	The program has partnered with Youth 2 Leaders to prepare Foster Youth to attend college, participate in college field trips, assist with applications, and provide mentoring pre- and post-enrollment.		\$5,000 LCFF Base Professional Consulting/Supplemental Concentration
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Biannually review the condition of facilities to ensure that school campuses are in good repair as indicated by the FIT.		No cost to program	This Facilities Inspection Tool (FIT) is included in the School Accountability Report Card, which is updated every February and posted to the website. It indicates that all Court and Community Schools are in safe, operable conditions.		No cost to program
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other
What changes in actions, services, and expenditures	Unless otherwise noted in the Actual Actions/Services column, each Action Item will be continued in the 2016/17 LCAP. Any changes in Action Items are noted.	

Original Goal from prior year LCAP:	Increase the language proficiency of English learners.		Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 _7 _8 COE only: _ 9 _ 10 Local:
Goal Applies to:	Schools:	All Court and Community schools	
	Grades:	All	
	Applicable Pupil Subgroups:	Redesignated fluent English proficient, English Learners	
Expected Annual Measurable Outcomes:	Metrics:	Actual Annual Measurable Outcomes:	<p><u>Priority 2: Implementation of State Standards</u></p> <p><i>Implementation of California academic and performance standards</i></p> <ul style="list-style-type: none"> Based upon classroom observation and survey data, approximately 50% of Court and Community School teachers are in the substantial (50% to 75%) range of implementing the Common Core State Standards <p><i>Programs/Services to enable English Learners access to CCSS and ELD standards</i></p> <ul style="list-style-type: none"> 85% of teachers attended professional
	<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 		

Priority 4: Pupil Achievement

- State Assessments
 - CELDT: 40% of Court and Community School ELs will increase their English proficiency by at least one level over the 2014-2015 administration.
 - CAASPP: Analyze 2014-2015 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: 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

development activities related to implementation of CCSS and ELD Standards

Priority 4: Pupil Achievement**Statewide Assessments**

- CELDT: 33% of Court and Community School ELs increased their English proficiency by at least one level over the 2014-15 administration
- CAASPP Standard Met/Standard Exceeded rate:
 - Court School: English: 3%; Math: 3%
 - Community School: English: 4%; Math: 1%
- CST Science Proficient/Advanced rate:
 - Court School: 6.7%
 - Community School: 8.73%

Academic Performance Index: This measure is not being provided by the state at this time

English Learner reclassification rate: 2.1%

Percent of students completing UC/CSU required courses: 0 (baseline was not established in 2015-16)

Percentage of pupils completing a-g or CTE sequences/programs: 18 students

Percentage of EL pupils making progress towards English proficiency: AMAO 1: 33%; AMAO 2: 29%

Percentage of pupils passing AP exam with a 3 or higher: N/A

Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other):

- CAASPP Standard Exceeded rate:

- Court School: English: 0%; Math: 0%
- Community School: English: 1%; Math: 0%

Percentage of students who recover credits:
Baseline was not established in 2015-16

