

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

<https://www.caschooldashboard.org/#/Home>

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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.



Tim Bowers
County Superintendent of Schools

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. King Community School serves expelled youth, awaiting re-admittance back into their district/school site. KCS has demonstrated continuous decline in enrollment and will be closing for the 2017-2018 school year. JC Montgomery will be the only alternative school that KCOE will be operating moving forward.

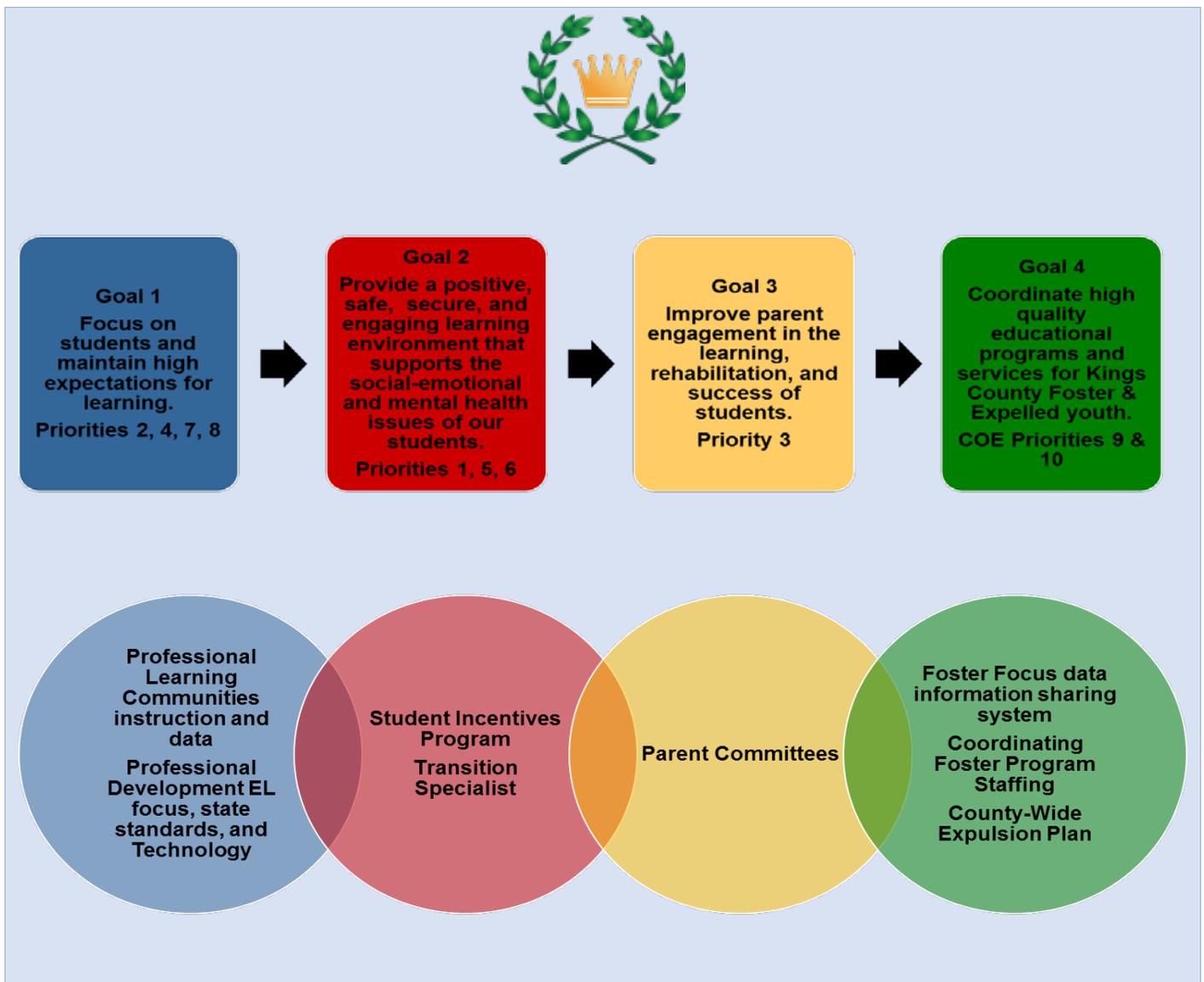
During the 2013-14 school year, an extensive needs analysis was conducted by program staff. This resulted in the formulation of a 5-year Strategic Plan document that further articulates our programs' needs, goals, objectives, & actions over the coming years. Input, data, goals, & actions from this endeavor 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.



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

We experienced progress in the area of English Language Arts for students. 80% of students at JC Montgomery demonstrated growth or maintained levels. 83% of students with disabilities also demonstrated growth. 67% of students demonstrated growth in the area of Pre-Algebra, and 80% in Foundational Math. 83% of African American students also demonstrated growth in Pre-Algebra. 100% of English Learners and students with disabilities demonstrated growth in the area of Foundational Math. This is connected to the individualized intervention we have implemented, and will continue to use (GOAL 1 ACTION 1.9).

