LOCAL CONTROL ACCOUNTABILITY PLAN

Name of Local Educational Agency (LEA): *Kern County Superintendent of Schools*

County/District Code: *15-10157*

Dates of Plan Duration: *2014-2017*

Date of Local Governing Board Approval:

District Superintendent: *Christine Lizardi Frazier*

LEA LCAP Representative:

Contact Information: Desiree Von Flue
Phone: (661) 636-4646 E-mail:devonflue@kern.org Fax: (661) 636-4127

Date of Submission to The Kern County Superintendent of Schools: _____

Introduction:

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

- o *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.

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

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

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

Kern County Superintendent of Schools provides a Foster Youth Services Program (AB 490) to support a streamlined approach for foster youth educational services. The KCSOS FYS program collaborates with alternative education administration and transition counselors, as well as, Kern County Probation and Child Welfare. The FYS supports alternative education students by providing prompt enrollment and supporting Individualized Learning Plan. In addition, the FYS communicates regularly with school district liaisons to coordinate educational placements and transitions of foster youth students, under (EC) 49069. This includes monitoring the transfer of records to maintain the 2 day allotment in order for foster youth students to maintain smooth educational transitions.

Kern County Superintendent of Schools Alternative Education Program

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

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

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

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

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

Motto:
Inspiring Today's Learners for Tomorrow's World

LEA: Kern County Superintendent of Schools   **Contact (Name, Title, Email, Phone Number):**_____

LCAP Year: 2014

Local Control and Accountability Plan and Annual Update

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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: *efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
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 representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP

The Alternative Education program involved stakeholders in the development of this LCAP through the following processes:
 	
Soliciting Input:
 	
  ➢ *Parents:*
    • March 2014: A program-wide meeting was held for parents during, which the LCFF and LCAP processes were shared and discussed. Postcards were sent to parents/guardians in English and Spanish to encourage attendance at one of three Town Hall meetings. For those unable to attend, the link to a survey was also provided at this time.
    • March 27, 2014: LCAP Town Hall meetings were held at Kelly F. Blanton Student Education Center and North Kern Community School.
    • April 1, 2014: LCAP Town Hall meeting was held at Sillect Community School.
 	
  ➢ *Students:*
    • March 31 – April 4, 2014: A program-wide meeting was held for students during which the LCFF and LCAP processes were shared and discussed. Students completed the survey either online or in paper/pencil form.
 	
  ➢ *Administrative Staff:*
    • March 11, 2014: The LCFF/LCAP process was shared and discussed with site administrators and they subsequently completed online surveys.
	Discussion with parents and surveys indicated that school climate and access to adequate instructional supplies (i.e., textbooks, technology, etc.) are their biggest concerns. Parents acknowledge that many students do not look forward to attending school and suggest that more engagement, small group instruction, and community-based field trips may help to resolve this issue. Based on the stakeholder input, the program will fully implement Common Core State Standards (CCSS) including the purchase of new materials and professional development.
	
	Student survey results indicated that school climate was also among their biggest concerns. Additionally, students also frequently mentioned wanting greater access to technology, more student engagement/better relationships with staff, and assistance with preparation for post-secondary opportunities. Based on the stakeholder input, the program will fully implement CCSS including the purchase of new materials and professional development. The Positive Behavior Intervention Support strategy will be implemented county wide.
	
	Administration surveys reflect the need for technology and instructional materials to prepare students for CCSS and post-secondary opportunities. Administrators also indicated a greater need for programs to improve pupil engagement and school safety. Based on the stakeholder input, the program will fully implement CCSS including the purchase of new materials and professional development. Additional campus supervisors will be deployed to improve school safety.