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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.	No cost to program	Specific professional development related to EL language proficiency levels and language objectives was not provided. It was decided by the Curriculum and Instruction team to incorporate EL strategies into the Focused Instructional Strategies Team (FIST) meetings in the 2016-17 school year.	No cost to program
Scope of service:	Countywide Grades: All	Scope of service:	Countywide Grades: All
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Revise the master schedule at Court and Community Schools to allow for designated ELD time for identified English learners.		No cost to program	Although three school sites have a dedicated EL class, organizing a master schedule throughout Court and Community Schools to allow for designated EL time for identified English learners has been an ongoing challenge. The program will continue to discuss ways to implement this change.	No cost to program
Scope of service:	Countywide Grades: All		Scope of service: Countywide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Purchase English 3-D curriculum to supplement ELD instruction.		\$40,000 Title I Textbooks	It was determined that the English 3-D curriculum would not be the ideal curriculum for the program's EL population. The EL classes will start utilizing the Language! Live curriculum in the fall of 2016. This action item will be removed from the 2016-17 LCAP.	\$0
Scope of service:	Countywide Grades: All		Scope of service: Countywide Grades: All	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Purchase/renew Rosetta Stone licenses.		\$2,300 Title I Professional Consulting	The current Rosetta Stone licenses will be renewed in June of 2016. It was determined that the program has a sufficient number of licenses and will not need to purchase additional licenses for the 2016-17 school year.		\$2,500 Title 1 Professional Consulting
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Biannually monitor the progress of redesignated students to ensure correct classification, placement, and additional support, if needed.		No cost to program	The EL Resource Teacher biannually monitors the progress of redesignated students to ensure effectiveness of placement. Changes to students' program/schedule are made if students do not show progress.		No cost to program
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other
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What changes in actions, services, and expenditures	Unless otherwise noted in the Actual Actions/Services column, each Action Item will be continued in the 2016/17 LCAP. Any changes in Action Items are noted.
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Original Goal from prior year LCAP:	Increase the percentage of student who are college and career ready.	Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 X 7 X 8 COE only: X 9 X 10 Local:
Goal Applies to:	Schools: All Court and Community Schools	
	Grades: All	
	Applicable Pupil Subgroups:	All
Expected Annual Measurable Outcomes:	Metrics: <u>Priority 4-Pupil Achievement</u>	Actual Annual Measurable Outcomes:
	<ul style="list-style-type: none"> • State assessments <ul style="list-style-type: none"> ◦ CELDT: 40% of Court and Community Schools 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: <ul style="list-style-type: none"> ▪ Court School: 7% ▪ Community School: 11% 	<p>Priority 4: Pupil Achievement</p> <p>Statewide Assessments</p> <ul style="list-style-type: none"> • CELDT: 33% of Court and Community School ELs increased their English proficiency by at least one level over the 2014-15 administration • CAASPP Standard Met/Standard Exceeded rate: <ul style="list-style-type: none"> ◦ Court School: English: 3%; Math: 3% ◦ Community School: English: 4%; Math: 1% • CST Science Proficient/Advanced rate: <ul style="list-style-type: none"> ◦ Court School: 6.7%

- Rate of EL reclassification: 0.3%
- Percent of student completing UC/CSU required course: 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 courses (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%

- Community School: 8.73%

Academic Performance Index: This measure is not being provided by the state at this time

English Learner reclassification rate: 2.1%

Percent of students completing UC/CSU required courses: 0 (baseline was not established in 2015-16)

Percentage of pupils completing a-g or CTE sequences/programs: 18 students

Percentage of EL pupils making progress towards English proficiency: AMAO 1: 33%; AMAO 2: 29%

Percentage of pupils passing AP exam with a 3 or higher: N/A

Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other):

- CAASPP Standard Exceeded rate:
 - Court School: English: 0%; Math: 0%
 - Community School: English: 1%; Math: 0%

Percentage of students who recover credits: Baseline was not established in 2015-16

Priority 7: Course Access

Extent to which pupils have access to and are enrolled in a broad course of study

- Rate of students enrolled in Auto Shop CTE courses at Erwin Owen High School (grades 9-12; 2014-2015): 94 students
- Rate of students enrolled in UC/CSU required courses (grades 9-12): N/A
- Rate of AP courses offered (9-12): N/A

- 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-Coordination of Services for Expelled Youth

- Rate of students enrolled in AP courses: N/A
- Rate of remedial course enrollment: approximately 80%

Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils

- All courses of study are offered to all student populations
- EL classes are offered at three campuses

Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs

- Number/rate of course offerings for students with exceptional needs: 13 Learning Centers
- Students are ensured all services and program as identified in their IEPs

Priority 8: Other Pupil Outcomes

With the passage of SB172, the California High School Exit Exam (CAHSEE) is no longer a graduation requirement. Therefore, the program will no longer track data related to CAHSEE.

