

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

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

The Kings County Office of Education (KCOE) is located in the Kings County seat of Hanford, Ca. KCOE, during the 2016-2017 school year, operated two alternative education schools JC Montgomery (JCM) and Kings Community School. JCM serves incarcerated youth at the juvenile detention center or court school. Kings Community School serves expelled youth, awaiting re-admittance back into their district/school site. KCS has demonstrated continuous decline in enrollment and closed during the 2017-2018 school year. JC Montgomery is the only alternative school that KCOE will be operating moving forward.

During the 2013-14 school year, an extensive needs analysis was conducted by program staff. This resulted in the formulation of a 5-year Strategic Plan document that further articulates our programs' needs, goals, objectives, & actions over the coming years. Input, data, goals, & actions from this endeavor were also incorporated in the KCOE LCAP document, as appropriate & evidenced by the outcomes of our LCAP stakeholder engagement activities. It is important to understand the nature of our county alternative education programs as covered by this LCAP, including the high needs, challenges, prior failures, & transiency of the student populations served.

Court school students come to us having been incarcerated due to failure to successfully abide by the law. Our group of students often come to us challenged with credit deficiency, disengagement

from school and/or local community, poverty, drug use, abuse, mental health issues, lack of both social & academic skills, a mindset of academic failure & educational despondence, lack of self-discipline and/or esteem, unemployment, & a disinterest and/or historic failure in education. Consequently, students often have a general hopelessness in regard to their futures. Our programs are often students' "last chance" at successfully engaging in education & securing choices for life as a productive citizen in our community. Kings County itself is a rural agricultural community, with some cities spread far apart. There is limited access to centralized services. Further, it is home to 3 state prison institutions, so there is a high population of prisoner families. There are additional struggles with gang violence, as well as some of the highest poverty, unemployment, & teenage pregnancy rates in the region. Our students bring to us all of the commensurate challenges that the aforementioned details & demographics bring, so our students remain at the highest "at-risk" students within the county. JC Montgomery court school, which is covered by this LCAP, was developed with an understanding & appreciation of the unique challenges our students face, as well as the limited & transient nature of their time enrolled in our programs.



LCAP Highlights

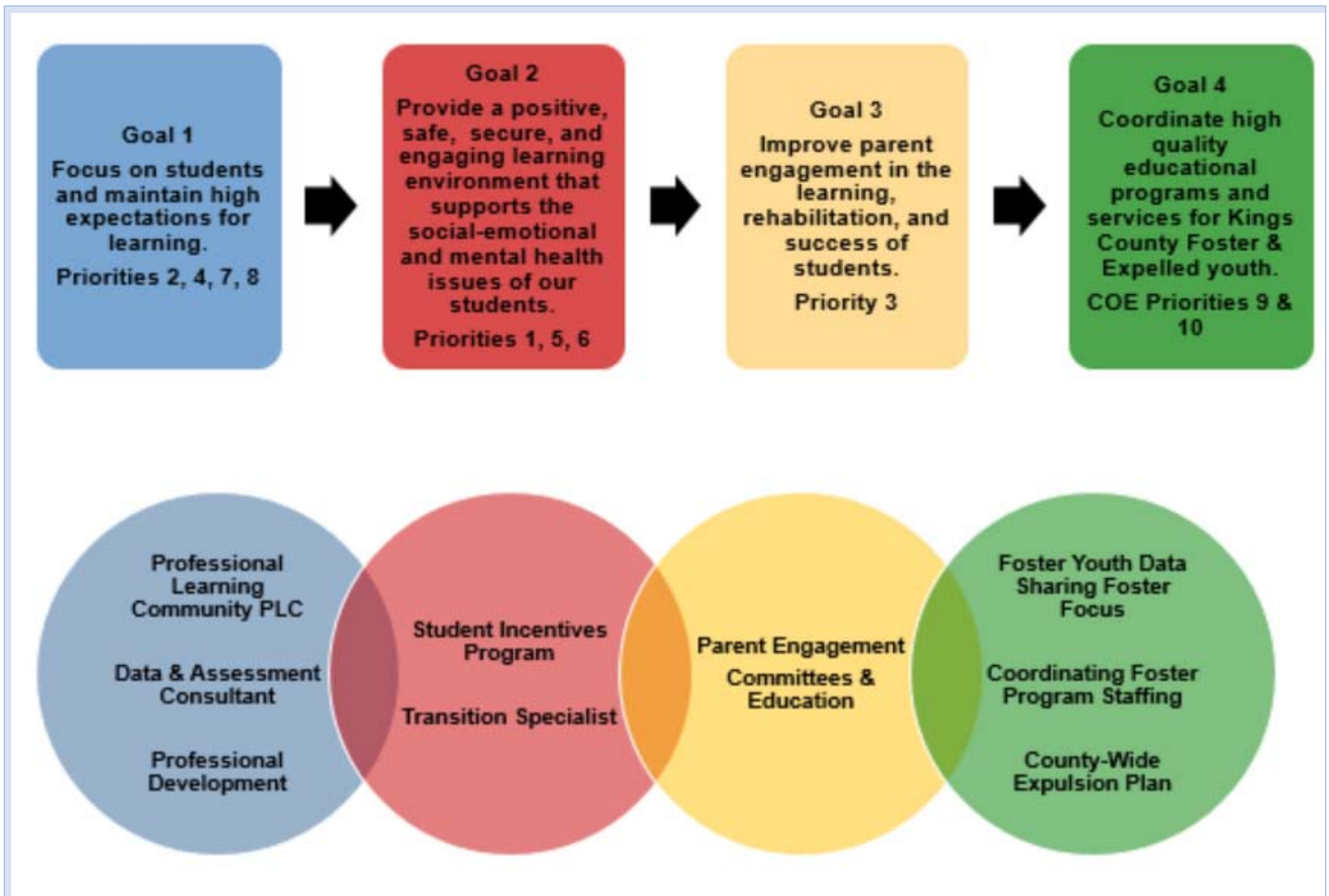
Identify and briefly summarize the key features of this year's LCAP.

Goal 1: Focus on students and maintain high expectations for learning. Actions: Professional Learning Communities PLC, Data & Assessment Consultant, & Professional Development (Priorities: 2, 4, 7, 8)

Goal 2: Provide a positive, safe, secure, and engaging learning environment that supports the social-emotional and mental health of our students. Actions: Student Incentives & Transition Specialist (Priorities: 1, 5, 6)

Goal 3: Improve parent engagement in the learning, rehabilitation, & success of students. Actions: Parent engagement committees & education (Priority 3)

Goal 4: Coordinate high quality educational programs and services for Kings County foster & expelled youth. Actions: Foster Youth Data Sharing Foster Focus, Coordinating Foster Program Staffing, & County-Wide Expulsion Plan. (COE Priorities 9 & 10)



Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

The use of "Let's Go Learn" continues to show students progressing, and making gains toward ELA and Math standards. 70% of English Learners showed students maintained or demonstrated growth in ELA, 54% in Foundational Math, and 68% in Pre-Algebra. The performance of students with disabilities maintaining or growing was 67% in ELA, 70% in Foundational Math, and 80% in Pre-Algebra. (Expected Outcome 2A: Implementation of State Standards & ELD and Goal 1 Action 9: Let's Go Learn). The reclassification rate of English Learners at JCM increased from 6.7% to 11%. (Goal 1 Expected Outcome 4E: Reclassification Rate and Goal 1 Action 5 ELD Professional Development). Our school attendance rates continue to increase. We had a 3.83% increase over the prior school year, which resulted in an attendance rate of 97.91%. (Goal 2 Expected Outcome 5A: School Attendance Rates). Our high school drop-out rates decreased by 5.08%. (Goal 2 Expected Outcome 5D: High School Drop-Out Rate). Parent survey participation increased by 33%, with 49% of our parents providing input and feedback. (Goal 3 Expected Outcome 3A: Parent Survey Participation).

We plan to build on the student growth and progress as we continue our commitment to professional development, planning and collaboration guided by student needs and data. This professional development will include classroom coaching. (Goal 1 Action 2: PLC, Goal 1: Action 5: ELD Professional Development & New Materials, and Goal 1 Action 7: Professional Development). We are also continuing to monitor attendance through the use and refinement of data within our Student Information System, and via student incentives. (Goal 1 Action 8: SIS System & Goal 2 Action 1: Student Incentives). We are working collaboratively with the districts within Kings County to assist students in successful transitions, and plan to continue these partnerships. (Goal 2 Action 3: Transition Specialist).

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

Greatest Needs

Local assessments continue to show students making progress in both ELA and Math. However, the rate of students who Met/Nearly Met Standard decreased for JCM. In ELA, 12/17 students tested, which is 23.53% performing at or near grade level. In the area of Math, 0% of the 11/16 students tested Met/Nearly Met Standard. (Goal 1 Expected Outcome 4A: Statewide Assessments (CAASPP). We also were slightly below the 95% state assessment participation target (Goal 1 Expected Outcome 4G: EAP Participation). Our high school graduation rate declined by 13%. We graduated 6/22 or 27% of students. (Goal 2: Expected Outcome 5E High School Graduation Rate).

We plan to address the identified areas of greatest need for improvement in several ways. We plan to expose students to more components of the CAASPP Balanced State Assessment System with the use of Interim Assessments and the Digital Library. This work will be lead by a Data & Assessment Consultant. We will also work to continue to involve students in the state assessment in order to increase participation. (Goal 1 Action 3: Data & Assessment Consultant). We continue to assist students in transitioning from district high schools by analyzing transcripts and offering courses to assist in meeting graduation requirements. (Goal 2 Actions 2: Apex & 3: Transition Specialist).

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

Performance Gaps

We have identified two student group performance gaps. 67% of students with disabilities maintained or demonstrated growth on the district ELA benchmark assessment. This was 3% lower than our all student group. In the area of Math, 68% of English Learners maintained or demonstrated growth. This performance gap improved between the 2016-17 and 2017-18 school years. (Expected Outcome 2A: Let's Go Learn)

We plan to assist staff with targeted data analysis, which will be supported by experienced instructional staff. This position also serves as the internal district assessment coordinator, and will monitor the implementation and results of our benchmarks. (Goal 1 Expected Annual Measurable

Outcomes 2A: Let's Go Learn, Goal 1 Action 2: Professional Learning Communities & Goal 1 Action 3: Data & Assessment Consultant).

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

Increased or Improved services

Goal 1 Action 7: Professional Development to include classroom observations, coaching, and planning support (Math & ELA).

Goal 2 Action 1: Student Incentives to recognize and encourage academic growth and promote positive choices.

Goal 3 Action 1: Parent Committees & Education to continue to build relationships that support our students.



Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$31,695,618
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$665,983.00

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

The total budget for the Kings County Office of Education is \$31,695,618. Of that amount, \$26,458,937, is not included in this LCAP because they are funds generated by fee for service programs or by other specific programs, or funds, allocated by state and federal governments directed to provide specific services, to students whose services, needs, and outcome data are described in school district LCAPs. These special funds cannot be directed for use within the Court School operated by the Kings County Office of Education. County office services to support school district operations are funded by the state and not included in the LCAP because the LCAP is defined as describing services to students in county-operated programs. General fund dollars support county office operations such as: special education local plan area (SELPA), information technology, business, human resources, payroll, credentialing, and maintenance and operations.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$5,236,681

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 1

Focus on students and maintain high expectations for learning

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator
 2A) Implementation of State Standards & ELD: Quarterly District Benchmark
 ELA and Math Lets Go Learn
17-18
 ELA: 73% growth
 Math: Pre-Algebra: 73% Foundational: 83% growth

Metric/Indicator
 4A) Statewide Assessments CAASPP

Actual

ELA: 70% Pre-Algebra: 70% Foundational Math: 70%
 Students transition frequently. This can make it difficult to track
 data, which demonstrates growth. We are monitoring progress
 benchmarks with LGL. Students enrolled for long-term
 and post assessment. The annual report for LCAP

LGL- ELA & Math Benchmarks

Subject	#Tested
ELA	63
Pre-Algebra	49
Foundational Math	37

JCM administered the CAASPP assessment in 2017-18. There
 were no students that took the California Alternate Assessments
 assessments measure student mastery and progress

Expected

Actual

17-18
 ELA: 56% Met/Nearly Met
 Math: 8% Met/Nearly Met

students were enrolled, and 17 took the assessment. 17 students Nearly Met/ Met Standards in ELA. 0% in Math.

Spring 2017 Met/ Nearly Met

Group	# Students
All	17
Low Income	12

Metric/Indicator
 2B & 4D) EL proficiency growth- CELDT

17-18
 55% progress

JCM had 4 students score Early Advanced in 17-18. This is an increase in the number of students scoring at the early level. No students scored in the Intermediate range. No annual CELDT were administered at JCM. No students at JCM needed an Initial CELDT. The District EL Specialist were trained to administer the new ELPAC. All students assessed. Results will be provided Fall of 2018. Students will consider reclassification in 2018-19.

Level	14-15
Advanced	1
Early Advanced	5
Intermediate	5
Early Intermediate	4
Beginning	1

Metric/Indicator
 4E) EL Reclassification

17-18
 8.0%

11.1% (2016-17). We increased our reclassification

Metric/Indicator
 4G) EAP Participation

17-18
 79%

94% JCM 84% District. All grade 11 students take EAP in ELA and math each spring. The Early Assessment is now embedded. These assessments serve as an indicator of college-level coursework in both core subjects. 94% of students at JCM participated in EAP while taking math. Districtwide, 84% of students participated at both

Metric/Indicator
 4C) A-G, 4F) AP

Court schools serve incarcerated youth, which makes this metric does not apply to us

Expected

Actual

<p>17-18 Court schools serve incarcerated youth, which are highly transient. This metric does not apply to us</p>
<p>Metric/Indicator 7A) Broad Course of Study Access Master Course List</p>
<p>17-18 100% Student Course Access</p>
<p>Metric/Indicator 7A)</p>
<p>17-18 Court schools serve incarcerated youth, which are highly transient. A portion of this metric does not apply to us: Foreign Language, Applied Arts, and Career Technical Education</p>
<p>Metric/Indicator 7B) Programs & Services Unduplicated Pupils</p>
<p>17-18 100% Unduplicated Pupils Access to Programs & Services</p>
<p>Metric/Indicator 7C Programs & Services Individuals with Exceptional Needs</p>
<p>17-18 100% Individuals with Exceptional Needs Access to Programs & Services</p>
<p>Metric/Indicator 8) Pupil Outcomes District Benchmark Quarterly District Benchmark ELA & Math Lets Go Learn</p>
<p>17-18 ELA: 73% growth Math: Pre-Algebra: 73% Foundational: 83% growth</p>
<p>Metric/Indicator 8)</p>
<p>17-18 Court schools serve incarcerated youth, which are highly transient. A portion of this metric does not apply to us: Foreign Language, Applied Arts, and Career Technical Education</p>

<p>100% Student Course Access</p>
<p>Court schools serve incarcerated youth, which of this metric does not apply to us: Foreign Language Career Technical Education</p>
<p>100% Unduplicated Pupils Access to Programs</p>
<p>100% Individuals with Exceptional Needs Access JCM has on staff one full time school psychologist Individualized Education Plans (IEP) for all JCM learning disability. With enrollment fluctuations number of students on IEPs. All students with a and goals set each year by the education team</p>
<p>ELA: 70% Pre-Algebra: 70% Foundational Math: 68%</p>
<p>Court schools serve incarcerated youth, which of this metric does not apply to us: Foreign Language Career Technical Education</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	
<p>Western Association of Schools & Colleges (WASC) Accreditation WASC Fees: Continue to implement recommendations regarding ELD and Math. (Cost in other staff duties)</p>	<p>WASC accreditation continued throughout the 2017-18 school year. The leadership team attended two meetings, and have continued to work on the areas that were noted as recommendations. The review visit is scheduled for April of 2019.</p> <p>Fiscal Update: We increased the actual budget to pay for the annual membership fee to continue WASC accreditation. We are also including 9.4% for indirect costs to support agency-wide general management costs not readily identifiable with a particular program but necessary for the overall operation of the agency (examples- costs of accounting, budgeting, payroll preparation, personnel management, purchasing, warehousing, and centralized data processing).</p> <p>Action Analysis: Math and ELD were areas of focus noted on our original accreditation visit. We have exceeded the expected outcome with 50% of students scoring nearly met/met/exceeded standard in Math. We had no EL students take the initial CELDT,</p>	<p>Certificated Salaries & Benefits LCFF \$0</p>	<p>WASC Service Expen</p>
			<p>Indirect Outgo</p>



and are in the process of testing for the annual ELPAC. This action supports Priority 2: Implementation of State Standards.