➢ **Certificated Staff:** • March 26, 2014: A program-wide meeting was held for certificated staff during which the LCFF and LCAP processes were shared and discussed. Staff was then provided with information on how to access the survey.	Surveys completed by certificated staff indicate that their biggest concerns are greater access to technology and other resources to improve student achievement in classroom and independent study learning environments. They also indicated a need for English Learners, parental support, and behavioral and mental health support for students. Based on the stakeholder input, English Language Development teachers will be hired to provide English acquisition instruction.
➢ **Classified Staff:** • March/April 2014: Site administrators met with their classified staff members to explain the LCFF and LCAP processes and to provide information on how to access the survey.	Classified staff also expressed a need for improved student achievement, support for English Learners, parental support and independent study, as well as, behavioral and mental health support for students. Based on stakeholder input, community school classrooms will increase to a 1:1 teacher/paraprofessional support ratio.
➢ **Community/Partner Agencies:** • Spring 2014: Representatives from several community/partner agencies (i.e., Kern County Probation Department, Kern High School District, Bakersfield City School District, and various mental health agencies) completed surveys.	Community/partner agency representatives would like to see reduced class sizes and for students to have more access to additional learning opportunities including online learning. Additionally, some respondents indicated the need for better collaboration between Alternative Education and the referring school districts to ensure as little disruption as possible in students' schooling. Based on stakeholder input, community school classrooms will increase to a 1:1 teacher/paraprofessional ratio.

• March/April 2014: Coordinated with the Foster Youth Liaison to solicit input regarding the needs of foster youth.
 	
The Foster Youth Services Program conducted two meetings with stakeholders (community partners and foster youth students).
    ● March 13, 2014: The community partner's focus group gathered input to address one of the LCAP priority areas of foster, improving coordination of services for foster youth.
    ● March 28, 2014: The foster youth student's focus group provided information specifically around coordination of services and educational attainment.
	Additional actions and services were identified that could be of value to foster youth in the Alternative Education program. Based on stakeholder input, bus passes will be purchased to support transportation for foster youth.
	The focus group participants indicated the following needs: increased facilitation of student records and information, additional support and training of school personnel staff and positive youth development activities for foster youth. Based on stakeholder input KCSOS is researching an online data base, such as FosterFocus, to streamline electronic transfer of records. Funds will be allocated to address additional training needs, outreach component and positive youth development opportunities.

Review of LCAP Draft: • April 23, 2014: Presented draft of LCAP with advisory committees (i.e., DAC/SSCs/DELAC). • April 25, 2014: Presented draft of LCAP to the certificated staff bargaining unit, Kern County Education Association. • April 28, 2014: Presented draft of LCAP to the classified staff bargaining unit, Superintendent of Schools Classified Association. • May 13, 2014: Draft of the LCAP presented at a public hearing. **Final Approval:** • June 10, 2014: LCAP presented to the local governing Board for approval.	The advisory committees reviewed the draft LCAP and were given the opportunity to ask any questions which were then compiled and given to administration. Committee members were supportive of the plan's proposed goals, actions, and services. The County Superintendent, Dr. Christine Frazier answered all questions in writing.

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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 "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statue must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP Year			
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Based upon classroom observation data, the current level of Common Core State Standards implementation ranges from minimal to partial at 26%, as measured by the CDE's Academic Program Survey APS criteria. Increase level of CCSS implementation in all learning environments. 95% of teachers are defined as Highly Qualified by CALPADS.	*Goal 1:* Fully implement Common Core State Standards as defined by the CDE's APS. Maintain highly qualified appropriately assigned teachers to provide instruction in CCSS as reported in the annual CALPADS report.	Countywide Implementation	All Court and Community Schools	Classroom observations, annual review of Equipment Inventory and LCAP survey data, annual completion of CDE's APS. Analyze annual CALPADS report.	Partially (at least 50%) implement Common Core State Standards, as defined by the CDE's APS criteria. 96% of teachers will be appropriately assigned according to the annual CALPADS report.	Substantially (at least 75%) implement Common Core State Standards, as defined by the CDE's APS criteria. 98% of teachers will be appropriately assigned according to the annual CALPADS report.	Fully (100%) implement Common Core State Standards, as defined by the CDE's APS criteria. 100% of teachers will be appropriately assigned according to the annual CALPADS report.	Basic Services (1) Implementation of Standards (2)