Percent of EL students making progress toward English Proficiency (AMAO 1): 33%

AP Exam Participation Rate: N/A

STAR Renaissance Pre/Post average growth:

- Court School:
 - Reading: 5 months
 - Math: 7 months
- Community School: Baseline not established in 2015-16

Credit Recovery: Baseline not established in 2015-16

- 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-Coordination of Services for 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%

Priority 9: Expelled Youth

- 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

- Academic baseline data for Foster Youth was not established
- Frequency of meetings held between Directors and Foster Youth Services 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.: 31%

LCAP Year: 2015-16

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Annual Expenditures

Implement a career development program for Court School students to provide job skills training and connect students to community career resources.		\$100,000 LCFF Base Other Classified Salaries	A limited term Teacher/Construction was hired on 12/14/15.		\$44,000 LCFF Base Other Classified Salaries and Benefits
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Expand post-secondary preparation opportunities for students (e.g., completion of job applications, registering for Bakersfield College, etc.).		\$10,000 LCFF Base Certificated/Classified/Other Salaries, Travel and Conferences	These opportunities are given to students who qualify on an as-needed basis. This is typically facilitated by a Transition Counselor, an Educational Associate, or a Career Associate.		\$0
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Hire 1 CAHSEE Teacher to provide supplemental CAHSEE instruction focused on 11th/12th grade Community School students.		\$80,000 Title I Certificated Salaries	A teacher was hired for this position but requested to return to her regular teaching position, which she did on 9/1/15. Due to the uncertainty of SB172, another teacher was not immediately hired until it was determined if the CAHSEE would continue to be a graduation requirement. This action item will be removed from the 2016-17 LCAP.		\$0
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide professional development for newly hired CAHSEE teacher.		No cost to program	Due to the passage of SB172, the CAHSEE is no longer a graduation requirement. This action item will be removed from the 2016-17 LCAP.		No cost to program
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Utilize PLCs to analyze CAHSEE data.		No cost to program	Due to the passage of SB172, the CAHSEE is no longer a graduation requirement. This action item will be removed from the 2016-17 LCAP.		No cost to program
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Investigate and provide additional opportunities for CAHSEE preparation/intervention.		No cost to program	Due to the passage of SB172, the CAHSEE is no longer a graduation requirement. This action item will be removed from the 2016-17 LCAP.		No cost to program
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Develop and provide promotional materials for CAHSEE.		\$2,500 LCFF Base Communications	Due to the passage of SB172, the CAHSEE is no longer a graduation requirement. This action item will be removed from the 2016-17 LCAP.		\$0
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Establish credit recovery criteria, analyze 2015-16 credit recovery data, and establish a baseline.		No cost to program	In an evaluation of 100 transcripts of students who were enrolling in a Court or Community School program, students came to Alternative Education with less than 50% of the required credits based on their year in school. The program has identified the need for credit recovery and is working toward scheduling and implementing a credit recovery program.		No cost to program

Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Hold quarterly meetings with the referring district personnel.		No cost to program	The Directors met with referring district personnel on a quarterly basis to discuss issues such as truancy or referral concerns related to expelled youth.		No cost to program.
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Expelled Youth)			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other(Expelled Youth)		
Hold monthly meetings with the superintendents of Kern County districts.		No cost to program	The Assistant Superintendent of Educational Services has been in attendance at all scheduled superintendents' meetings and has the opportunity to hear current concerns/issues from district superintendents. In addition, the Directors speak with administrators from KHSD regarding student enrollment and referral concerns.		No cost to program

Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Expelled Youth)			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other(Expelled Youth)		
Monitor the District Student Tracking List monthly.		No cost to program	A Director and a Student Data Attendance Clerk monitor the District Student Tracking List monthly.		No cost to program
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Expelled Youth)			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other(Expelled Youth)		
Complete the KHSD Referral List on a monthly basis.		No cost to program	The KHSD Referral list is maintained and updated on a monthly basis by a Director and an Educational Associate.		No cost to program
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	

<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)			<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other(Expelled Youth)	
Maintain high level of collaboration with Foster Youth Liaison (AB490).		No cost to program	A Director meets with the Foster Youth Services Liaison on a monthly basis. In addition, the Foster Youth Services Liaison meets with a Coordinator from KCSOS on a regular basis to discuss issues pertaining to Foster Youth students.	No cost to program
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All
<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	