Action 2

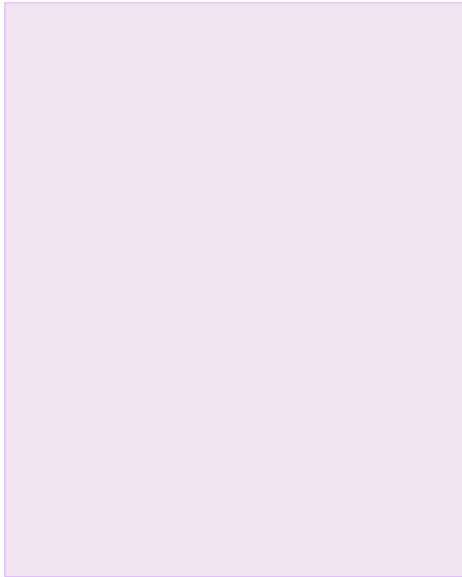
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	
<p>Professional Learning Communities (PLCs) to transform planning & collaboration around student needs driven by data KCOE Professional Development Consultant 10 Half Days</p>	<p>The staff at JCM received support from a curriculum consultant to support programs, data review, and action steps for intervention during staff PLC meetings. PLC teams met once a month to review student data, such as Let's Go Learn for Math and ELA. Consultants from KCOE facilitated the work.</p> <p>Fiscal Update: We planned using a previous contract cost of \$850/day, and the 2017-18 contract cost was \$950/day. We are also including 9.4% for indirect costs to support agency-wide general management costs not readily identifiable with a particular program but necessary for the overall operation of the agency (examples- costs of accounting, budgeting, payroll preparation, personnel management, purchasing, warehousing, and centralized data processing).</p> <p>Action Analysis: Ten half days were scheduled and completed with Curriculum Consultants. The support was in ELA, Math, Science, as well as support with</p>	<p>Direct Cost Inter-Program Services LCFF \$4,250</p>	<p>Direct Service And O Expen</p> <p>Indirect Outgo</p>



assessments used for monitoring student progress. 25% of students scored met/nearly met standards on the ELA CAASPP assessment, and 0% in Math. This action supports Priority 2: Implementation of State Standards.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	
<p>Accessible data systems & local assessments that teachers use to review, progress monitor, & intervene students by student group. Local Assessments Management System Illuminate Assessments</p>	<p>We have worked to upload assessment data into Illuminate this year. We have discovered that it is difficult to run reports for past students. Our demographic changes continually, which makes the past data very important. Without the student information system, it is also difficult to connect data for students re-entering our program. We have decided to move to an internal data collection system during the 18-19 school year. We have designed three hybrid assessments that focus on the essential standards, and are using them as interim assessments. We also created rubrics to assess student writing.</p> <p>Fiscal Update: Our actual contract costs were less this year with the closing of Kings Community School. We were also able to provide our new Data Consultant with professional development. We are also including 9.4% for indirect costs to support agency-wide</p>	<p>Other Services & Operating Costs LCFF \$7,500</p>	<p>Contract 5999: Operat \$5,108</p>
			<p>Indirect Outgo</p>
			<p>Profes Consum And O Expens</p>

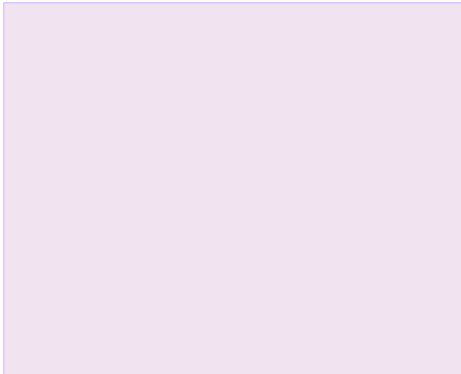


general management costs not readily identifiable with a particular program but necessary for the overall operation of the agency (examples- costs of accounting, budgeting, payroll preparation, personnel management, purchasing, warehousing, and centralized data processing).

Action Analysis: There were 40 chapter and unit tests uploaded into Illuminate that aligned to the adopted math program. This action supports Priority 2: Implementation of State Standards.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	
<p>Purchase additional materials aligned to California State Standards for continued progress monitoring and growth of reading Lexile levels and intervention needs. LightSail</p>	<p>LightSail continues to be used to promote independent reading growth for students. We have implemented an online library for student use outside of school hours as well. LightSail is an independent reading program used for student choice that includes high interest texts at individual reading levels. We utilize the program to increase student literacy skills.</p> <p>Fiscal Update: The license cost was less than anticipated, \$3,879, because we needed less with the closing of Kings Community School. We also spent less, \$679, on materials and supplies. We</p>	<p>Other Services & Operating Costs Lottery \$8,500</p> <p>Materials & Supplies Lottery \$9,500</p>	<p>Licens And O Expen</p> <p>E-Boo And O Expen</p>



were able to combine books with the closing of KCS.

Action Analysis: By April 2018, 46 students completed 80 books with a total of 11,920 minutes read. 73.9% of students are reading, and the average lexile growth is 13 levels. This action supports Priority 4: Pupil Achievement.

Action 5

Planned Actions/Services

English Language Development (ELD) professional learning, classroom planning, and implementation support coaching on instructional strategies and scaffolding for English Learners KCOE Professional Development Consultant 5 Days

Actual Actions/Services

Instructional support, coaching and professional development has occurred once per month. We have also piloted a designated ELD program that promotes increased student language use in all four domains. Designated English Language Development (ELD) is required for all English Learners. Although the number of English Learners fluctuates, supporting English language proficiency growth is an area of professional development focus.

Fiscal Update: We also included 25% of a teacher to support students with strategic and intensive ELD support. This teacher also attended an EL professional development provided by our county office. The EL teacher was also provided with equipment used to enhance lessons. We are also including 9.4% for indirect costs to support

Budgeted Expenditures

Direct Cost Inter-Program Services LCFF \$4,750

Indirect Outgo

25% T Salarie Certific LCFF

25% T 5000-5 Opera \$125

Direct Service 5999: Opera \$5,250

agency-wide general management costs not readily identifiable with a particular program but necessary for the overall operation of the agency (examples- costs of accounting, budgeting, payroll preparation, personnel management, purchasing, warehousing, and centralized data processing).

Action Analysis: Five days of ELD professional development were provided by a Kings County Office of Education Consultant to support teachers in their capacity for strategic EL instruction. The reclassification rate increased by 4.5% to 11.1%. This action supports Priority 4: Pupil Achievement.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	
Chromebooks Professional Development to support Technology (Computer Using Educators (CUE) Conference) 21st Century Learning Resources	We purchased 70 new devices, and are now 1:1. We have also purchased 8 new Chromebase carts that are available in day units to allow students reading access outside of regular school hours per last year's student survey. After some consideration, the Juvenile Court, Community, and Alternative School Administrators of California (JCCASAC) conference was decided as a better fit for JCM staff to attend. The information received is applicable to JCM, and will be shared with the other staff not in	Equipment Not Depreciated LCFF \$26,610	Profes Confer 5000-5 Opera \$2,735
		Travel & Conferences LCFF \$2,250	Indirec Outgo

attendance. Technology coaching was integrated into 1.7.

Fiscal Update: We were able to utilize other funds to provide student devices. We also included 25% of a teacher to support students with strategic and intensive ELD support. This teacher also attended an EL professional development provided by our county office. The EL teacher was also provided with equipment used to enhance lessons. The cost of the alternative conference was about \$500 more to attend. We are also including 9.4% for indirect costs to support agency-wide general management costs not readily identifiable with a particular program but necessary for the overall operation of the agency (examples- costs of accounting, budgeting, payroll preparation, personnel management, purchasing, warehousing, and centralized data processing).

Action Analysis: 100% of classrooms had access to technology and charging carts to utilize during instruction. In addition, 92% of students indicated that they have access to technology or Chromebooks. This Action supports Priority 4: Pupil Achievement.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	
<p>Provide professional development in California State Standards & 21st Century learning & technology KCOE Professional Development Consultant 25 Days</p>	<p>We have worked to implement Google classroom, and are proud to be the first court school in the state to do so. Our staff have also received instructional support, coaching, and professional development for ELA, Math, ELD and NGSS. Implementation of state standards continues to be a focus of instruction. Also, students are provided with opportunities to use technology in their learning to extend understanding in all content areas. 25 days were scheduled and completed by 5 Consultants to support staff with differentiated instruction in ELA, ELD, Math, Science, and Assessment. We also provided a Kagan training for staff to support student engagement and increase structured academic discussion.</p> <p>Fiscal Update: The cost for materials/supplies of \$128 was included to support Kagan training. We also included the cost of \$9.68 for refreshments for a Vietnam War guest speaker. We are also including 9.4% for indirect costs to support agency-wide general management costs not readily identifiable with a particular program but necessary for the overall operation of the agency (examples- costs of accounting, budgeting, payroll preparation, personnel management,</p>	<p>Direct Cost Inter-Program Services LCFF \$23,750</p>	<p>Direct Service And O Expen</p>
			<p>Indirect Outgo</p>
			<p>Kagan Books</p>
			<p>Guest Suppli Suppli</p>



purchasing, warehousing, and centralized data processing).

Action Analysis: 100% of staff surveyed indicated that they collaborate with colleagues to some extent. JCM exceeded the expected outcome for EAP participation. 94% of students participated. This action supports Priority 2: Implementation of State Standards.

Action 8

Planned Actions/Services

Student Information System (SIS): Aeries to monitor student demographic data, attendance, grades, progress towards graduation, & behavior. Eagle Software

Actual Actions/Services

Kings County continues to use Aeries as the Student Information System (SIS). This allows us to monitor student progress in academics, behavior, and social/emotional growth. We are also able to create reports to monitor student groups. We continue to have our SIS system in place to assist staff in monitoring student social-emotional, behavior and academic progress.

Fiscal Update: The software costs were higher than anticipated. We are also including 9.4% for indirect costs to support agency-wide general management costs not readily identifiable with a particular program but necessary for the overall operation of the agency (examples- costs of accounting, budgeting, payroll preparation, personnel management,

Budgeted Expenditures

Other Services & Operating Costs
LCFF \$4,600

Aeries
Funds
Other
Locally



purchasing, warehousing, and centralized data processing).

Action Analysis: 100% of Unduplicated Students have access to required courses, programs, and services. This action supports Priority 7: Course Access.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	
<p>System of tiered academic interventions & supports that include initial and post benchmark assessments in ELA and Math. Math & ELA Intervention Let's Go Learn</p>	<p>We continue to assess student growth in ELA and Math via Let's Go Learn every other month, and to use this data at our monthly PLCs. We have been able to use the data to drive instruction and focus intervention lessons. Let's Go Learn provides lessons in English Language Arts, Foundational Math, Pre-Algebra, and Algebra. Students who take at least one additional assessment after taking the initial diagnostic are progress monitored for growth. Teachers are able to use the information to support learning gaps, and intervene to address individual student needs.</p> <p>Fiscal Update: The cost for licenses was reduced with the closure of Kings Community School. We also included 25% of a teacher to support intensive intervention. This teacher was also provided with equipment used to monitor and support intervention</p>	<p>Other Services & Operating Costs LCFF \$14,500</p>	<p>Let's C 5999: Opera \$11,00</p>
			<p>Indirec Outgo</p>
			<p>25% In 3999 C Benefi</p>
			<p>25% T 5000-5 Opera \$125</p>

instruction. We are also including 9.4% for indirect costs to support agency-wide general management costs not readily identifiable with a particular program but necessary for the overall operation of the agency (examples- costs of accounting, budgeting, payroll preparation, personnel management, purchasing, warehousing, and centralized data processing).

Action Analysis: 70% of students made growth in ELA. 68% made growth in Foundational math, and 73% of students made growth in Pre-Algebra. This action supports Priority 8: Course Outcomes.

Analysis

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

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

All actions and services within Goal 1 were implemented. Action 1.3 was fully implemented, and we found that it accommodates our transient demographic. Action 1.4 was expanded based on student survey data to include students outside of school hours. We were also able to provide staff with professional development in student engagement. This was based on student survey feedback as well.

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

By April 2018, 46 students completed 80 books with a total of 11,920 minutes read. The percentage of students who met or exceeded the average Lexile growth is 13 levels. The use of Let's Go Learn continues to show students progressing against ELA and Math standards. The investment into professional development, Professional Learning Communities, and other supports is supported by the increases in these data points. English Learners showed students who Maintained/Showed Growth in ELA, 68% for Foundational Math, and 73% in Pre-Algebra. The English Learner reclassification rate for JCM is 11%. We have continued to focus on providing specific scaffolds to students during instruction with the support of professional development. 92% of the students surveyed indicated they have access to technology, and 100% of classes have technology.

available. Some students surveyed had lost privileges per probation. We are proud to be the first court school to implement Google classroom. The purchase of chromebooks has been positively received.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We planned to spend a total of \$97,710 for Goal 1, and estimate our actuals to be \$145,427. This is about a 48% increase. The increase was mainly due to two actions. In Action 1.5, we included 25% of a teacher to support students with ELD support. Action 1.9 increased with the inclusion of 25% of a teacher to support intensive intervention for 3rd grade level. Although Action 1.1 was not as significant an amount, we added the cost for the annual WASC re-visit, which we originally thought this was paid in the prior fiscal year. We are also accounting for an indirect cost rate of 9.4%.

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

We have adjusted some of our expected outcomes for 2018-19 and 19-20, based on the actual outcome data from 2017-18 (Outcomes: 2A, 4A, 4G & 8). Action 1.1 (WASC) is an action used to increase/improve services, because of the general staff planning. We are supporting the visit and annual fee with LCFF funds. The scopes, students to be visited, and metrics have been updated. Action 1.2 scope has been updated to School-wide and JCM for clarity, and the budget increased to include new contracted service fees. Action 1.3 has been modified from a contract for a software program to 5% of a Consultant. Since this is now out of other state funds, the scopes and budget references have been adjusted. Action 1.4 was decreased, based on actual expenses in 17-18. Action 1.5 has been modified to add 25% of a teacher to support intensive instruction, provided in 2017-18, and additional student materials. The cost for student materials is not included in the budget, using other funds. This portion of the action would not be used to contribute the increased/improved services. Action 1.6 was completed in 2017-18, and will not be carried forward. Action 1.7 was modified to include 20 days, based on student development needs. The costs for this decrease were included, and are revised based on the new contracted rates. Action 1.8 and school sections were revised for clarity. Action 1.8 was modified, with an increased budget based on the actual expenses in 2017-18. Action 1.9 scope and school was adjusted for clarity. The funding source and references have been changed to be funded with other funds. Action 1.10 includes 25% of a teacher to support intensive intervention. Although this is an alternative court school, we have adjusted scopes and school notations for many actions to distinguish between court school (LCFF funded court school & district funded moderate-severe special education school) and school-wide (court school) and accounting for an indirect cost rate of 9.4% where applicable.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 2

Provide a positive, safe, secure, and engaging learning environment that supports the social emotional and m students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 1A) Teacher Assignment</p> <p>17-18 100% Appropriately Assigned</p>	<p>100% Appropriately Assigned (4/4). This is the appropriate teacher assignment.</p>
<p>Metric/Indicator 1A) Teacher Credentialing</p> <p>17-18 100% Fully Credentialed</p>	<p>100% Fully Credentialed (4/4)</p>
<p>Metric/Indicator 1B) Sufficient Instructional Materials</p> <p>17-18 100% Sufficient Access Standards Aligned Materials</p>	<p>100% sufficient Access Standards Aligned Mat each content. This includes devices and techn provide content area lessons, interventions, an standards aligned.</p>
<p>Metric/Indicator 1C) School Facilities in Good Repair (FIT)</p>	<p>Rating Good (Kings County Probation Departm annually by the probation department to confir live in rooms that are in good repair. Areas insp windows, electrical, plumbing, cooling/heating,</p>

Expected

Actual

17-18 Rating of Good or Excellent
Metric/Indicator 5A) School Attendance Rates
17-18 95%
Metric/Indicator 5B) Chronic Absenteeism Rates
17-18 50%
Metric/Indicator 5D) High School Drop Out
17-18 23/Total Served = 15.54%
Metric/Indicator 5E) High School Graduation Rate
17-18 9/ # Seniors on CBEDS = 40%
Metric/Indicator 5C) Middle School Drop-out
17-18 This metric does not apply to JC Montgomery, as it is a court school serving incarcerated youth in high school.
Metric/Indicator 6B) Expulsion Rates
17-18 This metric does not apply to JC Montgomery, as it is a court school serving incarcerated youth.
Metric/Indicator 6A) Suspension Rates

Attendance for our Long Term students was 97% on a very structured schedule, which are controlled by the department. School attendance is often not an issue when they are required to attend court for the judge's individualized circumstances. Attendance rates were up by 3.83%.		
15-16	16-17	17-18
97%	94.08%	97.91%
The expected outcomes were set using local data on missing classes due to specialized circumstances. Dataquest are: JCM 11.6% (18/155). KCOE District (internal local data for 2017-18 indicates we are 10.46% (16/153) 2016-17.		
27% (6/22)		
Middle School Drop-out This metrics does not apply to JC Montgomery as it is a court school serving incarcerated youth in high school.		
Expulsion Rates: This metric does not apply to JC Montgomery as it is a court school serving incarcerated youth.		
1.3% (2/155) Dataquest 2016-17. This increase is due to incidents at a court school which require a student to be suspended.		

Expected

Actual

<p>17-18 6%</p>
<p>Metric/Indicator 6C) Other Local Measures- Surveys of Pupils</p> <p>17-18 78% Feel Connected 83% Feel Safe</p>
<p>Metric/Indicator 6C) Other Local Measures- Surveys of Parents</p> <p>17-18 48% Feel Connected 100% Feel School Safe</p>
<p>Metric/Indicator 6C) Other Local Measures- Surveys of Staff</p> <p>17-18 100% Feel Connected via collaboration 89% Feel School Safe</p>

classroom fluctuates. The nature of the school that may have behavioral and/or social emotion

14-15	15-16	16-17
0.0%	0.0%	1.3%

76% of pupils Feel Connected, and 84% Feel Safe from the Spring 2018 Pupil Survey for JCM. Response for connectedness, and 4% for safety.