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statue must be included and identified; each goal may be linked to more than one priority if appropriate.) |
| | Description of Goal | Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP Year | | | |
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
In 2013-14, 21% of Court and Community School ELs increased their CELDT proficiency by at least one level from the 2012-13 administration. Increase percentage of students that are proficient as measured by the CELDT.	*Goal 2:* Increase proficiency level of English Learners from 21% to 27% as measured by CELDT.	All K-12 English Learners who test with Alternative Education for two consecutive CELDT administrations.	All Court and Community Schools	Review of CELDT scores	23% of Court and Community School ELs will increase their CELDT proficiency by at least one level over the 2013-14 administration.	25% Court and Community School ELs will increase their CELDT proficiency by at least one level over the 2014-15 administration.	27% of Court and Community School ELs will increase their CELDT proficiency by at least one level over the 2015-16 administration.	Implementation of Standards (2) Pupil Achievement (4)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statue must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP Year			
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
In 2012-13, the average ELA CAHSEE Scale Scores for Court and Community School were: Court: 304 Community: 319. The average Math CAHSEE Scale Scores for Court and Community School were: Court: 330 Community: 323. A baseline summary of student performance on the CAHSEE is not coordinated with referring districts at intake.	*Goal 3:* Improve student performance on the CAHSEE in ELA and Math by 18 points over a three year period. Document the coordinated services with referring districts and assess gaps in student performance to include graduation requirements and CAHSEE progress to ensure students have access to a broad course of study as described in 51220.	All pupils.	All Court and Community Schools	Review of CAHSEE scores, STAR Renaissance pre-post assessment growth. Annual review of coordinated services summary report.	Increase the average ELA/Math Scale Score on the CAHSEE by 6 points (2%) over the 2013-14 administration. Develop a system to coordinate services with the referring district to assess student performance, identify gaps, and monitor expelled and foster students.	Increase the average ELA/Math Scale Score on the CAHSEE by 6 additional points (2%) over the 2014-15 administration. A coordinated services summary report will be completed for 75% of expelled and foster students.	Increase the average ELA/Math Scale Score on the CAHSEE by 6 additional points (2%) over the 2015-16 administration. A coordinated services summary report will be completed for 85% of expelled and foster students.	Pupil Achievement (4) Course Access (7) Pupil Outcomes (8) Expelled Youth (9) Foster Youth (10)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statue must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP Year			
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Nearly 25% of survey respondents indicated that they do not feel that students and staff are safe while at school as measured by student and staff surveys. Students and staff need to feel safe at school. 51% of Community School students are truant.	*Goal 4:* Increase campus safety by 15% on Community School campuses as measured by student surveys indicating a greater sense of safety and in turn reduce truancy by 20% by 2016.	All pupils	All Court and Community Schools	Analyze LCAP survey data and Community School Safety Plan. Analyze truancy rates.	Increase percentage of staff and students who feel safe at school by 5% compared to the 2013-14 survey results. Reduce truancy by 5% compared to 2013-14 data.	Increase percentage of staff and students who feel safe at school by 5% compared to the 2014-15 survey results. Reduce truancy by 7% compared to 2014-15 data.	Increase percentage of staff and students who feel safe at school by 5% compared to the 2015-16 survey results. Reduce truancy by 8% compared to 2015-16 data.	Pupil Engagement (5) School Climate (6)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statue must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP Year			
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
In 2012-13, nearly 51% of Community School students were truant. Students need to attend school regularly. In 2013-14: 21 parents were referred to Parent Project workshops to encourage parent involvement and reduce truancy. Approximately 50% of parents completed the program.	Goal 5: Reduce truancy rate from 51% to 31% over a three year period. Increase parent involvement and participation in Parent Project to 45 parents over a 3 year period.	All K-12 Students	All Community School sites	Analyze truancy data annually.\n\nAnnual review of Parent Project participation data.	Reduce truancy by 5% compared to the 2013-14 data. Increase number of parents of expelled and foster youth who complete Parent Project to 10 in 2014-15.	Reduce truancy by 7% compared to the 2014-15 data. Increase number of parents of expelled and foster youth who complete Parent Project to 15 in 2015-16.	Reduce truancy by 8% compared to the 2015-16 data. Increase number of parents of expelled and foster youth who complete Parent Project to 20 in 2016-17.	Parent Involvement (3) Pupil Engagement (5) Expelled Youth (9) Foster Youth (10)