<p>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.</p>		<p>\$135,133 LCFF Supplemental /Concentration (Classified Salaries);</p> <p>\$55,000 LCFF Supplemental /Concentration (Outreach)</p>	<p>A Foster Youth Specialist was hired to support Kern County LEAs in developing education plans for Foster youth students to facilitate school transitions and coordinate services.</p>		<p>\$190,133 Network for Children Classified Salaries and Benefits</p>
<p>Scope of service:</p>	<p>Countywide Grades: All</p>		<p>Scope of service:</p>	<p>Countywide Grades: All</p>	
<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>The Foster Youth Services Liaison and Specialist will continue to engage foster youth in leadership development (e.g.; conferences, trainings).</p>		<p>\$10,000 LCFF Supplemental /Concentration</p>	<p>A Foster Youth Services Club was started to support Foster Youth and has been implemented at CLC Tech.</p>		<p>\$5,000 LCFF Base Services/Supplemental Concentration</p>
<p>Scope of service:</p>	<p>Countywide Grades: All</p>		<p>Scope of service:</p>	<p>CLC Tech Grades: All</p>	

_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Create online database for Foster Youth Students.		\$6,000 LCFF Supplemental /Concentration	The program determined there was not a need for a specific online database for Foster Youth students since the Foster Youth Services Liaison keeps track of this same information. This action item will be discontinued in the 2016-17 LCAP.		\$0
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide an online manual and training on Foster Youth Services enrollment policies.		\$5,000 LCFF Supplemental /Concentration	The Foster Youth Tool Kit created by the Foster Law Alliance is a standardized best practice guide used throughout California. This Tool Kit is distributed in trainings by the Foster Youth Services Liaison and is available in an electronic version. This action item will be removed from the 2016-17 LCAP as there is already a guide in place.		\$0

Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
Hold monthly meetings between Directors and Foster Youth Service Liaison.		No cost to program	A Director and the Foster Youth Service Liaison met on a monthly basis to discuss services and supports for the program's Foster Youth.		No cost to program
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
Hold quarterly meetings between Court and Community School site administrators and Foster Youth Services Liaison.		No cost to program	The Foster Youth Services Liaison attended the Court and Community School site administrators' meetings on a quarterly basis to discuss support systems and services for Foster Youth enrolled in the program.		No cost to program

Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Transition counselors will attend quarterly AB490 Liaison meetings.		No cost to program	The Transition Counselors met on a quarterly basis with the Foster Youth Services Liaison. The counselors take updated information regarding Foster Youth back to their school sites to share with staff.	No cost to program	
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Coordinate with referring district to evaluate student academic and assessment performance. Develop and complete a coordinated services summary report for each foster student.		No cost to program	The Foster Youth Services Liaison provided a four year plan for every Foster Youth student which detailed what students should be doing academically during each of their high school years. This plan is to follow students back and forth from the Kern High School District to the Alternative Education program.		No cost to program
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide after-school tutoring and mentoring for Foster Youth.		\$15,000 Title I Certificated Salaries	A certificated teacher is contracted to provide after-school tutoring and mentoring for Foster Youth on an as needed basis.		\$2,361 Title 1 Certificated Salaries
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

What changes in actions, servivces, and expenditures	Unless otherwise noted in the Actual Actions/Services column, each Action Item will be continued in the 2016/17 LCAP. Any changes in Action Items are noted.
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Original Goal from prior year LCAP:	Increase the percentage of students and staff who feel safe at school.		Related State and/or Local Priorities: _1 _2 _3 _4 X5 X6 _7 _8 COE only: _9 _10 Local:
Goal Applies to:	Schools:	All Court and Community Schools	
		Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Metrics:	Actual Annual Measurable Outcomes:	
	<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, 		<p><u>Priority 5: Pupil Engagement</u></p> <p><i>School Attendance Rate (2014-15):</i></p> <ul style="list-style-type: none"> • Court School: 94.6% • Community School: 84.7% <p><i>Chronic Absenteeism Rate (2014-15):</i></p> <ul style="list-style-type: none"> • Court School: 6.6% • Community School: 26.9% <p><i>Middle School Dropout Rate:</i></p> <ul style="list-style-type: none"> • Court School: N/A • Community School: N/A <p><i>High School Dropout Rate:</i> 14.5%</p> <p><i>High School Graduation Rate:</i> 79.72% (County Offices of Education are assigned the countywide high school graduation rate)</p> <p><u>Priority 6: School Climate</u></p> <p><i>Suspension Rate:</i> 8.7%</p>