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 have demonstrated most students are entering our programs below grade level in both ELA and Math. This is also indicated by our state assessment data. Only 13% of All students met standard in ELA on the 11th grade CAASPP. 38% of students nearly met the standard. That leaves about 50% of students Not Meeting Standard. (GOAL 1 ACTION 1.9)

In the area of Math, 0% of student Met Standard. While 6% Nearly Met. So, 94% of 11th grade students are Not Meeting Standard. (GOAL 1 ACTION 1.9)

An additional identified need is our rates of English Learner Reclassification at JC Montgomery. 1% of students met this criteria. We also had WASC committee recommendations for English Learner instructional scaffolding and support. This is an area we are working to build. (GOAL 1 ACTION 1.1)

We also have an identified need for student connectedness based on our local climate survey. Only 64% if students indicated they felt quite or somewhat safe at school. In addition, only 43% of parents felt somewhat or quite connected. This indicates a need for focus on climate and communication. (GOAL 2 EXPECTED OUTCOME 2C, ACTION 2.1)

We have identified a need to connect to JCM parents during visiting nights to support responses which were 16 during 2016-17. (GOAL 3 EXPECTED OUTCOME 3A, ACTION 3.3)

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 had a performance gap in the area of English Language Arts between All students and our English Learner student group as measured by our local district benchmark. We had 80% of All students grow or maintain levels in ELA, particularly reading comprehension. 75% of English Learners grew. In the area of Pre-Algebra, 67% of All students demonstrated growth. Only 33% of English Learners demonstrated growth. (GOAL 1 ACTION 1.5)

INCREASED OR IMPROVED SERVICES

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

- Goal 1: Action 1.6- Professional Development and instructional coaching & Action 1.7- 21st Century Learning Technology
- Goal 2: Action 2.2- APEX virtual school curriculum
- Goal 3: Action 3.1- Parent Education Nights

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	\$30,572,353
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$442,175

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 \$30,572,353. Of that amount, \$30,150,988 are 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.

\$5,169,983	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016–17

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

Goal 1	Focus on students and maintain high expectations for learning.
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State and/or Local Priorities
Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 2: Implementation of State Standards
1.1 Implementation of academic content standards & English Language Development (ELD): Students will be administered a state standards aligned assessment as measured by district benchmark assessment.

1.2 English Learner English Proficiency: Students will improve in scale score as measured by the California English Language Development Test (CELDT). (Priorities 2, 4)

Priority 4: Pupil Achievement

1.3 Statewide assessments: Scores on the California Assessment of Student Performance & Progress (CAASPP) assessment will decrease the percent of students scoring Standard Not Met at JC Montgomery (55%) & Kings Community School (81%) as measured by the state assessment report.

1.4 English Learner Reclassification rate: Increase 0% English Learner Reclassification rate as measured by site data for both JC Montgomery & Kings Community School.

1.5 Early Assessment Program (EAP) percent of student participation & pass: Increase the percent of students participating in the Early Assessment Program from 74% at JC Montgomery & 80% at Kings Community School as

ACTUAL

Priority 2: Implementation of State Standards

1.1 Implementation of academic content standards & English Language Development (ELD): 100% of students were assessed quarterly using a district benchmark assessment in ELA or Math. At JCM in the area of ELA, 50% of students demonstrated growth. An additional 20% maintained. At KCS, about 1/3 of students demonstrated growth, and an additional 1/3 maintained. Our special education students made growth in ELA at JC Montgomery. 100% of JC Montgomery students and 50% at KCS made growth. For the area of math in Pre-Algebra 72% of students maintained or grew at KCS. 70% of students at JCM grew. 80% of students demonstrated growth at JC Montgomery in foundational math. 50% of students at KCS demonstrated growth in foundational math. 100% of students with disabilities at JCM and 50% of these students also grew in this area.

Let's Go Learn ELA						
Levels:	+ Growth		Maintained		- Loss	
	JCM	KCS	JCM	KCS	JCM	KCS
All	10	7	4	7	6	6
Low Income	6	7	3	7	6	6
English Learners	3	2	0	1	0	1
Hispanic	8	5	0	5	0	4
African American	1	1	1	0	3	1
White	2	0	2	1	0	0
Students with Disabilities	5	2	0	3	1	3
American Indian	0	1	0	1	0	1
Let's Go Learn Pre-Algebra Math						

measured by the state report.

1.6 Percentage of students completing A-G requirements, Career Technical Educational programs of study (CTE), Percentage of pupils who have passed Advanced Placement (AP) test: Court community schools serve incarcerated & expelled youth, which are highly transient. This metric does not apply to us.

Priority 7: Course Access Grades 7-12

1.7 English, Social Science, Physical Education, Science, Mathematics, Visual & Performing Arts: 100% of students will continue to have access to required courses as measured by course list. *A portion of the metric does not apply to us: Foreign Language, Applied Arts, & Career Technical Education: Court community schools serve incarcerated & expelled youth, which are highly transient.