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) 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?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, 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?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if School-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Fully implement Common Core State Standards as defined by the CDE's APS. Maintain highly qualified appropriately assigned teachers to provide instruction in CCSS as reported in the annual CALPADS report.	*Goal 1:* Basic Services (1) Implementation of Standards (2)	• Increase to a 1:1 teacher/ paraprofessional support ratio in community school classrooms. • Align curriculum to CCSS and provide necessary professional development. • Provide necessary professional development for credentialing support.	Countywide	Classroom observations, annual review of Equipment Inventory and LCAP survey data, annual completion of CDE's APS. Analyze student to adult ratios. Analyze annual CALPADS report. Review participation rates in professional development and PLC's.	• $340,000 LCFF • $120,000 LCFF/CCSS; training, materials, extra-duty pay, substitutes	• $340,000 LCFF • $120,000 LCFF/CCSS; training, materials, extra-duty pay, substitutes	• $340,000 LCFF • $120,000 LCFF/CC SS; training, materials, extra-duty pay, substitutes

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if School-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year		
					Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
		• Select and purchase new CCSS math curriculum and provide professional development.			• $155,000 LCFF/lottery/ CCSS; cost of curriculum, training, materials, and substitutes	• $50,000 LCFF/lottery /CCSS; additional math curriculum	• No additional cost to program
		• Provide professional development for Step Up to Writing.			• $18,000 LCFF/CCSS; cost of materials and training	• No additional cost to program	• No additional cost to program
		• Provide professional development on maximizing motivation and human potential.			• $6,000 LCFF/CCSS; cost of materials and training	• No additional cost to program	• No additional cost to program
		• Increase the PLC meetings to 2x/month.			• $2,500 LCFF; mileage, food	• $2,500 LCFF; mileage, food	• $2,500 LCFF; mileage, food

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if School-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year		
					Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
		• Provide professional development to administrative team so they can properly monitor implementation of the above actions/services. • Purchase and fully implement a web-based data management/ benchmark system. • Develop and implement a schedule for pre- and post- testing program-wide using the STAR Renaissance.			• $5,000 LCFF/CCSS; cost of training and access to digital C3 Observation Tool • $2,500 LCFF • No cost to program	• $2,500 LCFF/CCSS; cost of training and access to digital C3 Observation Tool • $2,500 LCFF • No cost to program	• $1,000 LCFF/CCSS; cost of training and access to digital C3 Observation Tool • $2,500 LCFF • No cost to program

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if School-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year		
					Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
		• Microwave internet service for Redwood.			• $44,000 LCFF	• No additional cost to program	• No additional cost to program
		• Purchase 1,040 Tablets ($500 each) for instruction/ SBAC administration (20 students per class/ 52 classrooms).			• $260,000 LCFF	• $260,000 LCFF • $25,000, LCFF; maintenance/ replacement costs	• $25,000 LCFF; maintenan ce/replace ment costs
		• Wireless connection to allow for tablets to be used in classrooms.			• $13,000 LCFF	• $1,000 LCFF	• $1,000 LCFF
		• Increased bandwidth for various sites.			• $26,000 LCFF	• $2,500 LCFF	• $2,500 LCFF
		• Update printers and monitors at various Community School sites.			• $50,000 LCFF	• $25,000 LCFF	• $25,000 LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if School-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year		
					Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
		• Hire Education Technology Specialist. • Professional Development for Education Technology Specialist.			• $80,000 LCFF • $3,000 LCFF	• $80,000 LCFF • $3,000 LCFF	• $80,000 LCFF • $3,000 LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if School-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year		
					Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
Goal 2: Increase proficiency level of English Learners from 21% to 27% as measured by CELDT.	*Goal 2:* Implementation of Standards (2) Pupil Outcome (4)	• Increase ratio to provide 1:1 teacher/ paraprofessional support in community school classrooms. • Provide professional development and support to teachers on CELDT language proficiency levels, California ELD Standards and Framework, and language objectives.	Countywide	Analyze CELDT scores. Participation rate of professional development. Analyze student/adult ratios.	• $340,000 LCFF (as listed in Goals 1, 3, 4, and 5) • $5,000 LCFF/ Title I, Part A	• $340,000 LCFF (as listed in Goals 1, 3, 4, and 5) $2,500 LCFF/ Title I, Part A	• $340,000 LCFF (as listed in Goals 1, 3, 4, and 5) • $2,500 LCFF/ Title I, Part A