Item	16-17
Connected	75%
Safe	80%

80% of parents Feel Connected, and 80% Feel Safe given in April of 2018 via a Google form to allow parents about the school their students are currently planning the survey. 37% more parents indicated they felt safe but 20% indicated they felt the school is safe. This information on the news was found to be a contributing factor

Item	16-17
Connected	43%
Safe	100%

100% of staff Feel Connected via collaboration and exceeded the safety one by 11%. All staff completed the survey. We met our expected and exceeded the safety one by 11%.

Item	16-17
Connected	100%
Safe	86%

Actions / Services

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

Action 1

Planned

Actual

Budgeted

Actions/Services	Actions/Services	Expenditures	
<p>Regular recognition of students for character and academic growth Student Incentives Program</p>	<p>Students continue to be recognized for academic growth demonstrated on the Let's Go Learn assessments. We provide individual awards, character incentives for appropriate use of technology, and other items for positive choices. Individual students are recognized every other month. Students are awarded a larger incentive for demonstrating an increase in both ELA and Math. Students earn incentives as a group. We work in concert with probation to provide classroom group awards with items such as extra phone or library time. We have also implemented consequences for poor choices, which align to all probation structures.</p> <p>Fiscal Update: We spent about a third of the planned budget, because we were limited by what we were able to offer student incentives to align to Probation's incentive & sanctions grid. We also included costs for a membership to support incorporating media (videos, images, and music) into instruction to increase student engagement. We provided this by purchasing an Amazon membership. We are also including 9.4% for indirect costs to support agency-wide general management costs not readily identifiable with a particular program but necessary for the</p>	<p>Materials & Supplies LCFF \$1,500</p>	<p>4000- LCFF</p>
			<p>Dues & 5000-5 Opera \$139</p>
			<p>Indirect Outgo</p>



overall operation of the agency (examples- costs of accounting, budgeting, payroll preparation, personnel management, purchasing, warehousing, and centralized data processing).

Action Analysis: About 75% of students showed some growth to earn rewards. This action supports Priority 4: Pupil Achievement.

Action 2

Planned
Actions/Services

APEX Learning Program to combine of instruction and assessment for students needing to gain credits toward high school graduation and access A-G rigorous courses APEX Learning Program

Actual
Actions/Services

APEX Learning Program continues to provide our students access to additional course options for credit recovery towards meeting high school graduation requirements. We have greatly increased the number of students using APEX to access online courses.

Fiscal Update: We had an increased number of licenses, which are needed for every course a student takes. The increase doubled what we had originally planned.

Action Analysis: 89 students enrolled in 300 courses in 2016-17. This action supports Priority 5: Pupil Achievement.

Budgeted
Expenditures

Other Services & Operating Costs
LCFF \$8,750

5000-
Opera
\$13,45

Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

For Low Income Pupils: Transition Services Transition Specialist

The Transition Specialist is crucial to our students enrolling in JCM through court placement. This position continues to coordinate post- secondary college & career readiness. This position facilitated assessments for the local community college of West Hills to enroll students. We also work with Lassen Community College to provide correspondence courses, which can be transferred for course credit. If students are released prior to completing the class, they can finish up online during the same semester. The Transition Specialist continues to facilitate parent involvement during parent coffee hours, conduct Student Study Team meetings, intake meetings, and places students in courses and interventions. Progress monitoring continues after students transition to their district of residence.

Fiscal Update: We are also including 9.4% for indirect costs to support agency-wide general management costs not readily identifiable with a particular program but necessary for the overall operation of the agency (examples- costs of accounting, budgeting, payroll preparation, personnel management, purchasing, warehousing, and centralized data processing).

Action Analysis: We had a 5.08% decrease in the number of students dropping out. This action

Certificated Salaries & Benefits
Title I N&D \$128,422

1000-
& Ben

Indirec
Outgo

supports Priority 5: Pupil Engagement.

Analysis

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

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

Actions within Goal 2 were implemented. We were able to provide about 1/3 of the student incentives we had planned, but not as fully as we had planned. Apex, the online credit recovery system, had an increased number of students who continue to work on gaining high school credits using this tool.

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

Every student enrolled in JCM participated in Student Success Team Meetings. These meetings are designed to assess student needs, setting academic goals, and plan the eventual return to their home districts. These meetings include reviewing transcripts in order to place them in classes that will assist in meeting high school graduation requirements. We have enrolled 300 Apex courses in an attempt to progress towards graduation. We graduated 6 students, but all students enrolled while attending. Prior to release, students at JCM participate in transition team meetings. The Transition Team includes staff, community agencies, and mental health services. The goal is to provide students and families with links to resources to facilitate transition to the home environment. Our drop-out rate decreased to 10.46% with the support of the Transition Team. Parent surveys regarding connectedness increased by 37%, which was directly related to the work led by the Transition Team.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We planned to spend a total of \$138,672 on Goal 2, and are projected to spend \$160,122. This is an increase in budgeted expenditures for actions that increased in cost. Action 2.3 increased with the inclusion of the indirect rate of 9.4%. Action 2.2 included the additional purchase of licenses that were required for the 89 students enrolled in 300 courses. Each course required a license. There was a decrease in Action 2.1 due to limitations by probation staff. We are also accounting for the indirect rate of 9.4% where applicable.

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

We have reviewed and analyzed our actual outcome data for 2017-18, and have adjusted expected outcomes for 2018-19 (5D, 5E, 6C- Parents, 6C-Staff). Action 2.1 scope and location have been adjusted for clarity. We have also included Amazon Annual membership to allow staff to incorporate media into lessons. We also decreased the budget for Action 2.2 from 2017-18. Action 2.2, Apex, will be funded using other state funds. The cost for this action will not be included in the 2018-19 LCAP. Scopes/students/locations, and funding sources have been adjusted. Although this plan is only for our alternative

have adjusted scopes and school notations for many actions to distinguish between lea-wide (LCFF funded moderate-severe special education school) and school-wide (court school). We are also accounting for 9.4% where applicable.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 3

Improve parent engagement in the learning, rehabilitation, and success of students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual				
<p>Metric/Indicator 3A) District Efforts to seek Parent Input (District & Site) ELAC & SSC</p> <p>17-18 4 English Learner Advisory Committee Meetings 4 School Site Council Meetings</p>	<p>4 English Learner Advisory Committee Meetings Meetings held: 10/5/17, 12/5/17, 4/19/18, 6/5/18</p>				
<p>Metric/Indicator 3A) Parent Survey Participation</p> <p>17-18 20%</p>	<p>49% (20/41) Parents completed the optional survey with the assistance of probation staff. Aligning the schedule doubled participation.</p> <table border="1"> <thead> <tr> <th style="text-align: center;">Item</th> <th style="text-align: center;">16-17</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Participation</td> <td style="text-align: center;">16%</td> </tr> </tbody> </table>	Item	16-17	Participation	16%
Item	16-17				
Participation	16%				
<p>Metric/Indicator 3B) Promotion of Parent/Guardian Participation (Unduplicated Pupils)</p> <p>17-18 10 Parent Coffee Hours</p>	<p>10 Parent Coffee Hours held</p>				
<p>Metric/Indicator 3B) Parent Survey Involved in Decision Making (Unduplicated Pupils)</p>	<p>65% Not at all Involved 35% Quite/Somewhat Involved 0% positive responses by 6%. School staff attempted to be as positive as possible when it comes to placement, intervention, and the district of residence.</p>				

Expected

Actual

<p>17-18 65% not at all involved 35% quite/somewhat involved</p>
<p>Metric/Indicator 3C) Promotion of Parent/Guardian Participation (Individuals with Exceptional Needs)</p>
<p>17-18 100% IEP Parent/Guardian Participation</p>

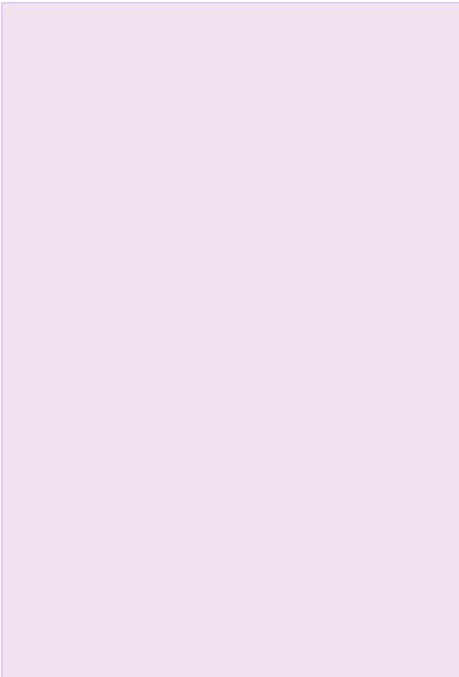
<p>Item</p>
<p>Not at All Involved</p>
<p>Quite/Somewhat Involved</p>
<p>100% IEP Parent/Guardian Participation</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	
<p>Conduct regular parent outreach Translation Services: Student Study Team Meetings (SST), Individual Learning Plan Meetings (ILP), phone calls, reports, & parent notices. Bilingual Secretary</p>	<p>The Transition Specialist has provided translations for all documents sent to parents, as well as oral interpretations at meetings. Parents needed verbal translations via phone calls, during coffee hours, site meetings, and IEPs. These meetings are designed to give parents a place to learn about many issues and topics related to students. JCM's staff goal is to promote a connection between home and school. The bilingual secretary assisted the transition specialist as needed.</p> <p>Fiscal Update: The cost for this position was slightly less due to a new person filling the position at a lower step and column with less</p>	<p>Other Unrestricted State Funds Classified Salaries & Benefits Other \$8,284</p>	<p>Other 2000-3 Benefi</p>



experience. We are also including 9.4% for indirect costs to support agency-wide general management costs not readily identifiable with a particular program but necessary for the overall operation of the agency (examples- costs of accounting, budgeting, payroll preparation, personnel management, purchasing, warehousing, and centralized data processing).

Action Analysis: 35% of parents indicated they felt quite or somewhat involved in school decision making. This action supports Priority 3: Parent Involvement.

Action 2

Planned Actions/Services

Evening Free Application for Federal Student Aid (FAFSA) assistance. Educational information during 3 parent visiting days Parent Education

Actual Actions/Services

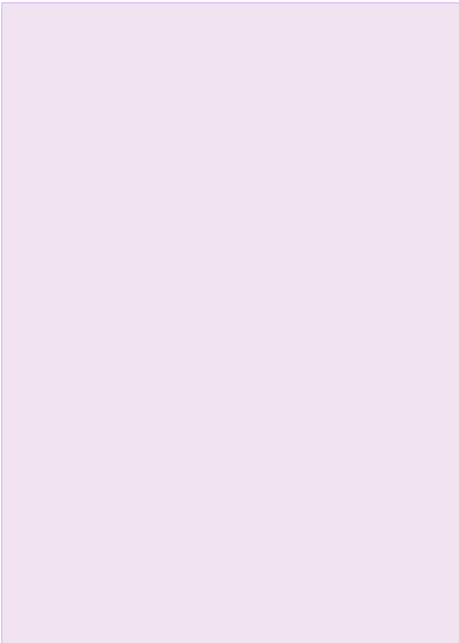
Every senior completed the FAFSA this year, as well as at least one college application. We are now recognized by the college board to administer college entrance assessments. These were administered to all juniors and seniors. All seniors completed the Cal Grant application for financial aid as well. The Principal provided parents with college program information, which was a request in our fall parent survey.

Fiscal Update: The estimated actuals were slightly less than anticipated. We are also including

Budgeted Expenditures

Materials & Supplies LCFF \$500

Material Books
Indirect Outgo



9.4% for indirect costs to support agency-wide general management costs not readily identifiable with a particular program but necessary for the overall operation of the agency (examples- costs of accounting, budgeting, payroll preparation, personnel management, purchasing, warehousing, and centralized data processing).

Action Analysis: 64% students surveyed indicated that they felt they are earning high school credits. 100% of seniors completed the FAFSA. This action supports Priority 3: Parent Involvement.

Action 3

Planned Actions/Services

Provide opportunities for parents to be engaged in school decision-making & programs, including meaningful feedback on student progress: School Site Council (SSC), English Learner Advisory Committee (ELAC) meetings; Student Study Team Meetings; Staff Home Visits; Individual Learning Plan (ILP) Plan Meetings, Parent Coffee Hours, Parent Visiting Days Parent Committees

Actual Actions/Services

All School Site Council & English Learner Advisory Committee meetings were held to include parents of unduplicated students. We have had all 10 parent coffee hours with monthly guest speakers from the community on topics such as behavioral health, suicide prevention, community food resources, Kings County Action Committee, mental health, KCOE graduation requirements, and AB 2306 requirements. Many of these topics were requested on our fall parent survey. The Transition Specialist is coordinating schedules with future guests.

Budgeted Expenditures

Materials & Supplies LCFF \$1,000

Materials & Supplies LCFF

Materials & Supplies LCFF

Materials & Supplies LCFF

Materials & Supplies LCFF

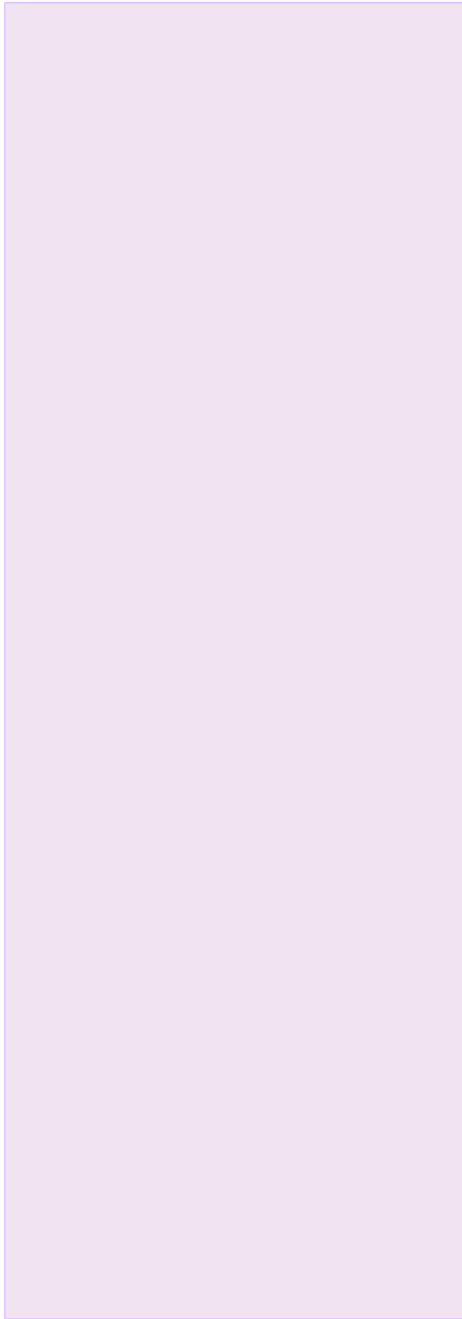
Materials & Supplies LCFF

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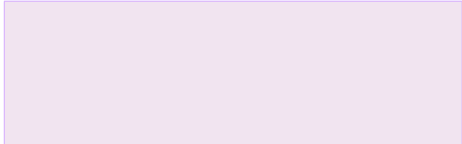


Fiscal Update: We had planned to hold additional evening events, but were able to incorporate these events during the school day and at parent coffee hours. We also included 50% of an administrator and clerical support increase parent engagement. Both the administrator and clerical position were provided equipment. We also improved the office to provide additional measures for confidentiality during meetings by tinting the windows. We also included the membership cost for our administrator to receive updates regarding incarcerated youth programs. We are also including 9.4% for indirect costs to support agency-wide general management costs not readily identifiable with a particular program but necessary for the overall operation of the agency (examples- costs of accounting, budgeting, payroll preparation, personnel management, purchasing, warehousing, and centralized data processing).

Action Analysis: 65% of parents surveyed expressed interest in attending coffee hour, and 55% indicated they attended this school year. There were requests for additional parent conferences. This action supports Priority 3: Parent Involvement.



Indirect
Outgo



Dues &
Admin
Service
Expens

Analysis

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

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

All actions within Goal 3 were fully implemented or increased. The Transition Specialist, administration, and staff attended all of all parent committee meetings and education events. They were able to incorporate the FAFSA into a parent survey. This was a great opportunity to promote future educational goals to families and students that may otherwise have been missed.

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

The school site works to increase parent involvement in a difficult situation. The participation rate of the parents was 49%. We increased the parent response for feeling quite or somewhat involved by 6%. Although the types of parents that may participate in is limited by the nature of a court school, JCM held 10 Coffee Hours to support the student transitions. 65% of parents expressed interest in attending these meetings. This year, 100% senior students completed FAFSA, and seven received one of three CalGrants. This equals 88% of students meeting the requirements for financial aid. Families with this process is very valuable and supported completion of the application. The connection between the school and families continue to be a partnership forged to support students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We planned to spend a total of \$9,784 in Goal 3. We are estimated to spend \$124,394. This is an 1,171% increase. We increased the most dramatically. An administrator and clerical support staff were included to support the parent committees. These positions were positively noted in the parent survey. 65% of parents expressed interest in attending these meetings. We also had one of the windows tinted to provide for additional student confidentiality. This window is located in the main office and needed additional coverage. We are also accounting for an indirect cost rate of 9.4% where applicable.