Priority 8: Course Outcomes Grade 7-12

1.8 English, Social Science, Physical Education, Science, Mathematics, Visual & Performing Arts: 100% of students will be administered a state standards/framework aligned assessment as measured by district benchmarks. Increase the number of students that demonstrate growth on the Let's Go Learn ELA & Math benchmark. *A portion of this metric does not apply to us: Foreign Language, Applied Arts, & Career Technical Education: Court community schools serve incarcerated & expelled youth, which are highly transient.

Levels:	+ Growth		Maintained		- Loss	
	JCM	KCS	JCM	KCS	JCM	KCS
All	16	14	0	4	7	7
Low Income	12	14	0	4	4	7
English Learners	1	4	0	2	2	1
Hispanic	6	9	0	6	6	4
African American	5	0	0	0	1	0
White	3	0	0	1	0	1
Students with Disabilities	4	4	0	3	3	3
American Indian	0	4	0	0	0	0
Let's Go Learn Foundational Math						
Levels:	+ Growth		Maintained		- Loss	
	JCM	KCS	JCM	KCS	JCM	KCS
All	4	2	0	0	1	2
Low Income	4	2	0	0	1	2
English Learners	2	1	0	0	0	0
Hispanic	3	1	0	0	1	0
African American	0	0	0	0	0	0
White	1	0	0	0	0	1
Students with Disabilities	2	1	0	0	0	1
American Indian	0	1	0	0	0	1

1.2 English Learner English Proficiency:

California English Language Development Test (CELDT): JC Montgomery decreased the number of students from 6 in 14-15 scoring Advanced or Early Advanced to 5 students. Kings Community School maintained the same number of students scoring advanced or early advanced. Due to the transiency of our student population, this data is used for trend analysis as they are often not the same students enrolled year to year. We also had 8/16 or 50% of students increase in scale score or progress a level on CELDT from 2015-16 & 2016-17.

	CELDT			
	JCM		KCS	
	14-15	15-16	14-15	15-16
Advanced	1	2	1	1
Early Advanced	5	3	1	1
Intermediate	5	6	7	4
Early Intermediate	4	1	3	1
Beginning	1	0	2	2

Priority 4: Pupil Achievement

1.3 Statewide assessments:

Kings Community School: There was a 10% decline in students nearly meeting standards for 11th grade ELA. That increased the percent of students not meeting standard in this area. 100% of students did not meet math standards on the state assessment.

JC Montgomery: There were 45% of students that met or exceeded standards on the 11th grade CAASPP during the spring of 2015. We increased to 51% of students meeting or exceeding in 2016. There was also a 1% increase in students nearly meeting standards on the Math assessment. We decreased the percent of students not meeting standards by 5% as well.

CAASPP ELA												
Levels	Standard Met or Exceeded				Standard Nearly Met				Standard Not Met			
Year	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Site	JCM		KCS		JCM		KCS		JCM		KCS	
All	25%	13%	0%	0%	20%	38%	19%	9%	55%	50%	81%	91%
Low Income		18%	0%	0%		27%	19%	10%		55%	81%	90%
Hispanic	20%	15%	0%	0%	27%	38%	20%	6%	53%	46%	80%	94%
CAASPP Math												
Levels	Standard Met or Exceeded				Standard Nearly Met				Standard Not Met			
Year	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Site	JCM		KCS		JCM		KCS		JCM		KCS	
All	0%	0%	0%	0%	5%	6%	0%	0%	95%	94%	100%	100%
Low Income		0%	0%	0%		9%	0%	0%		91%	100%	100%
Hispanic	0%	0%	0%	0%	7%	8%	0%	0%	93%	92%	100%	100%

1.4 English Learner Reclassification rate: 0 students met the criteria for reclassification in 2015-16 at Kings Community School, and 1 student was reclassified at J.C Montgomery School. There may have been students reclassified after transitioning to their home district.

1.5 Early Assessment Program (EAP) percent of student participation & pass: Kings Community School: 23/30 or 77% of students took the state assessment and participated in the Early Assessment Program (EAP) for English Language Arts, and 24/30 or 80% participated in the Early Assessment Program for math. J.C Montgomery: 14/19 or 74% of students took the state assessment & participated in the Early Assessment Program (EAP) for English language arts, and Math. Passing: 0 students scored level 4 at either site.

1.6 Percentage of students completing A-G requirements, Career Technical Educational programs of study (CTE), Percentage of pupils who have passed Advanced Placement (AP) test: Court community schools serve incarcerated & expelled youth, which are highly

transient. This metric does not apply to us.

Priority 7: Course Access Grades 7-12

1.7 English, Social Science, Physical Education, Science, Mathematics, Visual & Performing Arts: 100% of students will continue to have access to required courses as measured by course list. *A portion of the metric does not apply to us: Foreign Language, Applied Arts, & Career Technical Education: Court community schools serve incarcerated & expelled youth, which are highly transient.