- 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: Tier 2
 - All other Community School sites: Tier 1

Expulsion Rate: N/A

Other local measures on sense of safety and school connectedness

- LCAP Survey Data: The percentage of staff and students who feel safe on campus rose from 74.3% on the 2015 survey to 82.8% on the 2016 survey.
- Community School Safety Plan: During the 2014/15 school year, there was an increase/decrease in the following compared to 2013/14:
 - Fights and threatening verbal altercations: +0.5%
 - Assaults: -40%
 - Incidents/suspensions for students in possession of or under the influence of intoxicants: -10%
 - Incidents of tagging/graffiti: no change
 - Incidents of vandalism: -33%
- Positive Behavior Interventions and Supports (PBIS): Tier 2 of PBIS is fully implemented at Blanton Academy. Tier 1 of PBIS has been fully implemented at 3 Community School sites and an additional 6 Community School sites are in the final stages of Tier 1 implementation.

LCAP Year: 2015-16

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Annual Expenditures

Annually conduct drills, review, and update the Community School Safety Plan.		No cost to program	The entire program participated in the Great Shakeout on 10/15/15. Individual school sites regularly conduct fire drills, disaster drills, and practice lock down procedures. The Community School Safety Plan is updated annually.		No cost to program
Scope of service:	All Community Schools Grades: All		Scope of service:	All Community Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Expand implementation of Positive Behavior Interventions and Supports (PBIS).		\$5,000 LCFF Base Professional Consulting	Community Schools and Bridges Academy continue to work toward fully implementing Tier 1 of PBIS. A one day PBIS Leadership Team workshop was held with the PBIS trainer on 12/4/15.		\$6,733.85 LCFF Base Professional Consulting
Scope of service:	Countywide Grades: All		Scope of service:	Community Schools, Bridges Academy Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

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.		\$32,000 LCFF Base Other Classified Salaries	A campus supervisor was hired for North Kern Community School on 1/4/16.		\$32,000 LCFF Base Other Classified Salaries and Benefits
Scope of service:	North Kern Community School Grades: All		Scope of service:	North Kern Community School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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.		\$35,000 LCFF Base Other Classified Salaries	Due to low enrollment at the East Kern Community School campus, this position was put on hold until enrollment warrants. This action item will be removed from the 2016-17 LCAP as the program is not expecting to see a significant increase in student enrollment at East Kern Community School.		\$0
Scope of service:	East Kern Community School Grades: All		Scope of service:	East Kern Community School Grades: All	

<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
Purchase uniforms for campus supervisors.		\$2,500 LCFF Base Supplies	Uniforms were purchased for campus supervisors on 10/22/15. Since this was a one time purchase, this action item will be removed from the 2016-17 LCAP.	\$1,903.31 LCFF Base Supplies
Scope of service:	All Community Schools Grades: All		Scope of service:	All Community Schools Grades: All
<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
Align radio codes across all Community School campuses.		No cost to program	The aligned radio codes for Community School campuses were instituted at Staff Development Day on 8/19/15 and were added to the revised Teacher Handbook. This action item will be removed from the 2016-17 LCAP.	No cost to program
Scope of service:	All Community Schools Grades: All		Scope of service:	All Community Schools Grades: All