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

Action 3.1 will not continue, because this service will be provided using internal site staff. Actions 3.2 & 3.3 were adjusted. Action 3.2 was provided during parent visiting and Coffee Hours, which are included in Action 3.3. Action 3.3 will be provided by Committees & Education. We have also added the cost for 50% of an administrator and clerical staff to support the parent committees. The budget for materials and supplies was also adjusted. The scopes for Actions 3.2 and 3.3 have been adjusted. This plan is only for our alternative court school, we have adjusted scopes and school notations for many actions between lea-wide (LCFF funded court school & district funded moderate-severe special education school) and the court school). We are also accounting for an indirect cost rate of 9.4% where applicable.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 4

Coordinate high quality educational programs and services for Kings County Foster & Expelled Youth

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 10A) Coordination of Foster Youth Services- Work with County Welfare Agency to Minimize Changes in School Placement LI 7 17-18 40% Placement Changes (2016-17)</p>	<p>100/310 = 32% This exceeds our expected out high school placement changes, and 54 eleme</p>
<p>Metric/Indicator 10B) Coordination of Foster Youth Services Provide Education Related Information to County Welfare Agency to Assist in Delivery of Services (Educational Status & Progress Information Local Indicator 5 & 8)</p>	<p>MOU Established for Information Sharing: The that have pending MOU's, and awaiting district these to be in place by the end of 2017-18. All participate. There were 2 District/Site Coordina meeting was an overview of the foster youth pr was a combined training to provide a Foster Fo lead foster staff to facilitate a strength and need Coordinators indicated they would like to hold 2 to be chosen by the Executive Council.</p>

Expected

Actual

Baseline

MOU Established for Information Sharing

Agency	# MOU
CWS	1/1 100%
LEA	4/14 29%
Probation	0

5 District/Site Coordinator Trainings

Metric/Indicator

10C) Coordination of Foster Youth Services Responses to Juvenile Court Information Requests & Coordination of Necessary Educational Services

17-18

1 Educational Report (TK-12) 100% of District/Site Coordinators Trained on Educational Report Completion
21 Transitional Conferences (ages 17-21)

Metric/Indicator

10D) Coordination of Foster Youth Services Efficient Expeditious Transfer of Health & Education Records & Health Education Passport (Local Indicator 1)

Baseline

Foster Focus		
Agency	User Type	# Users
KCOE	401	4
CWS Admin	201	0
CWS Case	221	0
LEA: District	521	2
LEA: Site	521	0
Probation	301	0

Metric/Indicator

LI) Executive Council Meeting (Local Indicator 2)

Agency	# MOU
CWS	1/1 100%
LEA	7/14 50%
Probation	0

Through the work with probation this year, we juvenile court system already has a system in requests, have worked with the districts, and Team Meetings to assist with student transition. As of May 18, 2018, the Educational Learning Transitional Conferences.

Five of our districts are currently working to governing boards. Links to district student information established once MOUs are approved. Then, employers, and sign a confidentiality agreement. complete, we will add additional users.

Agency	User Type	# Users
KCOE	401	4
CWS Admin	201	3
CWS Case	221	0
LEA: District	521	2
LEA: Site	521	0
Probation	301	0

We held 3 meetings during the 2017-18 school canceled due to member scheduling conflicts.

Expected

Actual

17-18
4 Meetings

Metric/Indicator
LI) Educational Outcomes Data Local Indicator 3

Baseline

ELA		
	% Tested	Gap
FY	95.5%	10%
Math		
FY	95.5%	6%
Graduation		
	Grad Rate	Gap
FY	55%	27.5%
Drop-Outs		
	Drop-Out Rate	Gap
FY	25%	14%

Dataquest is updated to include 2015-16 data. for the Foster Youth report indicates participation gap for ELA reduced by 7%, and participation gap for graduation rate by 6.98%. We are reporting to the new accountability system, which contains a 40.2 point gap between all students and foster youth. Our county average for ELA is a 37.61 point gap in Math. Our county average for graduation indicator for met standard was 28.45% prepared for college county-wide included in the CCI. There were 8 Kings county. We had 48 high school foster youth who were foster drop outs this school year. This is due to the fact that foster students require foster parents to remain enrolled in school, or foster parents risk losing benefits. We had an absenteeism rate of 10.8% for all students, and a 13.3% gap.

Expected

Actual

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Metric/Indicator
 LI) Direct Education Services Certifications (Local Indicator 4)
17-18
 0

Metric/Indicator
 LI) Coordination with Post-Secondary Institutions (Local Indicator 6)
17-18
 1 FAFSA Workshop 20% Foster HS Seniors Attended & Completed FAFSA application

Metric/Indicator
 LI) Prioritization of Foster Youth Needs Assessment (Local Indicator 7)

ELA		
	% Tested	Gap
FY	95%	3%
ALL	98%	
ELA Academic Indicator		
FY	-71.53	40.2 points
ALL	-31.33	
Math		
FY	96%	2%
ALL	98%	
MATH Academic Indicator		
FY	-90.1	37.61 points
ALL	-52.49	
Graduation		
	Grad Rate	Gap
FY	72.73%	20.52%
ALL	93.25%	
Drop-Outs		
	Drop-Out Rate	Gap
FY	0%	0%

We had 0 district requests for direct services, v certifications.

16/22 = 72% Foster High School Seniors have Application for Federal Student Aid, The Califo The California College Promise Grant.

100% of KCEAC Members surveyed. 100% of indicated that the council provided engaging co opportunities. They also indicated that the cont valuable to their position.

Expected

Actual

17-18
100% of KCEAC Members surveyed

Metric/Indicator
9) Coordinated Instruction of Expelled Pupils: Countywide Expulsion Plan

17-18
114 students at 0.45% rate

Baseline

	# Students	Rate
Kings	114	0.45%

The numbers of students expelled have declined several years. 0.43% of students were expelled in the 2016-17 school year. This data is reported after the 2017-18 data will be released during the fall of 2018.

	14-15	15-16	16-17
#Students	141	133	133
Rate	0.5%	0.44%	0.43%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	
Foster Youth Coordinator	Action Update: The Kings County Foster Youth Services Coordinating Program (KCFYSCP) Foster Youth Coordinator contributed to the successful growth in service during 2017-18. This position assisted the Director to collaborate with the Kings County Human Service Agency in order to finalize the MOU for information sharing, which started during the 2016-17 school year. The Coordinator attended all MOU meetings, as well as the Board of Supervisors approval meeting. This MOU is an agreement to provide an information sharing platform for foster youth that will	Classified Salaries & Benefits Foster Youth Grant \$87,831	2000-2001 Benefit \$88,799
			Unrecovered 3999 Benefit \$1,000
			Cell Phone Service Expenses \$600
			Indirect Outgo

include all school districts in Kings County. The Coordinator created an MOU that is being used with the 14 districts. This will allow them access to the system. The MOU was presented to the Council by the Coordinator. This person also created and led presentations for the Foster Youth Executive Council using resources and information gained during meetings, trainings, and conferences. This position also arranged for two guest speakers for the Council. Trainings for district foster liaisons were created and delivered. A qualitative needs assessment was facilitated for the Executive Council based on the model provided by our lead county office partner. Ongoing Foster focus weekly CalPads uploads were completed, user access was maintained, and users were provided with technical assistance on system use. Attendance and participation at team PLC meetings during the 2017-18 school year was a part of the overall job duties. Collaboration with District Liaisons and HSA was used to establish bridges to improve educational outcomes for foster youth.

Action Analysis: Evaluate the action with survey data from council responses. 75% of council meetings were held. One was canceled due to district scheduling conflicts. This action is in support of Priority 10: Foster Youth.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	
Educational Learning Advisor- Foster Youth	<p>Action Update: The Educational Learning Advisor obtained and evaluated academic credit completion for foster students. The Learning Advisor provided a training to one local high school district for 2 Psychologists, 2 Counselors, and 1 Registrar. The focus of this training was a step by step process for evaluating credits to identify students that qualify for the alternative graduation requirement, repeated courses, and meeting post-secondary requirements. Documents were shared to assist the staff in future work. Transcripts were reviewed for all high school students to assist high school counselors and social workers county-wide. This evaluation is done for social workers to coordinate information. Financial aide workshops were completed as planned. We collaborated with school counselors, social workers, and the John Burton Advocacy for Youth Foundation to help students complete applications in a challenge format. The state foster youth advisor presented the state-wide challenge, and we volunteered to participate. Students that completed the challenge are eligible to be drawn to win a college scholarship. We</p>	Classified Salaries & Benefits Foster Youth Grant \$60,012	2000- Benefit \$61,06
			Unrep 3999 C Benefit \$1,000
			Cell P Service Expen \$600
			Indirec Outgo

were able to assist and monitor student applications to support them in applying. We were able to follow up with students and counselors if questions about their application were placed on hold due to inaccurate or incomplete data. They were also able to complete additional grant applications that are specific to foster youth. We provided a training for 3 counselors at one of our high school districts to review specific items for foster youth FAFSAs. We have identified this as a need for other counselors county-wide, and plan to complete these for 2018-19. This position also served as a contact for additional questions for districts and school sites within Kings County. The advisor also assisted with student records requests and transmittals. The Advisor connected with educational resources such as the Educational Opportunity Program for post-secondary educational opportunities, and the Foster and Kinship Care Education Youth Empowerment Strategies for Success. We are working with a local community college foster youth program to work with caregivers to provide information on their rights in regard to students in their placement. This will be important as educational rights have been expanded. We plan to provide two trainings next year. We also had the first meeting to assist high schools and feeder



schools in transition students to assist with identification and tracking. This warm hand off is important as students matriculate. This was a request in the 2016-17 school year by members of the Executive Council. The advisor held 39 transitional conferences this school year. Social worker feedback has been positive. Most of the meetings were for two new social workers with using the credit evaluations for student placement in courses and needs for graduation. The two social workers have communicated that the training provided this year was valuable, and they feel comfortable with interpreting the information provided to them. We will continue to provide social workers and school counselors with this information. We will also be available to answer questions as needed.

Action Analysis: There was a decrease in student placement changes of 11%. There were 100/310 student school changes during the 2017-18 year. The Advisor attended 39 transitional conferences, which was an 86% increase. 16/22, or 72% of seniors completed the FASFA. This action is in support of Priority 10: Foster Youth.

Action 3

Planned

Actual

Budgeted

Actions/Services	Actions/Services	Expenditures	
<p>Bilingual Clerical Support Secretary 50% Clerical Support Secretary</p>	<p>Action Update: The clerical support assisted the team in setting up meetings and taking Executive Council minutes. This position also assisted with copying materials for trainings and the Career and Vocational Summer Program. This person also assisted in translating and posting agendas.</p> <p>Action Analysis: 100% of council meeting minutes were taken and published. We have 310 Foster students enrolled in Kings County that this position supported with data collection and reporting. This action supports Priority 10: Foster Youth.</p>	<p>Classified Salaries & Benefits Foster Youth Grant \$26,906</p>	<p>2000- Benefit \$25,39</p> <p>Unrep 3999 C Benefit</p> <p>Indirect Outgo</p>

Action 4

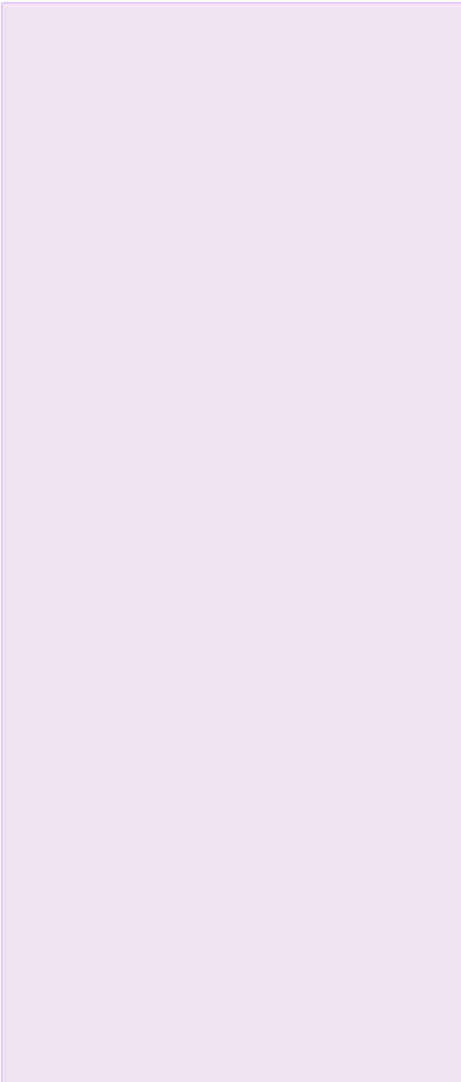
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	
<p>Foster Focus Data Network System for Districts, Outside Agencies, and the County Office of Education data sharing Foster Focus</p>	<p>Action Update: The FYSCP continued to utilize the Foster Focus System for the data management of Foster Youth. Weekly manual uploads taken from the Cal Pads 5.7 Report provided the Kings County Foster Focus system a means to further the benefits of the Foster Focus System. We have a County Office of Education and Health and Human Services The FYSCP also initiated the creation of a Memorandum of Understanding (MOU) with the Kings County Human Services Agency (KCHSA), and the Probation</p>	<p>Other Services & Operating Expenses Foster Youth Grant \$2,600</p>	<p>Foster 5999: Opera Youth</p> <p>Foster 5000-5 Opera Youth</p> <p>Indirect Outgo</p>

Department. We are currently working to link district information systems to Foster Focus. We also have 8 district local board approved MOUs for the use and access of Foster Focus. 100% of districts have agreed to use the system. We have to wait to include system users until the links have been established, and employee confidentiality agreements have been completed. When the MOU is implemented, it will provide even greater data sharing and data access for the FYSCP and the KCHSA.

Action Analysis: There are 15 users in the Foster Focus system. 53% of these are district users. Additional district users will be added once links to district student information systems have been connected. Eight, 62%, of district MOUs have been approved. We expect 100% to be approved by June 30, 2018. This action supports Priority 10: Foster Youth.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	
Foster Youth Council Meeting Materials & Supplies	Action Update: We held a series of council meetings and site/district liaison trainings. Based on the identified needs of staff, we have provided additional site specific trainings. Staff from districts,	Materials & Supplies Foster Youth Grant \$1,000	Material Books Grant Indirect Outgo



probation, human services, CDE, and the county office participated. We are working with the council to advise the foster coordinating program, and previewing information that is shared county-wide.

Fiscal Update: Members were provided with organizational supplies for meetings. We also held one spring regional meeting in Kings County for all of our county office partners. The increased costs are attributed to the increased number of meetings.

Action Analysis: 100% of the Executive Council members have been surveyed. 100% of members surveyed indicated that they plan to participate in the 2018-19 school year, and that the data and resources provided were useful. We have a 20.52% gap in graduation rates between foster and all students. This gap has decreased by 6.98%. We have a 40.2 point gap in the area of ELA, and 37.61 in Math. This action supports Priority 10: Foster Youth.

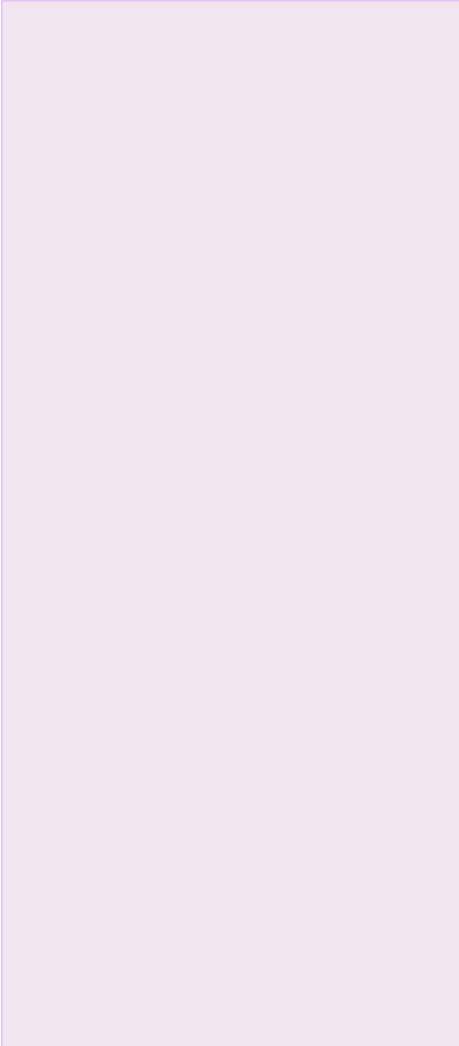
Action 6

**Planned
Actions/Services**
Implement updated County-Wide Plan to Serve Expelled Youth
County-Wide Plan

**Actual
Actions/Services**
The County-Wide plan was updated in December of 2017, and was presented to Ed Governance (Kings County District Superintendents Collaborative) for

**Budgeted
Expenditures**
Other Unrestricted State Funds
Classified Salaries & Benefits
\$9,160

Other
1000-
Benefi



draft feedback. The final version will be provided to Superintendents at the March 2018 meeting for district board approvals. Districts were given a list of resources for expelled youth. We also included the membership cost for our administrator to receive updates regarding expelled youth programs.

Fiscal Update: We are also including 9.4% for indirect costs to support agency-wide general management costs not readily identifiable with a particular program but necessary for the overall operation of the agency (examples- costs of accounting, budgeting, payroll preparation, personnel management, purchasing, warehousing, and centralized data processing).

Action Analysis: We had 0.02% decrease in expulsions county-wide. This action supports Priority 9: Coordinated Instruction of Expelled Pupils: County-wide Expulsion plan.