Priority 8: Course Outcomes Grade 7-12

1.8 English, Social Science, Physical Education, Science, Mathematics, Visual & Performing Arts: 100% of students were assessed quarterly using a district benchmark assessment in English Language Arts or Math. Data charts are included in Actual Outcome 1, above. Benchmarks for Science, Social Science, & Visual Performing Arts have not yet been finalized. We plan to administer these assessments in 2017-18, and will have a baseline at that time. Seven students at Kings Community School and four students at JC Montgomery participated in the California Physical Fitness Assessment. Individual scores were not available on Dataquest, because there were less than 10 students.

ACTIONS / SERVICES

Action **1.1**

Actions/Services

PLANNED

Align systems & infrastructure to focus on students. Update policies, course of study, & handbooks in both English & Spanish
Translation Services

ACTUAL

Action Update: Parent, student handbooks, and course of study were updated to include annual notifications in both English and Spanish. We also worked on updating progress reports, report cards, truancy letters, and suspension notices in both English and Spanish.
Action Evaluation: The updated Course of Study is used to ensure that all (100%) students enrolled at KCS & JCM are enrolled in a broad course of study. This action supports Priority 7: Course Access.

Expenditures

BUDGETED

KCOE General Fund
Classified Salaries & Benefits
\$1,500

ESTIMATED ACTUAL

KCOE General Fund
Classified Salaries & Benefits
\$1,500

Action **1.2**

Actions/Services

PLANNED

Pursue & maintain Western Association of Schools & Colleges (WASC) Accreditation
WASC Fees: Continued Accreditation & Full Visit

ACTUAL

Action Update: We purchased our WASC accreditation stamps. We were not scheduled for a full visit. We received a 3 year approval. During the 2017-18 school year, we will need to schedule a full visit for

		JCM. Our efforts in this area have been to work on the recommendations from the committee regarding EL supports and scaffolds. Designated ELD was identified as an area of need. We provided professional development to staff, and have implemented this time into our daily schedule consistently. We have also continued to work on implementing the Ca state standards through professional learning communities and classroom observations. Fiscal Update: A full visit was not needed this fiscal year. Action Evaluation: The WASC accreditation process prompted many us to continue to work in the area of Ca state standards, including ELD, implementation. This action supports Priority 2: Implementation of State Standards.
Expenditures	<p>BUDGETED</p> <p>Base Other Services & Operating Expenses \$6,000</p>	<p>ESTIMATED ACTUAL</p> <p>Base Other Services & Operating Expenses \$1,840</p>

Action **1.3**

Actions/Services	<p>PLANNED</p> <p>Implement Professional Learning Communities (PLCs) to transform planning & collaboration around student needs driven by data <i>KCOE Professional Development Consultants 15 Half Days, 2 Wednesdays per month</i></p>	<p>ACTUAL</p> <p>Action Update: We have implemented professional learning communities (PLCs) for staff collaboration. This work was supported by Kings County Office of Education consultants in the areas of English Language Development, Next Generation Science Standards, Math, and English Language Arts. In addition to the contracted time, the Principal and Vice Principal facilitated professional learning communities. We met as PLCs 2-3 Wednesdays per month during our allotted contracted time. Action Evaluation: This year we worked to identify focus standards for ELA. We have continued to work on vocabulary development and comprehension. We also found that we needed to work in the area of writing across content areas. This action supports Priority 2: Implementation of State Standards.</p>
Expenditures	<p>BUDGETED</p> <p>S/C Inter-program Services \$6,000</p>	<p>ESTIMATED ACTUAL</p> <p>S/C Inter-program Services \$5,950</p>

Action **1.4**

Actions/Services

PLANNED
 Accessible data systems & local assessments that teachers use to review, progress monitor, & intervene students by subgroup. Teacher & administrator created assessments, demographic data, state test data & reports by the following subgroups: English Learner, Reclassified English Proficient, Foster Youth, Low Income, & Students with Disabilities. Local Assessments Management System
Illuminate Assessments

ACTUAL
Action Update: We administered 2 Illuminate summative district benchmark assessments this school year. The data from the first semester benchmark was discussed and analyzed during PLC time. Students are also demonstrating progress using technology for assessment purposes. We are currently administering the second district benchmark assessment. Our staff has also used the Illuminate system to upload classroom assessment data. A leadership team also attended a conference to gather additional ideas for implementation that will be presented to staff during future PLCs. The conference was paid out of other funding sources. The cost includes the contract for Illuminate as planned.
Fiscal Update: Other funds, Lottery, were used to pay for this action. We had to make budget adjustments based on declining enrollment, which caused us to receive less supplemental dollars than we anticipated. The cost was also less due to declining enrollment. We needed less licenses.
Action Evaluation: We have continued to use Illuminate with increasing effectiveness. Last year, we mainly used the system to analyze state assessment data for CASSPP and CELDT. We are now using the system to monitor the implementation and progress of students more often. This has assisted us with discussing trend data, and intervening or enriching student learning. This action supports Priority 2: Implementation of State Standards.