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if School-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year		
					Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
Goal 3: Improve student performance on the CAHSEE in ELA and Math by 18 points over a three year period. Document the coordinated services with referring districts and assess gaps in student performance to include graduation requirements and CAHSEE progress to ensure students have access to a broad course of study as described in 51220.	*Goal 3:* Pupil Achievement (4) Course Access (7) Other Pupil Outcomes (8) Expelled Youth (9) Foster Youth (10)	• Increase ratio to provide 1:1 teacher/ paraprofessional support in community school classrooms. • Coordinate with referring district to evaluate student academic and assessment performance. Develop and complete a coordinated services summary report for each expelled or foster student. • Hire 3 Certificated CAHSEE Tutors to provide supplemental CAHSEE instruction focused on 11th/12th grade students. • Professional development for newly-hired CAHSEE teachers. • Purchase additional CAHSEE curriculum.	County wide	Analyze CAHSEE scores and STAR Renaissance Pre-/ Post-Assessment Growth. Participation rate in professional development and PLCs. Analyze implementation and fidelity to CAHSEE curriculum. Annual review of coordinated services summary report. Analyze student/adult ratios.	• $340,000 LCFF (as listed in Goals 1, 2, 4, and 5). • No additional cost to program. • $240,000 LCFF/Title I. • $1,000 professional development from CIA • $50,000 LCFF additional CAHSEE curriculum	• $340,000 LCFF (as listed in Goals 1, 2, 4, and 5). • No additional cost to program. • $240,000 LCFF/Title I. • $1000 professional development from CIA. • No additional cost to program.	• $340,000 LCFF (as listed in Goals 1, 2, 4, and 5). • No additional cost to program. • $240,000 LCFF/Title I. • $1,000 professional development from CIA • No additional cost to program

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if School-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year		
					Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
		• Utilize PLCs to analyze CAHSEE data.			• $2,500 LCFF; mileage, food	• $2,500 LCFF; mileage, food	• $2,500 LCFF; mileage, food