Action 7



Action Update: Foster Youth 10% Director of Curriculum This position was responsible for management of team staff to provide program guidance and direction. The Director planned budgets with staff and business department input. Budget and program plans were prepared and



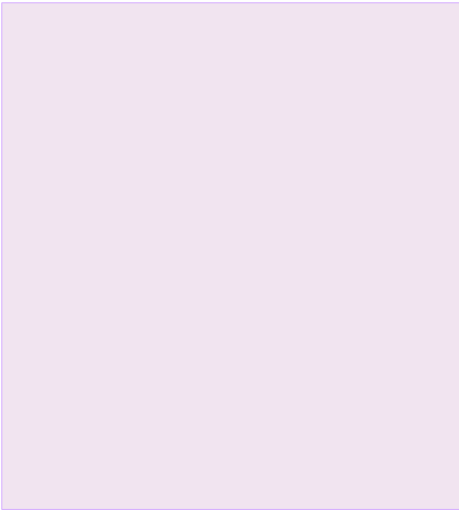
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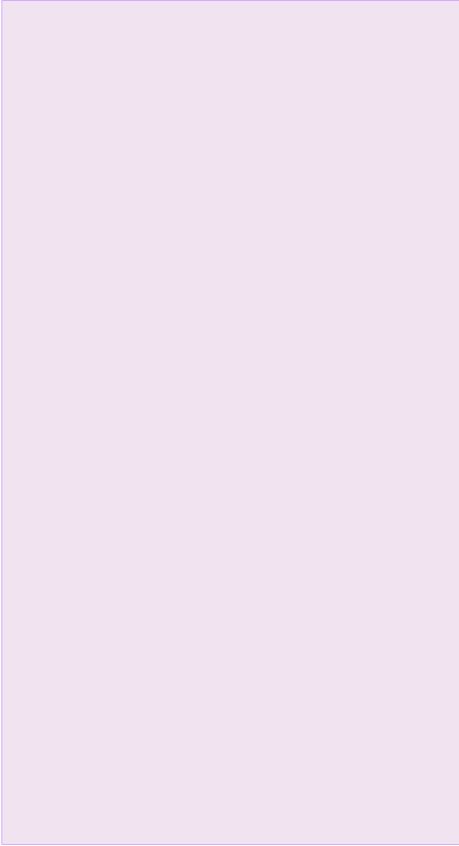
submitted to CDE. Monthly staff foster meetings and PLCs were held to support county priority for coordination of services. The finalization of the MOU with social services and districts for information sharing was completed. Monitoring of information sharing was completed through the use of Foster Focus to identify program needs and services provided. All boards, including the Kings County Board, Kings County Office of Education, probation, and the Sacramento County Office of Education approved the MOU. The Director supported the Youth Services Coordinator with resources for the Executive Council and District Liaisons. The Director attended all of the Executive Council meetings. The Director attended regional, state, and national conferences and meetings to connect to other leaders to move program forward. The main focus of this position was to build capacity in staff and partnering agencies.

Action Analysis: This action was evaluated for effectiveness using the aligned staff PLC meetings. Eight meetings were completed during the 2017-18 school year. These were held monthly, except during the short months of December or March. It also support the Local Indicator metric for: The degree to which the county office of education has



engaged in the process of reviewing plan deliverables and collecting and analyzing local educational agency and county office of education level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. We rated this item as a 3: Initial Implementation. This action supports Priority 10: Foster Youth.

Action 8



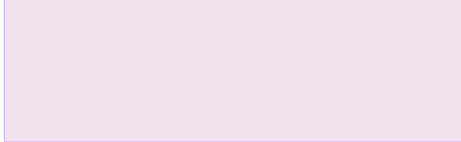
Action Update: Career & Vocational Training Program is planned for the summer of 2018. We are providing students with career and vocational tools that will be useful for future endeavors. We are incorporating technology to assist students in the creation of resumes, career exploration, interview skills, and budgeting. We are planning to visit community businesses to expose students to a variety of situations that will increase knowledge and interest in careers. There will be three days of curriculum and instruction, and two days of tours. This week is a paid work program for participating students. It allows for students to list the County Office as past work experience and professional reference. We are providing students with four days of meals during instruction at our professional development facility,



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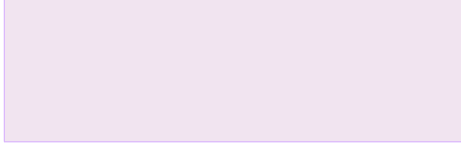
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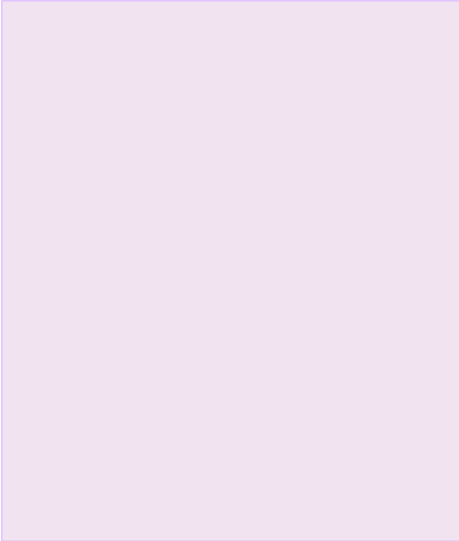
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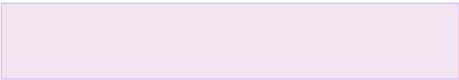


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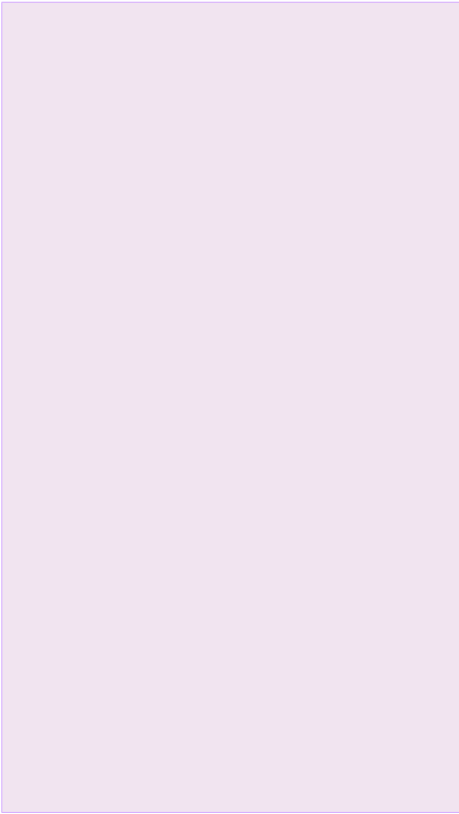
as well as one lunch while on a business tour.

Action Analysis: This action is new for the 2017-18 school year. We will be using the number of students that have signed up to participate, 12, as a baseline. We would like to increase participation in the future. We are also going to survey students at the end of the program to garner feedback, in order to improve plans for the 2018-19 program. This action supports Priority 10: Foster Youth.



Indirect
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Action 9

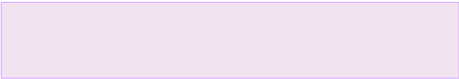


Foster Youth Staff Professional Development The staff participated in a fall and spring state coordinator's meeting. We also attended one regional meeting. Kings County hosted one regional meeting. Staff attended a state foster youth conference. The professional development was focused on social/emotional support and trauma informed care research. This information was brought back and shared with council members. The Advisor and Coordinator attended a Merced County Office sponsored training that focused on trauma informed care, and plan to provide this training to district staff.

Action Analysis: This action will be evaluated for effectiveness using a process of planning, discussion, alignment, and approval. Staff are



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Indirect
Outgo

asked to plan for requested professional development annually. Then, they will discuss professional learning interests with their manager. This process will include alignment to their job duties, responsibilities, and program needs. After job alignment, we will coordinate the requests with the program plan and budget. The Director will then approve or deny professional development requests. 100% of staff will complete the PDAP (Professional Development Alignment Process). This action supports Priority 10: Foster Youth.

Analysis

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

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

We were able to implement all of the actions within goal 4, and were able to increase services to districts and are working to continue this work during the 2018-19 school year. The Kings County Foster Youth Services Team representative, Health & Human Services (HSA) representatives, and Foster County State lead worked in collaboration with the Health & Human Services Agency to implement a Title IV-E Draw-down. This grant will increase the fiscal year program by 40%. In 2017/18 the FYSCP Coordinator partnered with the HSA to implement a Kings County Title IV-E program. This will also be used to support HSA with case management.

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

We have made progress towards this goal. Our expelled youth program assisted districts with the reviewing and implementing a wide plan. Expulsions decreased by 0.01%. Our foster youth program has also made strides this year. We reduced expulsions by 8%. 72% of foster seniors completed the FAFSA, and will be approved for additional college scholarship. 100% of our districts to have completed the information sharing MOU by the end of the school year. We received specific staff trainings that focused on foster youth topics. Educational outcomes for students have increased. The assessment gap decreased in both content areas. Graduation rate achievement gap decreased by 6.98% for students. We are working to continue to support expelled and foster youth in Kings County.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We planned to spend a total of \$187,509 in Goal 4. We are estimated to spend \$296,821. This is a 58% increase, which was mainly due to including actions 7-9. Action 7, the Foster Youth Director of Curriculum, was a vacant position filled by an interim employee until the new Director was hired for 2017-18. We also added the Career Development program during the summer for foster youth. This was based on the need identified to increase college and career readiness per the dashboard indicator. We also added professional development to our plan to better serve our districts, as they are able to bring back information and training to our county. There were many new laws and regulations during the year, and districts needed up to date information on policy implementation. We are also accounting for an indirect cost that is applicable.

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

We have made adjustments to expected outcomes, based on the actual data we collected this year. Expected outcomes include: 10A, 10B, 10C, 10D, LI Executive Council, and LI Educational Outcome data. We added 25% of a Full-time position for action 4.1. The other 75% of this position is going to be dedicated to serve our Homeless program. This is a new position for 2018-19. We decreased the Educational Learning Advisor to 50%, because we are expecting to align the other districts with draw-down funds. We have included the contracts for the district Student Information System links to Foster Youth for districts. This amount includes the cost for maintaining the links established during the 2017-18 school year. Action 5 was adjusted to include a position for action 5. This cost includes the additional cost for hosting the regional meeting. Action 4.6 was adjusted to include a position for an administrator for the county-wide plan to assist in better fiscal tracking. The budget was also adjusted to include benefits and retirement increases. We have also added action 4.7 to provide for professional memberships to support staff work with our internal site. Action 8 is new, and includes 15% of the Program Director. This vacant position was filled for the 2017-18 school year, and will continue to be funded. Action 9 was included to support career and vocational training for staff. We also added action 10 to support staff with professional development.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

Kings County Office of Education is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. As such the Kings County Office of Education used a variety of meetings and activities to engage stakeholders in the LCAP process including the discussion and review of goals, district data as well as proposed programs and services. The district also provided a survey to parents, students, and staff. The following were actively involved in the development process described below.

1. Students: Individual Surveys (4/2018) 25 students at J.C. Montgomery completed the student survey. Students have access to and are using technology, both in the classroom and in their day units. Technology is used for various subjects and purposes, including accessing an online library, and credit recovery. Students survey data revealed that students work in small groups and interact with each other to complete their assignments. Teaching and support staff implement Kagan strategies; which promote student engagement and interaction. Students also continue to use technology in classrooms and teachers will continue to be encouraged to play music when students are working independently.

2. Staff: Individual Surveys (4/2018) 5 staff members completed the survey. Staff members all report they collaborate with their colleagues. Collaboration occurs during professional development, Professional Learning Communities, and team meetings. Staff work together to support each other. The new Chromebooks for each staff member and 1:1 Chromebooks for all students allowed all students the opportunity to use technology and to participate in the credit recovery program. (Central Office Staff, Support Staff, Classified Staff, and Administration)

3. Parents: J.C. Montgomery parents were surveyed during visiting time. Twenty parents responded to the survey, a 300% increase over the spring of 2017 survey. Due to parent responses last year, J.C. Montgomery has made efforts to make sure parents felt connected to the school, involved in decision making, and update on what students are doing. Student's progress. J.C. Montgomery staff continued to offer month Parent Coffee Hour meetings, with common topics generated by parents. Also, implemented during the 2017-2018 school year is a monthly newsletter, written for parents of what students are studying in their classes, and progress reports sent home to parents every four weeks. The above efforts resulted in a Parents reporting a significant increase in feeling connected to the school, feeling confident in school personnel, and informed on what their student is learning. Survey results also show parents would like to have more parent/teacher conferences.

4. Parents and Guardians: School Site Council (Parent Advisory Committee) & English Learner Advisory Committee Meetings. (10/2017, 12/2017, 4/2018, 5/2018) School Site Council and English Learner Advisory (ELAC) committees expressed a need for positive student interactions, services and programs for students, and hands-on activities to enhance engagement and learning; this mirrors what students have expressed as well. Staff will continue to work with Community and Civil Schools as well as Kagan Strategies.

5. Community: School Board Meetings: On May 2, 2018, School Board Members toured J.C. Montgomery School and the Juvenile Center where J.C. Montgomery students are housed. Board members were able to see the improvements both in the classroom and in the living units; allowing students not only increased access to curriculum, and an online library that can be accessed after school hours. Board members were also able to witness improved student interactions and learning environments.

Assessment data from both SBAC, and local assessments was shared with parents and community members at Parent Coffee Hour. All in attendance at Parent Coffee Hour meetings agreed there is a continued need for staff development in mathematics, English language arts, science and English language development.

6. Bargaining Unit: Meeting: (5/2018) Leaders from both certificated and classified bargaining units, along with administrators, agreed the smaller teacher to student ratio leads to rapport building and knowing each student's strengths and needs. Representatives felt continued and enhanced follow-up with students after they leave J.C. Montgomery would benefit all students.

Impact on LCAP and Annual Update

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

Survey data from parents, students and staff indicate the efforts J.C. Montgomery has made to improve school climate and parent and student connectedness, is making a difference. Staff members will continue to implement Kagan Strategies, Parent Coffee Hours and monthly newsletters home. School administration will explore the possibility of a Parent Advisory Committee conference. Teachers will be encouraged to have students work cooperatively in small groups wherever appropriate. Center administration. Further, teachers will continue to be encouraged to play music during independent student work time requested by students. (Goal 2 Action 1)

Expanded efforts at J.C. Montgomery will be made to connect parents and guardians to school activities and the campus, such as meeting parents during visiting time at the juvenile center, continuing the monthly Parent Coffee Hour. The focus of student academic, curriculum, and assessment occurring at J.C. Montgomery, in addition to community

to families. Parent and guardians will continue to receive a monthly newsletter, containing information on top Coffee Hour, and updating parents on what students are learning. The newsletter will be helpful to parents/guardians visiting or Parent Coffee Hour. (Goal 3 Action 3)

In response to students, parents and guardians requesting more information on their student's academic progress, the Specialist will continue meet at least quarterly with students. This meeting will contain information on the student's progress, assessment results, career planning, and post- J.C. Montgomery educational plans. The information gathered during these meetings will then be sent home to parents/guardians. (Goal 2 Action 3)

Continued professional development in the areas of mathematics, English Language Arts, Technology, Assessment, and Instructional Design has been scheduled for the 2018-2019 school years with KCOE consultants and independent providers. The process is a part of an cyclical process of professional development-observation-coaching. (Goal 1 Action 7). To address the needs of all members at J.C. Montgomery will continue to engage in professional development, professional learning communities, and a cycle of professional development, observation, and coaching. (Goal 1 Action 2)

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 1

Focus on students and maintain high expectations for learning

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Our program needs to focus on high learning expectations for students and staff that are relevant and rigorous. Post Lets Go Learn benchmark data demonstrates that students enter our programs below grade level. Although 30% of students in ELA and 20-30% of students in Math exit the year with overall losses. In addition, 51% of students met or exceeded ELA standards on the state assessment. Only 6% Nearly met standards in math. 50% of English Learners met or exceeded English Language assessment, and 6.7% were reclassified. Student achievement remains a critical area of focus for Montgomery.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19
2A) Implementation of State Standards & ELD: Quarterly District Benchmark ELA & Math Lets Go Learn	ELA: 70% growth Math: Pre-Algebra: 70% growth Foundational: 80% growth (2016-17)	ELA: 73% growth Math: Pre-Algebra: 73% Foundational: 83% growth	ELA: 70% growth Math: Pre-Algebra: 80% Foundational: 80% growth

Metrics/Indicators	Baseline	2017-18	2018-19
4A) Statewide Assessments: (ELA & Math CAASPP Results)	ELA: 51% Met/Nearly Met Math: 6% Nearly Met (2016)	ELA: 56% Met/Nearly Met Math: 8% Met/Nearly Met	ELA: 40% Met/Nearly Met Math: 10% Met/Nearly Met
2B & 4D) EL proficiency growth: CELDT State Language Assessment Results	50% students progressed (2015-16 & 2016-17)	55% progress	60% progress
4E) EL Reclassification Rate: % students reclassified by district in current year	6.7% (2015-16)	8.0%	10.0%
4G) EAP Participation: % students participating in the EAP assessment	74% (2016)	79%	84% District 95% JCM
4C) A-G, 4F) AP	Court schools serve incarcerated youth, which are highly transient. This metric does not apply to us	Court schools serve incarcerated youth, which are highly transient. This metric does not apply to us	Court schools serve incarcerated youth, which are highly transient. This metric does not apply to us
7A) Broad Course of Study: Access: Master Course List	100% Student Course Access	100% Student Course Access	100% Student Course Access
7A	Court schools serve incarcerated youth, which are highly transient. A portion of this metric does not apply to us: Foreign Language, Applied Arts, and Career Technical Education	Court schools serve incarcerated youth, which are highly transient. A portion of this metric does not apply to us: Foreign Language, Applied Arts, and Career Technical Education	Court schools serve incarcerated youth, which are highly transient. A portion of this metric does not apply to us: Foreign Language, Applied Arts, and Career Technical Education
7B) Programs & Services: Unduplicated	100% Unduplicated Pupils Access to Programs & Services	100% Unduplicated Pupils Access to Programs & Services	100% Unduplicated Pupils Access to Programs & Services

Metrics/Indicators	Baseline	2017-18	2018-19
Pupils: Master Course List			
7C) Programs & Services: Individuals with Exceptional Needs: % Students with IEP	100% Individuals with Exceptional Needs Access to Programs & Services	100% Individuals with Exceptional Needs Access to Programs & Services	100% Individuals with Exceptional Needs have an IEP that includes access to services
8) Pupil Outcomes: District Benchmark Quarterly District Benchmark ELA & Math Lets Go Learn	ELA: 70% growth Math: Pre-Algebra: 70% growth Foundational: 80% growth (2016-17)	ELA: 73% growth Math: Pre-Algebra: 73% Foundational: 83% growth	ELA: 70% growth Math: Pre-Algebra: 80% Foundational: 80% growth
8) Pupil Outcomes: Foreign Language, Applied Arts, Career Technical Education	Court schools serve incarcerated youth, which are highly transient. A portion of this metric does not apply to us: Foreign Language, Applied Arts, and Career Technical Education	Court schools serve incarcerated youth, which are highly transient. A portion of this metric does not apply to us: Foreign Language, Applied Arts, and Career Technical Education	Court schools serve incarcerated youth, which are highly transient. A portion of this metric does not apply to us: Foreign Language, Applied Arts, and Career Technical Education

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

(Select from All Schools, Specific Grade Span)

Specific Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Western Association of Schools & Colleges (WASC) Accreditation WASC Fees: Continue to implement recommendations regarding ELD and Math. (Cost in other staff duties)

2018-19 Actions/Services

Western Association of Schools & Colleges (WASC) Accreditation WASC Fees: Continue to implement recommendations regarding ELD and Math. Participate in 3 day accreditation visit to include reviewer accommodations for travel, lodging and visit fee. Additional consulting assistance for plan writing.