Expenditures

BUDGETED

	S/C
Other Services & Operating Expenses	
	\$7,500

ESTIMATED ACTUAL

	Lottery
Other Services & Operating Expenses	
	\$5,275

Action

1.5

Actions/Services

PLANNED
 Purchase additional materials aligned to California State Standards. English Language Arts Materials that align to Science, Social Studies, English Language Development (ELD), & Literature for continued progress monitoring of students reading levels, intervention needs, & continued growth in reading at increasing Lexile levels.
LightSail

ACTUAL
Action Update: We purchased additional sets of high interest books that align to increase reading comprehension during reading instruction. Students have access to these resources via technological devices. We also purchased additional literature books that align to our Character Based Learning program for English Language Arts.
Fiscal Update: Materials and supplies were not purchased. The cost of the contract was higher due to the additional purchases of high interest texts.
Action Evaluation: During the spring of 2016, Kings Community School increased by 2% for students meeting or nearly meeting standards in the area of Reading on the state assessment CAASPP as

		compared to the baseline 2014-15 data. J.C. Montgomery students are now utilizing LightSail with more regularity. They had 44% of students at or near standards in Reading during the spring of 2016 as baseline data. This action supports Priority 4: Pupil Achievement
Expenditures	BUDGETED	ESTIMATED ACTUAL
	Lottery Other Services & Operating Expenses \$8,500 Lottery Materials & Supplies \$9,500	Lottery Other Services & Operating Expenses \$9,561 Lottery Materials & Supplies \$0

Action **1.6**

	PLANNED Provide professional development for English Language Development (ELD) Standards & Integrated/Designated English Language Development (ELD) to include Coaching on scaffolding & instructional strategies <i>KCOE Professional Development Consultant 15 Days</i>	ACTUAL Action Update: Professional development in the area of English Language Development (ELD) standards for Integrated and Designated ELD was provided to staff. This included follow up observations and coaching in the areas of scaffolding and instructional strategies. Specific professional development for ELD was provided in three half days by one consultant. In addition, another consultant provided the support, follow up, and planning within the contract in action 1.8. This was combined to decrease costs due to declining enrollment experienced at KCS, which resulted in less funds than anticipated. Fiscal Update: Less days of professional development implementation support was done by consultant. So, the cost of the contract was less than anticipated. Action Evaluation: Integrated & Designated ELD professional development supports differentiated instruction, & is supporting student language development as evidenced by CELDT scores at JCM. Two students scored Advanced and 3 scored Early Advanced. KCS maintained CELDT scores. However, we did see individual student growth. The trend data includes different students per our transient population. We also increased the quality of the ELD program to include a regularly scheduled and protected designated ELD block. This action supports Priority 4: Pupil Achievement
Expenditures	BUDGETED	ESTIMATED ACTUAL
	S/C Inter-Program Services \$12,750	S/C Inter-Program Services \$1,575

Action **1.7**

Actions/Services

PLANNED
 Replacement of technology (iPads & Chromebooks) & 21st Century Learning Resources per replacement schedule. Purchase iPad charging cart. Professional Development to support Technology (Computer Using Educators (CUE) Conference) *21st Century Learning Resources*

ACTUAL
Action Update: There were no replacements needed for iPads or Chromebooks this year. We also did not need to purchase an iPad charging cart. Neither of these actions were needed, because of the declining enrollment of KCS. We will not be needing an additional charging cart, because KCS will be closing this school year. There are 2 charging carts at JCM, and we will move the additional one from KCS there. We will have one charging cart per classroom at JCM next year at no additional expense. Professional development to support the use of instructional technology was completed. Two classroom teachers attended the (CUE) Computer Using Educators Conference. Based on this training, the teachers and staff have worked with probation to create a plan for using Google Classroom next year at JCM.
Fiscal Update: No replacement equipment was needed as a result of the declining enrollment at KCS.
Action Evaluation: 100% of classrooms will have access to technology and charging carts to utilize during instruction. This action supports Priority 4: Pupil Achievement.

Expenditures

BUDGETED

	S/C
Equipment Not Depreciated	
\$5,000	
	S/C
Travel & Conference	
\$2,250	

ESTIMATED ACTUAL

	S/C
Equipment Not Depreciated	
\$0	
	S/C
Travel & Conference	
\$1,932	

Action **1.8**

Actions/Services

PLANNED
 Provide professional development in California State Standards and 21st Century learning & technology *KCOE Professional Development Consultant 75 Days*

ACTUAL
Action Update: A KCOE Consultant worked with staff this year to support Ca State Standards implementation for 75 days to assist with ELA/ELD instruction, coordination of assessment and progress monitoring, providing additional instructional resources for staff, classroom observation, and instructional coaching. The consultant also assisted with the implementation, monitoring, and staff training for supplementation instructional programs.
Action Evaluation: This action supports instruction delivered by teachers. This is evidenced by positive teacher feedback & increased use of instructional programs. This action is aligned to Priority 2: Implementation of State Standards