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if School-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year		
					Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
Goal 4: Increase campus safety by 15% on Community School campuses as measured by student surveys indicating a greater sense of safety and in turn reduce truancy by 20% by 2016.	*Goal 4:* Pupil Engagement (5) School Climate (6)	• Increase ratio to provide 1:1 teacher/ paraprofessional support in community school classrooms. • Install walkthrough metal detectors for NKCS and Blanton West. • Hire 2 campus supervisors. • Fencing/rerouting visitors on campuses to ensure they check in at the front office prior to entering a site. • Annually conduct drills, review and update the Community School Safety Plan.	All Community School sites	Analyze LCAP survey data and Community School Safety Plan. Measure perceived safety through California Healthy Kids Survey, or other. Analyze adult/student ratios. Analyze truancy data.	• $340,000 LCFF (as listed in Goals 1, 2, 3, and 5). • $10,000 LCFF. • $60,000 LCFF. • $25,000 LCFF. • No cost to program.	• $340,000 LCFF (as listed in Goals 1, 2, 3, and 5). • No additional cost to program. • $60,000 LCFF. • No additional cost to program. • No cost to program.	• $340,000 LCFF (as listed in Goals 1, 2, 3, and 5). • No additional cost to program. • $60,000 LCFF. • No additional cost to program. • No cost to program.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if School-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year		
					Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
		• Implement Positive Behavioral Interventions and Supports (PBIS).		Analyze referral and suspension rates utilizing the PBIS SWIS software.	• $10,000 LCFF; substitutes, production costs, training.	• $10,000 LCFF; substitutes, production costs, training.	• $10,000 LCFF; substitutes, production costs, training.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if School-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 5: Reduce truancy rate from 51% to 31% over a three year period. Increase parent involvement and participation in Parent Project to 45 parents over a 3 year period.	*Goal 5:* Parent Involvement (3) Pupil Engagement (5) Expelled Youth (9) Foster Youth (10)	• Increase ratio to provide 1:1 teacher/ paraprofessional support in community school classrooms. • Collaborate with Truancy Reduction and Attendance Coalition of Kern (TRACK). • Join the Deputy DA Consortia. • Improve communication with referring districts by implementing Truancy Reduction Policy. • Facilitate Parent Project workshops.	Countywide	Review and analyze annual truancy data. Annual review of Parent Project participation. Analyze adult/student ratio.	• $340,000 LCFF (as listed in Goals 1, 2, 3, and 4) • No cost to program • $12,000 LCFF • No cost to program. • $10,000	• $340,000 LCFF (as listed in Goals 1, 2, 3, and 4) • No cost to program • $12,000 LCFF • No cost to program. • $10,000	• $340,000 LCFF (as listed in Goals 1, 2, 3, and 4) • No cost to program • $12,000 LCFF • No cost to program. • $10,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if School-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Fully implement Common Core State Standards as defined by the CDE's APS. Maintain highly qualified appropriately assigned teachers to provide instruction in CCSS as reported in the annual CALPADS report. *Goal 3:* Improve student performance on the CAHSEE in ELA and Math by 18 points over a three year period. Document the coordinated services with referring districts and assess gaps in student performance to include graduation requirements and CAHSEE progress to ensure students have access to a broad	*Goal 1:* Basic Services (1) Implementation of Standards (2) *Goal 3:* Pupil Achievement (4) Course Access (7) Pupil Outcomes (8) Expelled Youth (9) Foster Youth (10)	*For students with disabilities:* In 2013-14, Alternative Education opened 11 special education learning centers program-wide: Hired 9 special education teachers Hired an extra help speech pathologist Hired 9 paraprofessionals Purchased assessment tools ($17,000)	Countywide	Analyze CELDT and English Language Gains Test scores, CAHSEE data, and STAR Renaissance pre/post A assessment data. Analyze APS. Analyze student/adult ratio. Analyze truancy data. Parent Project participation.	• $720,000 SpEd/ LCFF • $25,000 SpEd/ LCFF • $315,000 SpEd/ LCFF • No additional cost to program • $10,000 SpEd/ LCFF • $35,000 SpEd/ LCFF	• $720,000 SpEd/ LCFF • $25,000 SpEd/ LCFF • $315,000 SpEd/ LCFF • No additional cost to program • $10,000 SpEd/ LCFF • $35,000 SpEd/ LCFF	• $720,000 SpEd/ LCFF • $25,000 SpEd/ LCFF • $315,000 SpEd/ LCFF • No additional cost to program • $10,000 SpEd/ LCFF • $35,000 SpEd/ LCFF

course of study as described in 51220. **_Goal 4:_** Increase campus safety by 15% on Community School campuses as measured by student surveys indicating a greater sense of safety and in turn reduce truancy by 20% by 2016. **_Goal 5:_** Reduce truancy rate from 51% to 31% over a three year period. Increase parent involvement and participation in Parent Project to 45 parents over a 3 year period.	**_Goal 4:_** Pupil Engagement (5) School Climate (6) **_Goal 5:_** Parent Involvement (3) Pupil Engagement (5) Expelled Youth (9) Foster Youth (10)	Purchased reading intervention curriculum ($63,000) Hired a school clerk					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if School-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		In 2014-17, Alternative Education will have the following additional costs associated with the special education learning centers: Hire a program specialist Hire a special education teacher Hire a paraprofessional	Countywide		• $120,000 LCFF • $80,000 LCFF • • $40,000 LCFF	• $120,000 LCFF • $80,000 LCFF • • $40,000 LCFF	• $120,000 LCFF • $80,000 LCFF • • $40,000 LCFF