2019-20 Actions/Services

Western Association of Schools & Colleges (WASC) Accreditation WASC Fees: Continue to implement recommendations regarding ELD and Math. A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$5,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries & Benefits	5000-5999: Services And Other Operating Expenditures	5000-5999: Operating Expenditures
Amount		\$490	\$95
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo Indirect Costs	7000-7439: Indirect Costs

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

(Select from All Schools, Specific Grade Span

Specific Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Professional Learning Communities (PLCs) to transform planning & collaboration around student needs driven by data KCOE Professional Development Consultant 10 Half Days

2018-19 Actions/Services

Professional Learning Communities (PLCs) to transform planning & collaboration around student needs driven by data KCOE Professional Development Consultant 10 Half Days

2019-20 Actions/Services

Professional Learning Communities (PLCs) to transform planning & collaboration around student needs driven by data KCOE Professional Development Consultant 10 Half Days

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,250	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Direct Cost Inter-Program Services	5000-5999: Services And Other Operating Expenditures Direct Cost Inter-Program Services	5000-5999: Operating Expenditures Direct Cost
Amount	\$0	\$490	\$490
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo Indirect Costs	7000-7439: Indirect Costs

Action 3

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

Students to be Served:

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

All

Location(s):

(Select from All Schools, Specific Schools, and

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and Specific Grade Span)

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Accessible data systems & local assessments that teachers use to review,

2018-19 Actions/Services

5% Data and Assessment Consultant to collect, analyze, and make data visual for

2019-20 Actions/Services

5% Data and Assessment Consultant to collect, analyze, and make data visual for

progress monitor, & intervene students by student group. Local Assessments Management System Illuminate Assessments

district due to eliminating Illuminate Contract. Provide teachers, administration, and support staff with data for PLCs and parent committees. Assist with the implementation of additional formative and summative assessments.

district due to eliminating Illuminate Contract. Provide teachers, administration, and support staff with data for PLCs and parent committees. Assist with the implementation of additional formative and summative assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,500	\$6,165	\$6,258
Source	LCFF	Other	Other
Budget Reference	Other Services & Operating Costs	1000-3999 Certificated Salaries & Benefits Other Unrestricted Funds	1000-3999 Certificated Salaries & Benefits Other Unrestricted Funds

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

Purchase additional materials aligned to California State Standards for continued progress monitoring and growth of reading Lexile levels and intervention needs.
LightSail

Purchase additional materials aligned to California State Standards for continued progress monitoring and growth of reading Lexile levels and intervention needs.
LightSail

Purchase additional materials aligned to California State Standards for continued progress monitoring and growth of reading Lexile levels and intervention needs.
LightSail

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,500	\$4,000	\$4,000
Source	Lottery	Lottery	Lottery
Budget Reference	Other Services & Operating Costs	5000-5999: Services And Other Operating Expenditures	5000-5999: Operating Expenditures
Amount	\$9,500	\$1,000	\$1,000
Source	Lottery	Lottery	Lottery
Budget Reference	Materials & Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

Specific Schools

Actions/Services

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

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

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

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

English Language Development (ELD) professional learning, classroom planning, and implementation support coaching on instructional strategies and scaffolding for English Learners KCOE Professional Development Consultant 5 Days

2018-19 Actions/Services

English Language Development (ELD) professional learning, classroom planning, and implementation support coaching on instructional strategies and scaffolding for English Learners KCOE Professional Development Consultant 10 Days, and 25% of a Teacher to support English Learners. New student materials and supplies will be purchased using other funds.

2019-20 Actions/Services

English Language Development (ELD) professional learning, classroom planning, and implementation support coaching on instructional strategies and scaffolding for English Learners KCOE Professional Development Consultant 10 Days, and 25% of a Teacher to support English Learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,750	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	Direct Cost Inter-Program Services	5000-5999: Services And Other Operating Expenditures Direct Cost Inter-Program Services	5000-5999: Operating Expenditures Direct Cost Inter-Program Services
Amount		\$4,278	\$3,340
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo Indirect Costs	7000-7439: Other Outgo Indirect Costs
Amount		\$33,649	\$34,153
Source		LCFF	LCFF
Budget Reference		1000-3999 Certificated Salaries & Benefits 25% ELD Teacher	1000-3999 Certificated Salaries & Benefits 25% ELD Teacher

Amount		\$125	\$125
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures 25% ELD Teacher Equipment Cost	5000-5999: Operating E 25% ELD T

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and)

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

(Select from All Schools, Specific Grade Span)

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Chromebooks Professional Development to support Technology (Computer Using Educators CUE Conference 21st Century Learning Resources)

2018-19 Actions/Services

Action completed 2017-18

2019-20 Actions/Services

Action completed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26,610		
Source	LCFF		
Budget Reference	Equipment Not Depreciated		
Amount	\$2,250		
Source	LCFF		
Budget Reference	Travel & Conferences		

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

(Select from All Schools, Specific Grade Span

Specific Schools

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

Provide professional development in California State Standards & 21st Century learning technology KCOE Professional Development Consultant 25 Days

Provide professional development in California State Standards & 21st Century learning technology KCOE Professional Development Consultant Coaching 20 Days

Provide professional development in California State Standards & 21st Century learning technology KCOE Professional Development Consultant 20 Days

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$23,750	\$20,000	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	Direct Cost Inter-Program Services	5000-5999: Services And Other Operating Expenditures Direct Cost Inter-Program Services	5000-5999: Operating Expenditures Direct Cost
Amount		\$1,960	\$1,900
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo Indirect Costs	7000-7439: Indirect Costs

Action 8

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

Student Information System (SIS): Aeries to monitor student demographic data, attendance, grades, progress towards graduation, & behavior. Eagle Software

2018-19 Actions/Services

Student Information System (SIS): Aeries to monitor student demographic data, attendance, grades, progress towards graduation, & behavior. Eagle Software

2019-20 Actions/Services

Student Information System (SIS): Aeries to monitor student demographic data, attendance, grades, progress towards graduation, & behavior. Eagle Software

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,600	\$5,200	\$5,200
Source	LCFF	Other	Other
Budget Reference	Other Services & Operating Costs	5000-5999: Services And Other Operating Expenditures Other Unrestricted State Funds	5000-5999: Services And Other Operating Expenditures Other Unrestricted State Funds

Action 9

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

System of tiered academic interventions & supports that include initial and post benchmark assessments in ELA and Math. Math & ELA Intervention Let's Go Learn

2018-19 Actions/Services

System of tiered academic interventions & supports that include initial and post benchmark assessments in ELA and Math. Math & ELA Intervention Let's Go Learn

2019-20 Actions/Services

System of tiered academic interventions & supports that include initial and post benchmark assessments in ELA and Math. Math & ELA Intervention Let's Go Learn

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,500	\$11,250	\$11,250
Source	LCFF	Other	Other
Budget Reference	Other Services & Operating Costs	5000-5999: Services And Other Operating Expenditures Other Unrestricted State Funds	5000-5999: Services And Other Operating Expenditures Other Unrestricted State Funds

Action 10

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and Specific Grade Spans)

Specific Schools

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$33,649	\$34,153
Source		LCFF	LCFF
Budget Reference		1000-3999 Certificated Salaries & Benefits 25% Intervention Teacher	1000-3999 Certificated Salaries & Benefits 25% Intervention Teacher
Amount		\$125	\$125
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures 25% Intervention Teacher Equipment Costs	5000-5999: Services And Other Operating Expenditures 25% Intervention Teacher Equipment Costs
Amount		\$3,310	\$3,359
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo Indirect Costs	7000-7439: Other Outgo Indirect Costs

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 2

Provide a positive, safe, secure, and engaging learning environment that supports the social emotional and mental health of all students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

JC Montgomery serves incarcerated youth, so our program needs to continue to work to provide a safe, secure, and engaging learning environment for students that is sensitive to the needs of this population. The Long Term Student attendance rate is a need. Increasing the attendance rate of long term students is a need. Our chronic absenteeism rate remains high and we continue to work on decreasing this rate. 26 students dropped out of school in 2015-16. The drop-out rate was 36.36%. We need to work on transitioning students to decrease drop-outs. In addition we need to work to increase our classroom management support from probation. Survey data of parents indicates a definite need to work on communication.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19
1A) Teacher Assignment: % Teachers appropriately assigned	100% Appropriately Assigned (2015-16)	100% Appropriately Assigned	100% Appropriately Assigned

Metrics/Indicators	Baseline	2017-18	2018-19
1A) Teacher Credentialing: % Teachers fully credentialed	100% Fully Credentialed (2015-16)	100% Fully Credentialed	100% Fully Credentialed
1B) Sufficient Instructional Materials: % students with sufficient instructional materials	100% Sufficient Access Standards Aligned Materials (8/2016)	100% Sufficient Access Standards Aligned Materials	100% Sufficient Access Standards Aligned Materials
1C) School Facilities in Good Repair: Rating on Facilities Inspected Tool (FIT)	Rating of Good (2015-16)	Rating of Good or Excellent	Rating of Good or Excellent
5A) School Attendance Rates: Attendance %	94.08% (2016-17)	95%	97.5%
5B) Chronic Absenteeism Rates: % Chronically Absent	30.9% (2016-17)	50%	31% District 11% JCM
5D) High School Drop Out : Number and % of students reported as dropping out (# drops/total # students served in school year)	26/148 = 17.57% (2015-16)	23/Total Served = 15.54%	15/Total Served = 19.8%
5E) High School Graduation Rate: Number and % students reported as graduating (Number graduates/# HS Seniors reported on CBEDS)	4/11 = 36.36% (2015-16)	9/ # Seniors on CBEDS = 40%	8/ # Seniors on CBEDS = 36%
5C) Middle School Drop-out	This metric does not apply to JC Montgomery, as it is a	This metric does not apply to JC Montgomery, as it is a	This metric does not apply to JC Montgomery, as it is a

Metrics/Indicators	Baseline	2017-18	2018-19
	court school serving incarcerated youth in high school.	court school serving incarcerated youth in high school.	court school serving incarcerated youth in high school.
6B) Expulsion Rates	This metric does not apply to JC Montgomery, as it is a court school serving incarcerated youth in high school.	This metric does not apply to JC Montgomery, as it is a court school serving incarcerated youth in high school.	This metric does not apply to JC Montgomery, as it is a court school serving incarcerated youth in high school.
6A) Suspension Rates: % Suspended	0% (2015-16)	6%	5%
6C) Other Local Measures: Surveys of Pupils on the sense of safety and school connectedness	Connectedness 75% felt they had someone to talk to Safety 80% felt quite/somewhat safe (2016-17)	78% Feel Connected 83% Feel Safe	81% Feel Connected 86% Feel Safe
6C) Other Local Measures- Surveys of Parents on the sense of safety and school connectedness	Connectedness 43% felt connected to school Safety 100% felt school quite/somewhat safe	48% Feel Connected 100% Feel School Safe	82% Feel Connected 82% Feel School Safe
6C) Other Local Measures- Surveys of Staff on the sense of safety and school connectedness	Connectedness 100% collaborate quite often Safety 86% felt school safe	100% Feel Connected via collaboration 89% Feel School Safe	100% Feel Connected via collaboration 100% Feel School Safe

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and Specific Grade Span)

Specific Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Regular recognition of students for character and academic growth Student Incentives Program

2018-19 Actions/Services

Regular recognition of students for character and academic growth Student Incentives Program, and Annual Amazon membership to incorporate media (videos, images, and music) into lessons

2019-20 Actions/Services

Regular recognition of students for character and academic growth Student Incentives Program, and Annual Amazon membership to incorporate media (videos, images, and music) into lessons

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$500	\$500
Source	LCFF	LCFF	LCFF
Budget Reference	Materials & Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount		\$120	\$120
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures Dues & Memberships Annual Amazon	5000-5999: Operating Expenditures Dues & Memberships Annual Amazon
Amount		\$64	\$64
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo Indirect Costs	7000-7439: Other Outgo Indirect Costs

Action 2

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

Students to be Served:

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

All

Location(s):

(Select from All Schools, Specific Schools, and Specific Grade Span)

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and Specific Grade Span)

[Add Location(s) selection here]

Actions/Services

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

Modified Action

2017-18 Actions/Services

APEX Learning Program to combine instruction and assessment for students needing to gain credits toward high school

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

Modified Action

2018-19 Actions/Services

APEX Learning Program to combine instruction and assessment for students needing to gain credits toward high school

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

Modified Action

2019-20 Actions/Services

APEX Learning Program to combine instruction and assessment for students needing to gain credits toward high school

graduation and access A-G rigorous courses.

graduation and access A-G rigorous courses.

graduation and access A-G rigorous courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,750	\$13,450	\$13,450
Source	LCFF	Other	Other
Budget Reference	Other Services & Operating Costs	5000-5999: Services And Other Operating Expenditures Other Unrestricted State Funds	5000-5999: Services And Other Operating Expenditures Other Unrestricted State Funds

Action 3

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

Students to be Served:

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

Location(s):

(Select from All Schools, Specific Schools, and Specific Schools)

Specific Student Groups: Low Income

Specific Schools: JCM

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and Specific Grade Span)

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

For Low Income Pupils: Transition Services Transition Specialist

2018-19 Actions/Services

For Low Income Pupils: Transition Services Transition Specialist

2019-20 Actions/Services

For Low Income Pupils: Transition Services Transition Specialist

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$128,422	\$129,554	\$131,490
Source	Title I N&D	Title I N&D	Title I N&D
Budget Reference	Certificated Salaries & Benefits	1000-3999 Certificated Salaries & Benefits	1000-3999 Certificated Salaries & Benefits
Amount		\$12,696	\$12,696
Source		Title I N&D	Title I N&D
Budget Reference		7000-7439: Other Outgo Indirect Costs	7000-7439: Other Outgo Indirect Costs

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

Improve parent engagement in the learning, rehabilitation, and success of students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

Our program needs to increase parent participation due to past minimal participation, which has led to a lack of student learning, and limited access for opportunities of engagement at JC Montgomery. We only had 16% of parents involved in the input survey during 2016-17, and need to work to increase this participation. 71% of parents indicated that they were involved in decision making at the school. We need to work to decrease involvement, and increase the 29% involved.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19
3A) District Efforts to seek Parent Input (District & Site): # ELAC & SSC Meetings held	4 English Learner Advisory Committee Meetings 4 School Site Council Meetings (2016-17)	4 English Learner Advisory Committee Meetings 4 School Site Council Meetings	4 English Learner Advisory Committee Meetings 4 School Site Council Meetings
3A) District Efforts to seek Parent Input (District & Site):	16% (2016-17)	20%	25%