Expenditures

BUDGETED
S/C Inter-Program Services \$63,750

ESTIMATED ACTUAL
S/C Inter-Program Services \$63,750

Action **1.9**

Actions/Services

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

ACTUAL
Action Update: We continue to use Aeries as our Student Information System (SIS). This has been helpful in reporting data to the state, and during our recent federal program review. Fiscal Update: This software was paid for out of General Fund dollars, due to declining enrollment, and reduced supplemental dollars. Action Evaluation: The student information system supports the sites in planning and enrolling students in required courses. 100% of students have access to courses that supports college and career readiness. This action supports Priority 7: Course Access

Expenditures

BUDGETED
Base Other Services & Operating Expenses \$4,600

ESTIMATED ACTUAL
General Fund Other Services & Operating Expenses \$5,200

Action **1.10**

Actions/Services

PLANNED
Assessments to monitor program growth (pre/post) Benchmarks & local formative assessments Reading & Math Illuminate Assessments: Key Data Systems Inspect <i>English Learner (EL) Progress Monitoring Assessments</i>

ACTUAL
Action Update: We have used assessments within our assessment system (action 1.4) to progress monitor English Learner students in the areas of Reading and Math. We have also used Let's Go Learn to create a student support plan in identified areas of need. Price is included in Action 4. Action Evaluation: Students are progressing toward meeting state standards in ELA as evidenced by 2014- 15 baseline CAASPP scores. 19% of students were at or near in ELA standards during the spring of 2015. We had an increase at JCM to 50% of student nearly meeting or meeting standard in ELA during the spring of 2016. KCS had 6% of students nearly meet standards. These were significant increases. 100% of students scored standard not met in the area of math on the spring 2015 state assessment. JCM increased to 9% of students nearly meeting standards during 2016. 100% of students still did not meet math standards in 11 th grade in 2016. We will continue to work in the area of math. This action supports Priority 4: Pupil Achievement

Expenditures

BUDGETED
\$0 Price included in Action 1.4

ESTIMATED ACTUAL
\$0 Price included in Action 1.4

Action **1.11**

Actions/Services

PLANNED
System of tiered academic interventions & supports. Initial diagnostic information is followed by individualized instruction in ELA & Math for grades K-12, & post diagnostic assessment. Teachers will use reports to monitor individual student growth. <i>Math & ELA Intervention Let's Go Learn</i>

ACTUAL
Action Update: We have continued to use the diagnostic assessment in both ELA and Math for all students. Individualized instructional support lessons are assigned based on student performance. We have increased the progress monitoring assessments to quarterly to assist with collecting data on our transient students. Fiscal Update: The contract was paid for out of other funds, due to receiving less supplemental dollars than anticipated. The cost reflects the purchase of additional licenses for increased student use and high student transition into and from our programs. Action Evaluation: Student growth is progress monitored monthly by all teachers in either ELA or Math. This year we have had students exit the ELA intervention program due to attaining mastery of the foundational skills addressed in the program. These students then were entered into an individualized reading program to increase reading comprehension. Benchmark data results support the action with 70% growth at both sites in ELA. For Pre-Algebra, we had 70% growth /maintained at JCM, and 85% at KCS. Foundational math assessment results show that 80% of students at JCM and 50% at KCS grew. This action supports Priority 8: Course Outcomes

Expenditures

BUDGETED
S/C Other Services & Operating Expenses \$14,500

ESTIMATED ACTUAL
S/C Other Services & Operating Expenses \$3,440

Action **1.12**

Actions/Services

PLANNED
Increase the number of Student College, Trade School, & Military Tours to 5 in order to provide educational & career exploration. <i>5 College or Trade School Tours Transportation</i>

ACTUAL
Action Update: We have taken 4 college or trade school tours this school year. We still have 3 more scheduled for the remaining quarter. There have been six students attending the tours. We have a future military presentation scheduled for interested students. In addition to this, we have included a daily career exploration class as an elective. There were no additional costs for the added elective, as it was within regular staff schedules.

Fiscal Update: Additional costs were paid for out of other funds.
Action Evaluation: Students have been provided the opportunity to attend college exploration or trade school tours that provide educational & career possibilities by exploring interests in particular programs & promoting postsecondary education. By the end of the school year 7 trips and one military presentation will be completed. This action supports Priority 7: Course Access

BUDGETED

S/C
 Motor Pool
 \$1,000
 S/C
 Materials & Supplies
 \$1,000

ESTIMATED ACTUAL

S/C
 Motor Pool
 \$101
 S/C
 Materials & Supplies
 \$0

Expenditures

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Actions and Services for this goal were implemented as planned with one exception. KCOE consultants provided professional development, classroom observations and coaching to teaching staff in the areas of designated and integrated English Language Development, implementing assessments via Illuminate, English Language Arts and mathematics. Teachers continued facilitating assessments and individualized lessons in Let's Go Learn. An additional iPad charging cart was not needed, due to declining enrollment and eminent closure of Kings Community School. J. C. Montgomery and Kings Community School have moved away from iPads and toward Chromebooks. Both schools were able to share resources with lower enrollment totals.