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if School-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Fully implement Common Core State Standards as defined by the CDE's APS. Maintain highly qualified appropriately assigned teachers to provide instruction in CCSS as reported in the annual CALPADS report. *Goal 3:* Improve student performance on the CAHSEE in ELA and Math by 18 points over a three year period. Document the coordinated services with referring districts and assess gaps in student performance to include graduation	*Goal 1:* Basic Services (1) Implementation of Standards (2) *Goal 3:* Pupil Achievement (4) Course Access (7) Pupil Outcomes (8) Expelled Youth (9) Foster Youth (10)	*For low income (LI) pupils:* Increase ratio to provide 1:1 teacher/ paraprofessional support in community school classrooms. Purchase 1,040 Tablets ($500 each) for instruction/ SBAC administration (20 students per class/ 52 classrooms) Hire 3 Certificated CAHSEE tutors.	Countywide	Analyze adult/student ratio. Classroom observations, annual review of Equipment Inventory and LCAP survey data, annual completion of CDE's APS survey. Analyze annual CALPADS Report. Analyze CAHSEE scores. Annual review	• $318,500 • $236,600 LCFF • $224,800 LCFF Title I	• $318,500 • $236,600 LCFF • $22,750 LCFF maintenance replacement costs	• $318,500 • $22,750 LCFF maintenance replacement costs

requirements and CAHSEE progress to ensure students have access to a broad course of study as described in 51220.				of coordinated services summary report.			
Goal 4: Increase campus safety by 15% on Community School campuses as measured by student surveys indicating a greater sense of safety and in turn reduce truancy by 20% by 2016.	*Goal 4:* Pupil Engagement (5) School Climate (6)			Analyze LCAP survey data and Community School Safety Plan. Measure perceived safety through CHKS.			
Goal 5: Reduce truancy rate from 51% to 31% over a three year period. Increase parent involvement and participation in Parent Project to 45 parents over a 3 year period.	*Goal 5:* Parent Involvement (3) Pupil Engagement (5) Expelled Youth (9) Foster Youth (10)			Analyze truancy data.			

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if School-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year		
					Year 1: **2014-15**	**Year 2:** **2015-16**	**Year 3:** **2016-17**
Goal 1: Fully implement Common Core State Standards as defined by the CDE's APS. Maintain highly qualified appropriately assigned teachers to provide instruction in CCSS as reported in the annual CALPADS report. *Goal 2:* Increase proficiency level of English Learners from 21% to 27% as measured by CELDT. *Goal 3:* Improve student performance on the CAHSEE in ELA and Math by 18 points over a three year period. Document the	*Goal 1:* Basic Services (1) Implementation of Standards (2) *Goal 2:* Implementation of Standards (2) Pupil Achievement (4) *Goal 3:* Pupil Achievement (4) Course Access (7) Pupil Outcomes (8)	*For English learners:* Purchase Rosetta Stone Hire 3 EL Teachers Purchase English 3-D curricula and professional development for EL classes	Countywide	Analyze CELDT and English Language Gains Test scores, CAHSEE data, STAR Renaissance pre-/post-assessment data. Analyze participation in professional development.	• $8,000 LCFF/ Title I, Part A; 60 licenses • $240,000 LCFF • $5,100 LCFF	• $8,000 LCFF/ Title I, Part A; 60 licenses • $240,000 LCFF • $1,000 LCFF	• $8,000 LCFF/ Title I, Part A; 60 licenses • $240,000 LCFF • $1,000 LCFF

coordinated services with referring districts and assess gaps in student performance to include graduation requirements and CAHSEE progress to ensure students have access to a broad course of study as described in 51220.	Expelled Youth (9) Foster Youth (10)						

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if School-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Fully implement Common Core State Standards as defined by the CDE's APS. Maintain highly qualified appropriately assigned teachers to provide instruction in CCSS as reported in the annual CALPADS report. *Goal 2:* Increase proficiency level of English Learners from 21% to 27% as measured by CELDT. *Goal 3:* Improve student performance on the CAHSEE in ELA and Math by 18 points over a three year period. Document the coordinated services	*Goal 1:* Basic Services (1) Implementation of Standards (2) *Goal 2:* Implementation of Standards (2) Pupil Achievement (4) *Goal 3:* Pupil Achievement (4) Course Access (7) Pupil Outcomes (8) Expelled Youth (9) Foster Youth (10)	*For redesignated fluent English proficient (RFEP) pupils:* Continue to monitor for a minimum of two years the progress of redesignated students to ensure correct classification, placement, and additional support, if needed.	Countywide	Analyze Progress Reports and RFEP Monitoring forms. Analyze gains in CAHSEE data, STAR Renaissance pre-/post-assessment data.	• No cost to program	• No cost to program	• No cost to program

35

with referring districts and assess gaps in student performance to include graduation requirements and CAHSEE progress to ensure students have access to a broad course of study as described in 51220.							