Metrics/Indicators	Baseline	2017-18	2018-19
Parent/Guardian Survey Participation Rate			
3B) Promotion of Parent/Guardian Participation Unduplicated Pupils: # Monthly Parent Meetings held with parents of unduplicated pupils	10 Parent Coffee Hours (2016- 17)	10 Parent Coffee Hours	10 Parent Coffee Hours
3B) Parent Survey Involved in Decision Making Unduplicated Pupils: Parents of unduplicated pupils survey response to parent involvement question	71% not at all involved 29% quite/somewhat involved (2016-17)	65% not at all involved 35% quite/somewhat involved	60% not at all involved 40% quite/somewhat involved
3C) Promotion of Parent/Guardian Participation Individuals with Exceptional Needs: % of Parent/Guardian Participation in IEPs	100% IEP Parent/Guardian Participation (2016-17)	100% IEP Parent/Guardian Participation	100% IEP Parent/Guardian Participation

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

(Select from All Schools, Specific Schools, and

All

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Grade Span)

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Conduct regular parent outreach Translation Services: Student Study Team Meetings (SST), Individual Learning Plan Meetings (ILP), phone calls, reports, & parent notices. Bilingual Secretary

2018-19 Actions/Services

Translation: This action will be combined into other staff duties

2019-20 Actions/Services

Translation: This action will be combined into other staff duties

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,284	\$0	\$0
Source	Other	Not Applicable	Not Applicable
Budget Reference	Other Unrestricted State Funds Classified Salaries & Benefits	Not Applicable This action will be combined into other staff duties	Not Applicable This action will be combined into other staff duties

Action 2

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

Students to be Served:

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

Location(s):

(Select from All Schools, Specific Schools, and Specific Grade Span)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

(Select from All Schools, Specific Grade Span)

Specific Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Evening Free Application for Federal Student Aid (FAFSA) assistance. Educational information during 3 parent visiting days Parent Education

2018-19 Actions/Services

Action combined into Action 3.2: Parent Committees & Education

2019-20 Actions/Services

Action combined into Action 3.2: Parent Committees & Education

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$0	\$0
Source	LCFF	Not Applicable	Not Applicable
Budget Reference	Materials & Supplies	Not Applicable Materials & Supplies (Cost included in Action 3.3)	Not Applicable Materials & Supplies (Cost included in Action 3.3)

Action 3

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

Students to be Served:

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

Location(s):

(Select from All Schools, Specific Schools, and

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

(Select from All Schools, Specific Schools, and Specific Grade Span)

English Learners
Foster Youth
Low Income

Schoolwide

Specific Schools

Actions/Services

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

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

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

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

Provide opportunities for parents to be engaged in school decision-making & programs, including meaningful feedback on student progress: School Site Council (SSC), English Learner Advisory Committee (ELAC) meetings; Student Study Team Meetings; Staff Home Visits; Individual Learning Plan (ILP) Plan Meetings, Parent Coffee Hours, Parent Visiting Days Parent Committees

2018-19 Actions/Services

Provide opportunities for parents to be engaged in school decision-making & programs, including meaningful feedback on student progress: School Site Council (SSC), English Learner Advisory Committee (ELAC) meetings; Student Study Team Meetings; Staff Home Visits; Individual Learning Plan (ILP) Plan Meetings, Parent Coffee Hours, Parent Visiting Days Administrative and Clerical support Parent Committees & Education

2019-20 Actions/Services

Provide opportunities for parents to be engaged in school decision-making & programs, including meaningful feedback on student progress: School Site Council (SSC), English Learner Advisory Committee (ELAC) meetings; Student Study Team Meetings; Staff Home Visits; Individual Learning Plan (ILP) Plan Meetings, Parent Coffee Hours, Parent Visiting Days Administrative and Clerical support Parent Committees & Education

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$600	\$600
Source	LCFF	LCFF	LCFF
Budget Reference	Materials & Supplies	4000-4999: Books And Supplies	4000-4999:
Amount		\$10,564	\$10,721
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo Indirect Costs	7000-7439: Indirect Cos
Amount		\$75,016	\$76,141
Source		LCFF	LCFF
Budget Reference		1000-3999 Certificated Salaries & Benefits 50% Administrator	1000-3999 C Benefits 50% Admini
Amount		\$32,175	\$32,658
Source		LCFF	LCFF
Budget Reference		2000-3999 Classified Salaries & Benefits 50% Clerical	2000-3999 C Benefits 50% Clerica

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 4

Coordinate high quality educational programs and services for Kings County Foster & Expelled youth

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
 Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

Identified Need:

Kings County Foster Youth Coordinating Program needs to assist districts, county welfare agencies, and other educational needs for Foster Youth. There is a need to share information, coordinate the transfer of health care between districts and agencies, and respond to the needs of the juvenile court system. Kings County needs to coordinate through the coordination of services for Expelled Youth in the county. This collaboration will be especially critical for the Kings Community School program due to low enrollment.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19
10A) Coordination of Foster Youth Services Work with County Welfare Agency to Minimize Changes in School Placement LI 7: Number of Foster Student School	124/290 = 43% Placement Changes (2016-17)	40% Placement Changes	35% Placement Changes

Metrics/Indicators	Baseline	2017-18	2018-19																								
Placement Changes in current year																											
10B) Coordination of Foster Youth Services Provide Education Related Information to County Welfare Agency to Assist in Delivery of Services (Educational Status & Progress Information Local Indicator 5 & 8): Number of information sharing agreements (MOUs) established between KCOE and Agencies & County-wide District/Site Coordinator Trainings	MOU Established for Information Sharing 0 District/Site Coordinator Trainings Held (2016-17) <table border="1"> <thead> <tr> <th>Agency</th> <th># MOU</th> </tr> </thead> <tbody> <tr> <td>CWS</td> <td>0</td> </tr> <tr> <td>LEA</td> <td>0</td> </tr> <tr> <td>Probation</td> <td>0</td> </tr> </tbody> </table>	Agency	# MOU	CWS	0	LEA	0	Probation	0	MOU Established for Information Sharing 5 District/Site Coordinator Trainings <table border="1"> <thead> <tr> <th>Agency</th> <th># MOU</th> </tr> </thead> <tbody> <tr> <td>CWS</td> <td>1/1 100%</td> </tr> <tr> <td>LEA</td> <td>4/14 29%</td> </tr> <tr> <td>Probation</td> <td>0</td> </tr> </tbody> </table>	Agency	# MOU	CWS	1/1 100%	LEA	4/14 29%	Probation	0	MOU Established for Information Sharing 4 District/Site Coordinator Trainings <table border="1"> <thead> <tr> <th>Agency</th> <th># MOU</th> </tr> </thead> <tbody> <tr> <td>CWS</td> <td>1/1 100%</td> </tr> <tr> <td>LEA</td> <td>14/14 100%</td> </tr> <tr> <td>Probation</td> <td>1/1 100%</td> </tr> </tbody> </table>	Agency	# MOU	CWS	1/1 100%	LEA	14/14 100%	Probation	1/1 100%
Agency	# MOU																										
CWS	0																										
LEA	0																										
Probation	0																										
Agency	# MOU																										
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Agency	# MOU																										
CWS	1/1 100%																										
LEA	14/14 100%																										
Probation	1/1 100%																										
10C) Coordination of Foster Youth Services Response to Juvenile Court Information Requests & Coordination of Necessary Educational Services: Creation, Training & Use of Educational Report Card for Probation use at court proceedings & Number of Transitional Conferences (Ages 17-21)	0 Educational Report Created (TK-12) 21 Transitional Conferences (ages 17-21)	1 Educational Report (TK-12) 100% of District/Site Coordinators Trained on Educational Report Completion 21 Transitional Conferences (ages 17-21)	100% of District/Site Coordinators Trained on Educational Report Completion 20 Transitional Conferences (ages 17-21)																								
10D) Coordination of Foster Youth Services																											

Metrics/Indicators

Baseline

2017-18

2018-19

Efficient Expeditious Transfer of Health & Education Records & Health Education Passport (Local Indicator 1): Student Information Sharing System Established Agency Users by User Type

Foster Focus		
Agency	User Type	# Users
KCOE	401	4
CWS Admin	201	0
CWS Case	221	0
LEA: District	521	2
LEA: Site	521	0
Probation	301	0

Agency	User Type	# Users
KCOE	401	4
CWS Admin	201	1
CWS Case	221	20
LEA: District	521	5
LEA: Site	521	10
Probation	301	1

Agency	User Type	# Users
KCOE	401	4
CWS Admin	201	2
CWS Case	221	30
LEA: District	521	14
LEA: Site	521	14
Probation	301	2

LI) Executive Council Meeting (Local Indicator 2): Number of Executive Council Meetings held in current year

4 Meetings Held 2016-17

4 Meetings

4 Meetings

LI) Educational Outcome data (Local Indicator 3): ELA & Math State Assessment & Graduation Data for Foster/Non-Foster Outcomes & Achievement Gaps

Spring 2015 Dataquest

ELA 2015 CAASPP (County)			
	% Tested	Std. Exceeds or Met	GAP
FY	95%	26%	11%
Non-FY	97%	37%	
Math 2015 CAASPP			
	% Tested		
FY	95%	17%	
Non-FY	97%	24%	
Graduation			
FY	50%	GAP	32.3%
Non-FY	82.3%		

ELA		
	% Tested	Gap
FY	95.5%	10%
Math		
FY	95.5%	6%
Graduation		
	Grad Rate	Gap
FY	55%	27.5%
Drop-Outs		
	Drop-Out Rate	Gap
FY	25%	14%

ELA		
	% Tested	Gap
FY	95.5%	3%
Math		
FY	96.5%	2%
Graduation		
	Grad Rate	Gap
FY	74%	18%
Academic Indicators		
	ELA	Gap
FY	-65	34
	Math	Gap
FY	-85	47
Chronic Absenteeism		
	16-17 Baseline	Gap
FY	23.2%	13.3%
	18-19 Expected	Gap
FY	20%	10.3%

Metrics/Indicators	Baseline	2017-18	2018-19																								
LI) Direct Education Services Certifications (Local Indicator 4): Required district certification agreements between COE & Districts to provide needed direct services to students	0	0	0																								
LI) Coordination with Post -Secondary Institutions (Local Indicator 6): Number of High School Foster Students attending College Financial Aide Workshops & Student Completed Applications	FAFSA Workshop Provided 7/50= 14% Foster HS Seniors Attended & Completed FAFSA application	1 FAFSA Workshop 20% Foster HS Seniors Attended & Completed FAFSA application	1 FAFSA Workshop 25% Foster HS Seniors Attended & Completed FAFSA application																								
LI) Prioritization of Foster Youth (Needs Assessment Local Indicator 7): Survey of Executive Council Members to identify program needs	100% of KCEAC Members surveyed	100% of KCEAC Members surveyed	100% of KCEAC Members surveyed																								
9) Coordinated Instruction of Expelled Pupils: Countywide Expulsion Plan: Number & % of expelled students in county that are supported by county-wide plan	<table border="1"> <thead> <tr> <th></th> <th># Students</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Kings</td> <td>141</td> <td>0.5%</td> </tr> <tr> <td>State</td> <td>5,602</td> <td>0.1%</td> </tr> <tr> <td colspan="3">Dataquest 2014-15</td> </tr> </tbody> </table>		# Students	Rate	Kings	141	0.5%	State	5,602	0.1%	Dataquest 2014-15			<table border="1"> <thead> <tr> <th></th> <th># Students</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Kings</td> <td>114</td> <td>0.45%</td> </tr> </tbody> </table>		# Students	Rate	Kings	114	0.45%	<table border="1"> <thead> <tr> <th></th> <th># Students</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Kings</td> <td>141</td> <td>0.4%</td> </tr> </tbody> </table>		# Students	Rate	Kings	141	0.4%
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Planned Actions / Services

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

Action 1

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and
Specific Student Groups: County-Wide Foster Youth	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and Specific Grade Span)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Foster Youth Coordinator	Foster Youth Coordinator	Foster Youth Coordinator

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$87,831	\$106,911	\$108,396
Source	Foster Youth Grant	Foster Youth Grant	Foster Youth Grant
Budget Reference	Classified Salaries & Benefits	2000-3999 Classified Salaries & Benefits	2000-3999 Classified Salaries & Benefits

Amount		\$10,477	\$10,623
Source		Foster Youth Grant	Foster Youth
Budget Reference		7000-7439: Other Outgo Indirect Costs	7000-7439: Indirect Cos

Action 2

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

Students to be Served:

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

Location(s):

(Select from All Schools, Specific Schools, and

Specific Student Groups: County-Wide Foster Youth

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

(Select from All Schools, Specific Grade Span

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s)]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Educational Learning Advisor - Foster Youth

2018-19 Actions/Services

50% Educational Learning Advisor - Foster Youth

2019-20 Actions/Services

50% Educational Learning Advisor - Foster Youth

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$60,012	\$26,652	\$28,864
Source	Foster Youth Grant	Foster Youth Grant	Foster Youth Grant
Budget Reference	Classified Salaries & Benefits	2000-3999 Classified Salaries & Benefits	2000-3999 Classified Salaries & Benefits
Amount		\$2,612	\$2,829
Source		Foster Youth Grant	Foster Youth Grant
Budget Reference		7000-7439: Other Outgoing Indirect Costs	7000-7439: Other Outgoing Indirect Costs

Action 3

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

Students to be Served:

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

Specific Student Groups: County-Wide Foster Youth

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Bilingual Clerical Support Secretary 50% Clerical Support Secretary

2018-19 Actions/Services

Bilingual Clerical Support Secretary 50% Clerical Support Secretary

2019-20 Actions/Services

Bilingual Clerical Support Secretary 50% Clerical Support Secretary

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26,906	\$28,977	\$31,247
Source	Foster Youth Grant	Foster Youth Grant	Foster Youth Grant
Budget Reference	Classified Salaries & Benefits	2000-3999 Classified Salaries & Benefits	2000-3999 Classified Salaries & Benefits
Amount		\$2,840	\$3,118
Source		Foster Youth Grant	Foster Youth Grant
Budget Reference		7000-7439: Other Outgo Indirect Costs	7000-7439: Other Outgo Indirect Costs

Action 4

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

Students to be Served:

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

Location(s):

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

Specific Student Groups: County-Wide Foster Youth

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Foster Focus Data Network System for Districts, Outside Agencies, and the County Office of Education data sharing Foster Focus

Foster Focus Data Network System for Districts, Outside Agencies, and the County Office of Education data sharing Foster Focus

Foster Focus Data Network System for Districts, Outside Agencies, and the County Office of Education data sharing Foster Focus

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,600	\$2,600	\$2,600
Source	Foster Youth Grant	Foster Youth Grant	Foster Youth Grant
Budget Reference	Other Services & Operating Expenses	5000-5999: Services And Other Operating Expenditures Foster Focus Contract	5000-5999: Services And Other Operating Expenditures Foster Focus Contract
Amount		\$941	\$941
Source		Foster Youth Grant	Foster Youth Grant
Budget Reference		7000-7439: Other Outgo Indirect Costs	7000-7439: Other Outgo Indirect Costs

Action 5

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

Students to be Served:

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

Specific Student Groups: County-Wide Foster Youth

Location(s):

(Select from All Schools, Specific Schools, and Specific Grade Span)

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and Specific Grade Span)

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/S
Foster Youth Council Meeting Materials & Supplies	Foster Youth Council Meeting Materials & Supplies	Foster Youth Council Meeting Materials & Supplies

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,250	\$1,250
Source	Foster Youth Grant	Foster Youth Grant	Foster Youth Grant
Budget Reference	Materials & Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$123	\$123
Source		Foster Youth Grant	Foster Youth Grant
Budget Reference		7000-7439: Other Outgo Indirect Costs	7000-7439: Other Outgo Indirect Costs

Action 6

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and Specific Grade Spans)
Specific Student Groups: County-Wide Expelled Youth	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Implement updated County-Wide Plan to Serve Expelled Youth County-Wide Plan

2018-19 Actions/Services

Implement updated County-Wide Plan to Serve Expelled Youth 5% Administrator County-Wide Plan

2019-20 Actions/Services

Implement updated County-Wide Plan to Serve Expelled Youth County-Wide Plan

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,160	\$9,338	\$9,478
Source	Other	Other	Other
Budget Reference	1000-3999 Certificated Salaries & Benefits Other Unrestricted State Funds	1000-3999 Certificated Salaries & Benefits Other Unrestricted State Funds 5% Staff	1000-3999 Certificated Salaries & Benefits Other Unrestricted State Funds Staff

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and Specific Grade Spans)

Specific Schools

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<input type="text"/>	\$1,400	\$1,400
Source	<input type="text"/>	LCFF	LCFF
Budget Reference	<input type="text"/>	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	<input type="text"/>	\$137	\$137
Source	<input type="text"/>	LCFF	LCFF
Budget Reference	<input type="text"/>	7000-7439: Other Outgo Indirect Costs	7000-7439: Other Outgo Indirect Costs

Action 8

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

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
 (Select from All Schools, Specific Schools, and Specific Grade Span)

OR

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

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

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

Location(s):
 (Select from All Schools, Specific Schools, and Specific Grade Span)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s)]

Actions/Services

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

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

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

New Action

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Foster Youth Director 15% Director of Curriculum

Foster Youth Director 15% Director of Curriculum

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$22,850	\$22,850
Source		Foster Youth Grant	Foster Youth Grant
Budget Reference		1000-3999 Certificated Salaries & Benefits	1000-3999 Certificated Salaries & Benefits
Amount		\$2,240	\$2,240
Source		Foster Youth Grant	Foster Youth Grant
Budget Reference		7000-7439: Other Outgo Indirect Costs	7000-7439: Other Outgo Indirect Costs

Action 9

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

Students to be Served:

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

Location(s):

(Select from All Schools, Specific Schools, and Specific Locations)

Specific Student Groups: County-Wide Foster Youth

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Grade Span)

[Add Location(s)]

Actions/Services

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

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

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

New Action

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Career & Vocational Training Program

Career & Vocational Training Program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$8,066	\$8,738
Source		Foster Youth Grant	Foster Youth Grant
Budget Reference		2000-3999 Classified Salaries & Benefits Student Salaries	2000-3999 Classified Salaries & Benefits Student Salaries
Amount		\$1,200	\$1,200
Source		Foster Youth Grant	Foster Youth Grant
Budget Reference		4000-4999: Books And Supplies Student & Staff Training Meals	4000-4999: Books And Supplies Student & Staff Training Meals
Amount		\$400	\$400
Source		Foster Youth Grant	Foster Youth Grant
Budget Reference		5000-5999: Services And Other Operating Expenditures Tour Lunch	5000-5999: Services And Other Operating Expenditures Tour Lunch

Amount		\$1,000	\$1,000
Source		Foster Youth Grant	Foster Youth
Budget Reference		5000-5999: Services And Other Operating Expenditures Van Rental	5000-5999: Operating Expenditures Van Rental
Amount		\$5,000	\$5,000
Source		Foster Youth Grant	Foster Youth
Budget Reference		5000-5999: Services And Other Operating Expenditures Consultant Contract Inter-Program Transfer	5000-5999: Operating Expenditures Consultant Contract Inter-Program Transfer
Amount		\$1,535	\$1,601
Source		Foster Youth Grant	Foster Youth
Budget Reference		7000-7439: Other Outgo Indirect Costs	7000-7439: Other Outgo Indirect Costs

Action 10

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

Students to be Served:

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

Specific Student Groups: County-Wide Foster Youth

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

	New Action	New Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/S
	Foster Youth Professional Development	Foster Youth Pro

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$8,200	\$8,500
Source		Foster Youth Grant	Foster Yout
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Operating E
Amount		\$804	\$833
Source		Foster Youth Grant	Foster Yout
Budget Reference		7000-7439: Other Outgo Indirect Costs	7000-7439: Indirect Cos

Demonstration of Increased or Improved Services for Undup

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$262,866

Percentage to Increase or Improve Services

5.28%%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage shown above, qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the requirements for each action/service and supporting each schoolwide or LEA-wide use of funds (see instructions).