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Expand the availability of public and private mental health counseling on Community School campuses (e.g., ART, Matrix, counseling, etc.).</p>		<p>\$100,000 LCFF Base Professional Consulting, Certificated Salaries</p>	<p>The program partnered with SELPA to provide four Mental Health Clinicians and one Mental Health Counselor to provide mental health counseling on Community School campuses. The Clinicians and Counselor started on 3/14/16.</p>	<p>\$29,166 LCFF Base Professional Consulting, Certificated Salaries</p>
<p>Scope of service:</p>	<p>All Community Schools</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>All Community Schools</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Provide Pro-ACT training to Community School staff.</p>		<p>\$25,000 LCFF Base Professional Consulting</p>	<p>In October 2015, the program had eight staff members attend Nonviolent Crisis Intervention (CPI) training in order to become trainer-of-trainers. These staff members will be training all Community School staff in small groups.</p>	<p>\$20,427 LCFF Base Professional Consulting</p>

Scope of service:	All Community Schools Grades: All		Scope of service:	All Community Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide "active shooter" training for Community School staff.		\$10,000 LCFF Base Professional Consulting	During September 2015, "active shooter" trainings were conducted at four Community School site campuses for all Community School staff. Since training is complete, this action item will be removed from the 2016-17 LCAP.		\$10,000 LCFF Base Professional Consulting
Scope of service:	All Community Schools Grades: All		Scope of service:	All Community Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, servivces, and expenditures	Unless otherwise noted in the Actual Actions/Services column, each Action Item will be continued in the 2016/17 LCAP. Any changes in Action Items are noted.				

Original Goal from prior year LCAP:	Increase attendance rates.		Related State and/or Local Priorities: _1 _2 _3 _4 X5 _6 _7 _8 COE only: X 9 X 10 Local:
Goal Applies to:	Schools:	Countywide Grades: All	
	Applicable Pupil Subgroups:	All	
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 9-Coordination of Services for Expelled Youth</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 <p><u>Priority 10-Coordination of Services for Foster Youth</u></p> <ul style="list-style-type: none"> • Develop academic baseline data for FY when the identified FY data is received from the CDE and the CA Department of Social 	Actual Annual Measurable Outcomes:	<p><u>Priority 5: Pupil Engagement</u></p> <p><i>School Attendance Rate (2014-15):</i></p> <ul style="list-style-type: none"> • Court School: 94.6% • Community School: 84.7% <p><i>Chronic Absenteeism Rate (2014-15):</i></p> <ul style="list-style-type: none"> • Court School: 6.6% • Community School: 26.9% <p><i>Middle School Dropout Rate:</i></p> <ul style="list-style-type: none"> • Court School: N/A • Community School: N/A <p><i>High School Dropout Rate:</i> 14.5%</p> <p><i>High School Graduation Rate:</i> 79.72% (County Offices of Education are assigned the countywide high school graduation rate)</p> <p><u>Priority 9: Expelled Youth</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

	<p>Services</p> <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.: 20% 		<p>Priority 10: Foster Youth</p> <ul style="list-style-type: none"> • Academic baseline data for Foster Youth was not established • Frequency of meetings held between Directors and Foster Youth Services 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.: 31%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Continue to collaborate with Truancy Reduction and Attendance Coalition of Kern (TRACK) to help ensure parental involvement in students' regular attendance at school.		No cost to program	Six Masters of Social Work interns were placed at five Community School sites to assist with various student needs, including reaching out to parents regarding truancy concerns.		No cost to program
Scope of service:	All Community Schools Grades: All		Scope of service:	All Community Schools Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue to participate in the Deputy DA Consortia.		\$12,000 LCFF Base Professional Consulting	Due to the District Attorney's office not being able to secure enough LEAs to participate in the consortia, Community Schools were unable to participate in the program. This action item will be removed from the 2016-17 LCAP.		\$0
Scope of service:	All Community Schools Grades: All		Scope of service:	All Community Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Maintain countywide collaborative process for developing/revising a plan to address attendance issues for expelled youth.		No cost to program	Community Schools continues to work with Kern High School District to meet the needs of their SARB requirement.		No cost to program
Scope of service:	All Community Schools Grades: All		Scope of service:	All Community Schools Grades: All	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Expelled Youth)			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other(Expelled Youth)		
Continue to coordinate with Foster Youth Liaison and Specialist to address attendance issues for Foster Youth.		No cost to program	A Director and the Foster Youth Liaison met on a monthly basis.		No cost to program
Scope of service:	All Community Schools Grades: All		Scope of service:	All Community Schools Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide bus passes to students with extenuating transportation challenges.		\$10,000 LCFF Supplemental /Concentration	While Community Schools provide daily and monthly bus passes as needed for students with extenuating transportation challenges, no LCFF funds were utilized for bus passes in 2015-16.		\$0
Scope of service:	All Community Schools Grades: All		Scope of service:	All Community Schools Grades: All	