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if School-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Fully implement Common Core State Standards as defined by the CDE's APS. Maintain highly qualified appropriately assigned teachers to provide instruction in CCSS as reported in the annual CALPADS report.	*Goal 1:* Basic Services (1) Implementation of Standards (2)	*For Foster Youth:* Increase collaboration with Foster Youth Liaison (AB490)	Countywide	Analyze CELDT and English Language Gains Test scores, CAHSEE data, STAR Renaissance pre-/post-assessment data.	• No cost to program, AB490	• No cost to program, AB490	• No cost to program, AB490
		Provide after-school tutoring.			• $15,000 Title I, Part D	• $15,000 Title I, Part D	• $15,000 Title I, Part D
		Conduct outreach and provide support for foster youth.			• $55,000 Outreach Comp. LCFF	• $55,000 Outreach Comp. LCFF	• $55,000 Outreach Comp. LCFF
Goal 3: Improve student performance on the CAHSEE in ELA and Math by 18 points over a three year period. Document the coordinated services with referring districts and assess gaps in student performance to	*Goal 3:* Pupil Achievement (4) Course Access (7) Pupil Outcomes (8) Expelled Youth (9) Foster Youth (10)	Engage foster youth in leadership development (e.g. conferences, trainings)		Review of coordinated services summary.	• $10,000 Youth Dev. LCFF	• $10,000 Youth Dev. LCFF	• $10,000 Youth Dev. LCFF
					• $500 Bus passes LCFF	• $500 Bus passes LCFF	• $500 Bus passes LCFF
		Purchase bus passes to help students get to school and/or tutoring.		Truancy data, review of rate of transfer of records.	• $6,000 Database LCFF	• $6,000 Database LCFF	• $6,000 Database LCFF
					• $5,000	• $5,000	• $5,000

				Analyze CHKS.	Training and manual	Training and manual	Training and manual
include graduation requirements and CAHSEE progress to ensure students have access to a broad course of study as described in 51220.		Research and implement online database for FYS.					
Goal 4: Increase campus safety by 15% on Community School campuses as measured by student surveys indicating a greater sense of safety and in turn reduce truancy by 20% by 2016.	*Goal 4:* Pupil Engagement (5) School Climate (6)	Train and provide an online manual FYS enrollment policies. Complete coordinated services summary report for each foster youth student.					
Goal 5: Reduce truancy rate from 51% to 31% over a three year period. Increase parent involvement and participation in Parent Project to 45 parents over a 3 year period.	*Goal 5:* Parent Involvement (3) Pupil Engagement (5) Expelled Youth (9) Foster Youth (10)						

Describe the LEA's increase in 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, school wide, countywide, or charter wide 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 school site in the LCAP year, when using supplemental and concentration funds in a districtwide or school wide 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 priority areas. (See 5 CCR 15496(b) for guidance.)

1. Alternative Education's increase in funds from LCFF based on supplemental and concentration grants is $2,677,790.
2. The program is expending its LCFF supplemental and concentration grant funds as determined by the program's goals outlined in Section 2 of this LCAP and its actions for implementing these goals as outlined in Sections 3A and 3B.
3. District-wide and school-wide justifications:
   - 98% of Court School and 91% of Community School pupils are considered low-income, English learner, 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 have greater than 55% enrollment of low income, English learner, or foster youth. Therefore, the program determined that the most effective use of the supplemental and concentration grants would be to provide intervention services to these students on a countywide basis. This will allow more flexible program scheduling, and the more effective use of staffing and instructional materials.

C. 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). 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). 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.

1. According to the minimum proportionality percentage (MPP) calculation, the percentage by which Alternative Education will increase or improve services is 19.36%.
2. Services for low income, foster youth, and English learners will be increased/improved by at least 19.36% as identified in Section 3A and 3B of this Local Control Accountability Plan as services are applied county wide to all students.