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

Utilizing the interventions in Let's Go Learn, data results support the action with 86% growth or maintenance of levels in ELA, and 72% growth or maintenance in Math. Students reading Character Based Literature books in English class and free reading from the on line library on LightSail read a total of 33008 minutes and had an average Lexile level growth of 68. Despite a noteworthy increase, the significant number of students not meeting or approaching standards in mathematics 100% at KCS, and 91 % at JCM on the SBAC, and 50% at JCM and 94% at KCS in the ELA portion of the SBAC remains a concern, and we will continue to work with the intervention programs. KCS students participated in 7 community college and trade school tours, resulting in 100 % of graduating students completing community college admissions applications.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The planned expenses were totaled at \$143,850. The estimated actuals are \$100,124. The larger differences relate to Actions 1.5, 1.6, and 1.7. With the declining enrollment at KCS, materials and supplies were not purchased. There were no additional purchases of devices for the program, because of the school closure plan.

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

We have worked to align metrics to the new LCAP template for new plan. In doing so, there are changes to the expected outcomes. We also removed actions that were associated with Kings Community School, due to the closure of this program and severe declining enrollment. Action 1.1 was completed, so it was removed from the new plan. We will continue to translate and update documents in an ongoing manner. Action 1.2 was updated to reflect the plan for WASC implementation, because we are not scheduled to have a full visit during 2017-18. Action 1.3 language was updated. This action was initially implemented during 2016-17, and is now being adjusted to meet identified needs. Action 1.4 language was adjusted, because the new template identifies student groups served explicitly. This alleviated the need to identify them within the action itself, and simplifies language for readers to increase communication. Action 1.5 language was also simplified, and connects to the reading need for our students. Action 1.6 language was added to include language based on need and WASC recommendation for instructional strategies and scaffolding for English Learners. Action 1.7 will no longer include a charging cart. We will not need an additional cart due to the closing of one site. We plan on purchasing additional Chromebooks for student use during instruction and in the Library for JC Montgomery. Action 1.8, professional development contract, will include less days due to the one site being served. Action 1.10 was removed, because assessments are included within another action. Action 1.12 was removed, because it pertained to KCS. Several of the actions were supported with other funds, due to declining enrollment and receiving less supplemental dollars than anticipated. The program had to be supported with county office general fund dollars. During 2017-18, these actions will be supported by LCFF. Our court school receives a higher percent of LCFF supplemental/concentration dollars due to the high percent of unduplicated pupils. This allows the LCFF dollars to support the program more fully than it did in 2016-17.

Goal 2

Provide a positive, safe, secure, and engaging learning environment that supports the social-emotional and mental health issues of our students.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 1: Basic Services

2.1 Teachers are appropriately assigned & fully credentialed: Teachers will be highly qualified or Interns will be enrolled in an appropriate intern program as measured by Cal Pads report.

2.2 Sufficient access to standards-aligned instructional materials: All Students will have access to sufficient standards aligned instructional materials as measured by County Office Board Resolution & School Accountability Report Card (SARC).

2.3 School facilities are maintained & in good repair: Maintain a facilities rating of Good or Exemplary as measured by the Facilities Inspection Tool (FIT).

Priority 5: Pupil Engagement

2.4 School attendance rates: Attendance rates will maintain or increase at JC Montgomery from 97% in 2015-16. Increase Kings Community to 84%, a 2% increase from the 2015-16 results. This will be based on Aeries attendance reports.

ACTUAL

Priority 1: Basic Services

2.1 Teachers are appropriately assigned & fully credentialed 100% (4/4) teachers are fully credentialed & appropriately assigned based on the 2015-16 SARC at JC Montgomery. 80% of teachers at Kings Community School are fully credentialed per the 2015-16 SARC. One of the 5 teachers is working to complete requirements. All teachers were correctly assigned at both sites.

2.2 Sufficient access to standards-aligned instructional materials: Kings County Office of Education held a public hearing on August 3, 2016 to discuss sufficiency of instructional materials. 100% of students have access to standards aligned instructional materials at both sites.

2.3 School facilities are maintained & in good repair: The 2015-16 Facilities Inspection Tool (FIT) rated facilities at Kings Community School as Exemplary. The rating for JC Montgomery was Good.

Priority 5: Pupil Engagement

2.4 School attendance rates: There was almost a 2% increase when comparing end of year attendance rates from 2015-16, & August to March of 2016-17 at KCS. For JC Montgomery, we had a decline of almost 3%. This decrease was mainly due to students attending required court hearings.

2.5 Chronic absenteeism rates: Truancy rate will decrease from 70% at Kings Community School. Chronic absenteeism will decrease from 51% at Kings Community School. Truancy & chronic absenteeism will be measured using the CDE Dataquest & Aeries reports. Student Attendance Review Board (SARB) referrals will decrease from 21. This metric does not apply to JCM as it is a court school.

2.6 High school graduation rates: California Department of Education (CDE) notes that this is difficult to track due to high amounts of students transitioning to and from our programs. This metric does not apply to us.

2.7 Middle school dropout rates: This metric does not apply to JCM as it is a court school and is the only site that serves middle school students. High School dropout rates: California Department of Education (CDE) notes that this is difficult to track due to high amounts of students transitioning to and from our programs. This metric does not apply to us.