_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other
What changes in actions, services, and expenditures	Unless otherwise noted in the Actual Actions/Services column, each Action Item will be continued in the 2016/17 LCAP. Any changes in Action Items are noted.	

Original Goal from prior year LCAP:	Increase student and parent engagement.		Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 _6 _7 _8 COE only: _ 9 _ 10 Local:
Goal Applies to:	Schools:	All Court and Community Schools	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Metrics: <u>Priority 3-Parental Involvement</u> <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 	Actual Annual Measurable Outcomes:	<u>Priority 3: Parental Involvement</u> <i>Efforts to seek parent input in making decision for district and school sites</i> <ul style="list-style-type: none"> In 2015-16, <ul style="list-style-type: none"> Number of Court School Site Council meetings: 5 Number of Community School Site Council meetings: 5 Number of Court School English Learner Advisory Committee meetings: 2 Number of Community School English Learner Advisory Committee meetings:

- 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: 15

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)

- 2
- Number of District English Learner Advisory Committee meetings: 2
- Number of Court School Back to School Nights/Open Houses: 4 (did not increase attendance by 5%)
- Number of Community School Back to School Nights/Open Houses: 8 (did not increase attendance by 5%)
- Number of LCAP Town Hall Meetings: 4 (93 parent/guardian participants - did not increase attendance by 5%)
- Number of parent/guardian 2016 LCAP Survey respondents: 88 (did not increase respondents by 5%)
 - Percentage of students agreed/strongly agreed that students look forward to attending school: 52.3% agreed on 2015 survey; 62.1% agreed on 2016 survey
 - 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 program: This specific question was not asked on the 2016 LCAP Survey
- Number of Parent Project participants: 16

Efforts to seek participation of parents for unduplicated pupils

- EL Students: All school documents are provided in both English and Spanish. Sites will collect sign in sheets from Town Hall meetings to determine baseline for EL parent/guardian participation rate.

- Low Income: 90% of students are low income and therefore parents participating in scheduled meetings would represent these students
- Foster Youth/Homeless: Parents/Guardians are invited to attend all events

Efforts to seek participation of parents for pupils with exceptional needs

- Parents/Guardians are invited to attend all events
- Parents/Guardians are invited to attend 30 day, annual, and triennial IEPs
- Parents/Guardians are invited to meet with staff should students have areas of concern

Priority 5: Pupil Engagement

School Attendance Rate (2014-15)

- Court School: 94.6%
- Community School: 84.7%

Chronic Absenteeism Rate (2014-15)

- Court School: 6.6%
- Community School: 26.9%

Middle School Dropout Rate

- Court School: N/A
- Community School: N/A

High School Dropout Rate: 14.5%

High School Graduation Rate: 79.72% (County Offices of Education are assigned the countywide high school graduation rate)