The Kings County Office of Education (KCOE) Alternative Education program has calculated supplemental and concentration grant funds to be \$262,866, based on the number of Low Income, Foster Youth, and English Learners per 5CCR 15496(a) identified as unduplicated at JC Montgomery, court school, are 100%. Some of the funds will be used in a schoolwide manner, or limited to unduplicated pupils. Most actions will be utilized in a school-wide manner, based on stakeholder input. We serve incarcerated youth, which is a high risk student population. Consequently, most students have credit deficiencies, disengagement from school or learning environments, significant instructional gaps, and behavioral and academic issues are compounded by increased risks of social emotional health issues, decreased engagement, and drop-out or recidivism rates.

Goal 1 is our student achievement goal to focus on academic expectations and outcomes for students in four areas: Implementation of State Standards (2), Pupil Achievement (4), Course Access (7), and Course Outcomes (8).

Action 1: WASC will be used to increase or improve services school-wide. The action will be principally directed at unduplicated pupils, because this program provides students with opportunities for future education that they might not otherwise have at an alternative education high school. It also demonstrates the quality of our program, and its commitment to continuous improvement, reflection, and improvement. We have evaluated this action for effectiveness using our actual outcome data. The areas of focus noted on our original accreditation visit. We have exceeded the expected outcome with 50% of students met/met/exceeded standard in Math. We had no EL students take the initial CELDT, and are in the process of re-evaluating the ELPAC. This action supports Priority 2: Implementation of State Standards. We have received a 3 year accreditation full visit during 2018-19.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the requirements supporting each schoolwide or LEA-wide use of funds (see instructions).

Action 2: Professional Learning Communities via implementation by an expert will be used to increase or improve school-wide. This action is principally directed towards unduplicated pupils, because instructional staff will be provided data that can be analyzed, reflected upon, discussed, and acted on to identify and close achievement gaps. This action was evaluated for effectiveness using our actual outcome data. Ten half days were scheduled and completed with CUSD. The support was in ELA, Math, Science, as well as support with assessments used for monitoring student progress. 100% of students scored met/nearly met standards on the ELA CAASPP assessment, and 0% in Math. This action supports Priority 1: State Standards.

Action 5: Professional development targeted for English Language Development. This professional coaching will increase teachers use and knowledge, strategies, and scaffolds that support our Long Term English Learners. English Learners enrolled at JCM during the 2018-19 school year, per Dataquest, were Long Term. 25% of funds were used to target student language needs, plan, and provide instruction that will work to increase language proficiency. This action was evaluated for effectiveness using our actual outcome data. Five days of ELD professional development were provided by Kings County Office of Education Consultant to support teachers in their capacity for strategic EL instruction. Student achievement increased by 4.5% to 11.1%. This action supports Priority 4: Pupil Achievement.

Action 7: Professional Development Coaching support will be provided school-wide, and principally directed towards unduplicated students. Our staff has participated in professional learning and planning support during 2018-19. We need to increase classroom instruction by providing teachers a content expert feedback and coaching of instruction that will support the implementation of our professional development plan. We also need to continue to support the planning and implementation of our program, which provides students a foundation for English Language Arts and prepares them for college level instruction. This action was evaluated for effectiveness using our actual outcome data. 100% of staff surveyed indicated that they were supported by colleagues to some extent. JCM exceeded the expected outcome for EAP participation. 94% of students participated. This action supports Priority 2: Implementation of State Standards.

Action 10: The teacher for Let's Go Learn, tiered academic support program, will be provided school-wide, and principally directed towards unduplicated students. This intervention system allows for instruction to be individualized, assessing student needs, and aligning lessons that will help to fill them. The teacher reports and recommendations for instruction based on student progress. The program will be used by the PLC to make data based instructional decisions and monitor progress. 25% of students participated.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the requirements supporting each schoolwide or LEA-wide use of funds (see instructions).

intervention teacher will work to implement this program. We have evaluated this action for effectiveness using our actual outcome data. 67% of students made growth in ELA. 78% made growth in Foundational math, and 81% of students made growth in Algebra. This action supports Priority 8: Course Outcomes.

Goal 2 is our climate and student engagement support goal, which is aligned to three priority areas: Basic Skills (4), Student Engagement (5), and School Climate (6).

Action 1: Student incentives and media membership will be provided school-wide, and is principally directed toward students. This action was developed based on the need to support student character, positive choices, and a challenging environment. The addition of the media was based on student surveys asking for more engaging activities, getting, and tie to student's interests and need for connection to outside culture. We have evaluated this action using our actual outcome data. About 75% of students showed some growth to earn rewards. This action supports Priority 8: Achievement.

Goal 3 is our parent engagement goal, which is aligned to the Parent Involvement priority (3).

Action 3 Parent Committees and Education will be implemented school-wide, and is principally directed toward students. Increasing communication and supporting transitions are an ultimate need for our students future success. On the identified need expressed by staff, students, and parents via surveys and discussions. Including the feedback from administrative and clerical staff spent on increasing connectedness and involvement was important. Professional support staff with information, research, and innovative ideas for serving incarcerated students and their families based on the need expressed by staff in surveys. We have evaluated this action for effectiveness using our actual outcome data. 100% of students surveyed indicated that they felt they are earning high school credits. 100% of seniors completed their diploma. This action supports Priority 3: Parent Involvement. 65% of parents surveyed expressed interest in attending coffee hour. 65% of parents attended this school year. There were requests for additional parent conferences. This action supports Priority 3: Parent Involvement.

Goal 4 is the goal in which we focus on expelled and foster youth county-wide. (COE Priorities 9 and 10)

Action 7: Administrator Professional Membership for ACSA and School Services is principally directed toward staff that are also expelled youth. This is based on the identified need to provide internal and external district staff

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the requirements supporting each schoolwide or LEA-wide use of funds (see instructions).

updates pertaining to expelled youth. We have evaluated this action for effectiveness using the number of students was 131 in 2016-17. This is a 0.01% decrease from the year prior, and a 0.07% decrease over the last three years. Updates pertaining to foster youth are funded by a grant, and are not used to increase/improve services.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$365,328

Percentage to Increase or Improve Services

7.6%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the requirements supporting each schoolwide or LEA-wide use of funds (see instructions).

The Kings County Office of Education (KCOE) Alternative Education program has calculated supplemental a be 365,328, based on the number of Low Income, Foster Youth, and English Learners per 5 CCR 15496(a)(students that are identified as unduplicated at JC Montgomery, court school, are 100%. Some of the funds w manner, or limited to unduplicated pupils. The actions described below will be used in a LEA-Wide manner. I school program, LEA-Wide and School-Wide are the same form. We decided to use the funds for these purp Wide/School-Wide manner based on student needs and stakeholder input. We serve incarcerated youth, wh population. Consequently, most of our student suffer credit deficiencies, disengagement from school or learn significant instructional gaps, and learning struggles. The academic issues are compounded by increased ris health issues, decreased engagement, irregular attendance, and drop-out or recidivism rates.

Goal 1 is our student achievement goal to focus on academic expectations and outcomes for students in four Implementation of State Standards (2), Pupil Achievement (4), Course Access (7), and Course Outcomes (8)

Action 1.2 Professional Learning Communities via professional development will be used to increase or impr The action will be principally directed towards unduplicated pupils, because instructional staff will be reviewing subgroup, Low Income/ English Learners/ Foster Youth, in order to identify and address achievement gaps in be able to evaluate the effectiveness of this action by using state assessment data to compare achievement student groups and all students. We will also be using our district benchmarks to evaluate the learning growth these student groups. The majority of these student groups demonstrated growth on these assessments this

Action 1.3 Illuminate is principally directed towards Low Income, English Learners, and Foster Youth student system will be used by instructional staff to analyze data, evaluate student progress, and achievement gaps the accompaniment to action 1.2 for resources with professional learning communities. The ability to create collect, and analyze data is critical to a fully functioning professional learning community. This data will be us effectiveness of both actions. This year we were able to monitor students in a more consistent manner, inter outcomes of students in both ELA and Math benchmarks indicated student growth.

Action 1.6 & 1.7 Learning Resources for the 21st Century & Professional Development Coaching support w The action will be principally directed towards Low Income, Foster Youth, and English Learners, because the

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the requirements supporting each schoolwide or LEA-wide use of funds (see instructions).

development will support instructional strategies and model lessons that incorporate the use of SDAI strategies and structured language used to build social and academic language. It will also incorporate student use of instructional technology to assist in closing the technology gap for Low Income and Foster Youth Students. We have seen increasing student achievement demonstrating growth in ELA based on the use of instructional technology and the access to a digital library. This action will continue to be monitored based on the use and achievements of students in these programs.

Action 1.9 Let's Go Learn tiered academic supports will be funded in an LEA-Wide manner. This action is principally directed to Low Income, Long Term English Learners, and Foster Youth, because it will assist teachers in progress monitoring more continuously. It will also assist teachers with meeting student's independent needs and levels in classrooms across various grades with various needs and gaps. The program will be used to create student specific individual learning plans. The effectiveness of this action will be evaluated using the benchmark data from Let's Go Learn, which has demonstrated progress for most students.

Goal 2 is our climate and student engagement support goal, which is aligned to three priority areas: Basic Skills (4), Student Engagement (5), and School Climate (6).

Action 2.1 Student Incentives will be implemented in an LEA-Wide form. This action is principally directed to Low Income, English Learners, and Foster Youth students. This action has been determined to be important based on feedback from students for two years in a row. We will be focusing the incentive program at JCM for academics. These students have shown growth based on our district benchmark and state assessment scores. We will continue to evaluate the effectiveness of this action based on student growth.

Action 2.2 APEX virtual credit recovery system will be used in an LEA-Wide format. It is principally directed to Low Income, Foster Youth, and English Learner students. We were able to evaluate the effectiveness of this action based on completing work in 300 courses during 2016-17. Many of these courses would be unavailable to students during the school year otherwise. This assists us in setting up programs that can be paced based on student need and progress, and provides necessary classes to assist in their transition to school upon release.

Goal 3 is our parent engagement goal, which is aligned to the Parent Involvement priority (3).

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the requirements supporting each schoolwide or LEA-wide use of funds (see instructions).

Action 3.2 Parent Education Nights will be implemented in an LEA-Wide manner. We will continue to improve parents to be engaged in student learning through Parent Coffee Hour, Student Study Team Meetings, and parent communications. This action is principally directed towards Low Income students, English Learners, and Foster Youth. We have continued interest in school-home communication at JC Montgomery based on surveys of stakeholders. We will measure the effectiveness of this action based on the increased survey responses that connect to parent input and involvement. More parents complete the survey, and will be working to increase participation. Meeting parents on visiting nights is increasing consistent and positive communication between families and school. The action for parent communication is to parent education.

Action 3.3 Parent

Committee Materials and Supplies will also be implemented on an LEA-Wide basis. This action is principally directed towards unduplicated pupil groups of Low Income, English Learners, and Foster Youth. Currently, we need to increase the number of parents from JC Montgomery that act as committee members and participate in school shared decision making. This is an effective way to engage parents in data reflection and garnering suggestions for areas of improvement. This action is based on the number of committee meetings held, as well as survey feedback.

Goal 4 to serve county-wide expelled and foster youth are programs that are not funded out of LCFF grants for district students, but other grant funds and general funds for programs that support district students.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?
Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source					
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	
All Funding Sources	442,175.00	718,658.00	442,175.00	665,983.00	
	9,160.00	0.00	0.00	0.00	
Foster Youth Grant	178,349.00	287,621.00	178,349.00	234,678.00	
LCFF	99,960.00	250,364.00	99,960.00	238,652.00	
Locally Defined	0.00	5,200.00	0.00	0.00	
Lottery	18,000.00	18,008.00	18,000.00	5,000.00	
Not Applicable	0.00	0.00	0.00	0.00	
Other	8,284.00	16,969.00	17,444.00	45,403.00	
Title I N&D	128,422.00	140,496.00	128,422.00	142,250.00	

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type

Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	
All Expenditure Types	442,175.00	718,658.00	442,175.00	665,983.00	0
	442,175.00	0.00	433,015.00	0.00	
1000-3999 Certificated Salaries & Benefits	0.00	323,733.00	9,160.00	310,221.00	
2000-3999 Classified Salaries & Benefits	0.00	192,893.00	0.00	202,781.00	
4000-4999: Books And Supplies	0.00	9,148.00	0.00	4,550.00	
5000-5999: Services And Other Operating Expenditures	0.00	134,905.00	0.00	92,870.00	
7000-7439: Other Outgo	0.00	57,979.00	0.00	55,561.00	
Not Applicable	0.00	0.00	0.00	0.00	

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19
All Expenditure Types	All Funding Sources	442,175.00	718,658.00	442,175.00	665,983.00
		9,160.00	0.00	0.00	0.00
	Foster Youth Grant	178,349.00	0.00	178,349.00	0.00
	LCFF	99,960.00	0.00	99,960.00	0.00
	Lottery	18,000.00	0.00	18,000.00	0.00
	Other	8,284.00	0.00	8,284.00	0.00
	Title I N&D	128,422.00	0.00	128,422.00	0.00
1000-3999 Certificated Salaries & Benefits	Foster Youth Grant	0.00	15,205.00	0.00	22,850.00
1000-3999 Certificated Salaries & Benefits	LCFF	0.00	170,906.00	0.00	142,314.00
1000-3999 Certificated Salaries & Benefits	Other	0.00	9,200.00	9,160.00	15,503.00
1000-3999 Certificated Salaries & Benefits	Title I N&D	0.00	128,422.00	0.00	129,554.00
2000-3999 Classified Salaries & Benefits	Foster Youth Grant	0.00	185,124.00	0.00	170,606.00
2000-3999 Classified Salaries & Benefits	LCFF	0.00	0.00	0.00	32,175.00
2000-3999 Classified Salaries & Benefits	Other	0.00	7,769.00	0.00	0.00
4000-4999: Books And Supplies	Foster Youth Grant	0.00	8,078.00	0.00	2,450.00
4000-4999: Books And Supplies	LCFF	0.00	1,070.00	0.00	1,100.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	0.00	1,000.00
5000-5999: Services And Other Operating Expenditures	Foster Youth Grant	0.00	54,541.00	0.00	17,200.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	57,156.00	0.00	41,770.00
5000-5999: Services And Other Operating Expenditures	Locally Defined	0.00	5,200.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Lottery	0.00	18,008.00	0.00	4,000.00

Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	29,900.00
7000-7439: Other Outgo	Foster Youth Grant	0.00	24,673.00	0.00	21,572.00
7000-7439: Other Outgo	LCFF	0.00	21,232.00	0.00	21,293.00
7000-7439: Other Outgo	Title I N&D	0.00	12,074.00	0.00	12,696.00
Not Applicable	Not Applicable	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal					
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20
Goal 1	106,210.00	142,967.00	106,210.00	145,691.00	141,448.00
Goal 2	138,672.00	154,476.00	138,672.00	156,384.00	158,320.00
Goal 3	9,784.00	124,394.00	9,784.00	118,355.00	120,120.00
Goal 4	187,509.00	296,821.00	187,509.00	245,553.00	253,368.00

* Totals based on expenditure amounts in goal and annual update sections.