LCAP Year: 2015-16

Planned Actions/Services

Actual Actions/Services

		Budgeted Expenditures			Estimated Actual Annual Expenditures
Provide professional development to help staff develop classroom practices and school cultures that foster self-confidence, esteem, and academic success among all students.		\$10,000 LCFF Base Professional Consulting	Professional speaker John Hodge spoke to staff at the annual Staff Development Day presentation on 8/19/15. Topics covered by the speaker included best classroom practices for building the confidence of students both inside and outside the classroom.		\$5,000 LCFF Base Professional Consulting
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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 		\$8,000 LCFF Base Supplies	Many school sites are providing incentives for students with improved school attendance and growth in STAR Renaissance and/or CELDT scores. This practice will continue and incentives will be provided program wide in 2016/17.		\$0
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
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.		\$5,000 LCFF Base Supplies	While fostering a sense of school community is important to the Alternative Education program and is a large component of Positive Behavior Interventions and Supports (PBIS), a student committee was not established to investigate the creation of mascots for each school site. This will be a priority for the 2016-17 LCAP.	\$0
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Establish a program-wide intramural sports program.		\$10,000 LCFF Base Supplies, Certificated/Classified/Other Classified Salaries, Travel and Conferences	When this action item was created, there were three Physical Education teachers employed by Court and Community Schools. During the summer of 2015, two of these teachers left the program for employment in another district. It proved to be difficult to have one teacher establish and implement a program-wide intramural sports program. The program is evaluating community partnerships to provide this service in the 2016-17 school year.		\$0
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Expand the opportunities for field trips.		\$5,000 LCFF Base Certificated/Classified/Other Classified Salaries, Travel and Conferences	Students had the opportunity to participate in several field trips, including the Kern County 24 Hour Relay Challenge, the Kern County Drug Free Youth Summit, and Leaders in Life.		\$560 LCFF Base Certificated/Classified/Other Classified Salaries, Travel and Conferences
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Hire an additional Transition Counselor.		\$80,000 Title I Certificated Salaries	A Transition Counselor was hired on 8/17/15.		\$80,000 Title 1 Certificated Salaries and Benefits
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Increase referrals to Parent Project through School-Community Partnerships.		No cost to program	In the fall of 2015, CAPK conducted Parents on a Mission classes at three campuses. The classes were available to all parents/guardians of Court and Community School students.		No cost to program
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Increase outreach efforts to parents/guardians of students identified with exceptional needs, as Foster Youth, and/or as Low Income.		\$5,000 LCFF Base Communications	Increasing outreach efforts to parents/guardians of students identified with exceptional needs, as Foster Youth, and/or as Low Income continues to be a priority. The implementation of School Messenger has increased the amount of contact between parents/guardians and school sites since its implementation in December of 2015.		\$0
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Expelled Youth)			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other(Expelled Youth)		
Purchase and implement School Messenger to improve and increase communication with parents/guardians.		\$3,000 Cal-Endow Grant	School Messenger was purchased and school site administrators were trained in its use in December 2015.		\$2,496 Cal-Endow Grant
Scope of service:	Countywide Grades: All		Scope of service:	Countywide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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**What changes in actions,
servivces, and expenditures**

Unless otherwise noted in the Actual Actions/Services column, each Action Item will be continued in the 2016/17 LCAP. Any changes in Action Items are noted.

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:	6236727
<p>The program is expending its LCFF Supplemental and Concentration grant funds by continuing services implemented in prior years and on the new action items itemized in Section 2 of the 2016-17 LCAP. All services utilizing Supplemental and Concentration grant funds have been accounted for in the 206-17 LCAP.</p> <p>County-wide and school-wide justifications:</p> <ul style="list-style-type: none"> • 90% of all Court and Community School students 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 grant funds 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.

19.93	%
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Services for low income, English learners, and foster youth will be increased/improved by at least 19.59% as identified in Section 3 of the 2016-17 LCAP as services are applied countywide to all students. Such services include, but are not limited to, the following:

- Maintain two Community School sites to serve students throughout Bakersfield
- Maintain ten teachers to provide quality instruction to all students
- Maintain 1:1 teacher/paraprofessional ratio program wide to provide individual and small group instructional support for students
- Maintain two Program Specialists for Special Education
- Provide various professional development for teachers, specialists, and support staff
- Purchase 200 Odysseyware licenses
- Hire a CTE teacher dedicated to Medical Pathways
- Renew Rosetta Stone licenses
- Provide after school tutoring for foster youth
- Provide bus passes to students with extenuating transportation challenges
- Expand implementation of PBIS
- Expand the availability of public and private mental health counseling on Community School campuses
- Hire a Social Worker for Community Schools to address barriers to school attendance and success
- Contract with Kern County Probation for two Probation Officers to be assigned to Community Schools to provide intervention services for students on informal probation
- Contract with AmeriCorps to place four mentors at Community School campuses

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).