Priority 6: School Climate

2.8 Suspension rates: Decrease the number of suspensions from 69 as measured by California Department of Education (CDE) Dataquest report or Cal Pads.

2.9 Number of Students Qualifying for District Re-Admittance: Increase the number of students qualifying for district re-admittance, as compared to the number in 2015-16. This will be measured by site administrators & the transition specialist documentation.

2.10 Pupils, parents, staff on the sense of safety and school connectedness: Increase the percentage of pupils, parents, & staff that indicate they feel very or somewhat safe on the annual survey.

2.11 Expulsion rates: This metric does not apply to JC Montgomery as it is a court school. Kings Community School serves expelled students.

Attendance Rates		
Site	15-16	16-17
JCM	82%	83.89%
KCS	97%	94.08%

2.5 Chronic absenteeism rates: We had a 30.9% chronic absenteeism rate in 2016-17. The rate for the 2015-16 school year was 51%, which is a significant decrease of 20.1%. Both years were measured as of April of the school year. There were 3 students that were chronically truant, which is a significant decline from the 21 last school year.

2.6 High school graduation rates: California Department of Education (CDE) notes that this is difficult to track due to high amounts of students transitioning to and from our programs. This metric does not apply to us. Per our local data, we had 5 students graduate during the 2015-16 school year.

High School Drop Outs: There were 52 drop-outs during the 2015-16 school year. This year we have had 30 through April. It appears that we will have less students drop out during 2016-17. When calculated using the total number of students served per our consolidated application, the 2015-16 rate was 39%.

2.7 Middle school dropout rates: This metric does not apply to JCM as it is a court school and is the only site that serves middle school students. High School dropout rates: California Department of Education (CDE) notes that this is difficult to track due to high amounts of students transitioning to and from our programs. This metric does not apply to us.

Priority 6: School Climate

2.8 Suspension rates: Kings Community School reported 39 students suspended in 2015-16 per Cal Pads, which decreased by 15.03%. We used the number of students served within the program all year per our Consolidated application reporting. We feel that this is a more accurate denominator, because the enrollment on state data collection day does not include students entering and exiting the program. There were 39 students involved in the 87 suspensions. The court school, JC Montgomery, does not suspend or expel students.

Suspension Rate			
Site	2013-2014	2014-2015	2015-2016
Kings Community School	17.6	44.8	29.77

2.9 Number of Students Qualifying for District Re-Admittance: We had a total of 34 student qualify for district rea-admittance, or meet their expulsion criteria, in 2015-16. We have had 27 meet in 2016-17. These numbers remain consistent, although we have experienced declining enrollment.

Student Re-Admittance					
	2014-2015	2015-2016		2016-17	
	End of Year	Sem. 1	Sem. 2	Sem. 1	Sem. 2
Kings Community School	12	20	14	15	12

2.10 Pupils, parents, staff on the sense of safety and school connectedness:

Students Connected- 64% indicate that they felt quite or somewhat connected to school. 72% felt they have someone on staff or friends that they can talk to. 75% of students felt that they were accepted for who they are.

Students Safety- 80% indicated that they felt quite or somewhat safe.

Staff Connected- 100% of staff indicated that they felt quite or somewhat connected to school. 100% of staff indicated that they collaborate with colleagues quite a bit. 100% feel that they are accepting of their students.

Staff Safety- 86% felt quite safe, while 14% felt somewhat safe.

Parents Connected- 43% felt somewhat or quite connected. 72% of parents indicated that they felt they could connect staff or administration at any time.

100% of parents indicated that staff/administration accept their students.

Parents Safety- 100% of parents indicated that the school is quite or somewhat safe.

2.11 Expulsion rates: This metric does not apply to JC Montgomery as it is a court school. Kings Community School serves expelled students.

ACTIONS / SERVICES

Action

2.1

Actions/Services

PLANNED

Provide a full time School Resource Officer Contract to create a positive climate & support a safe school environment

ACTUAL

Action Update: There has been a full time school resource officer at Kings Community School. The officer has assisted staff with consistent behavior expectations and monitoring.

Expenditures

Action

2.2

<i>School Resource Officer</i>		Action Evaluation: The Probation Officer supported school staff with implementing consistent behavior expectations. There was a 15.03% decrease in our suspension rate per the data reported in Cal Pads and the consolidated application for federal funds. This actions supports Priority 6: School Climate.	
BUDGETED		ESTIMATED ACTUAL	
S/C Contracted Services \$70,000		S/C Contracted Services \$70,000	

Actions/Services

PLANNED Provide a Student Attendance Review Board (SARB) Attendance Officer to reduce truancy & chronic absenteeism <i>Student Attendance Officer</i>		ACTUAL Action Update: Kings Community School had a part time Student Attendance Review Board (SARB) Officer that assisted with truancy and chronic absenteeism. This position followed up with absent students with phone calls, and picked up students that missed school or independent study appointments. Fiscal Update: The cost for services to program paid for out of s/c were lower than estimated due to final negotiations. The cost for general fund SARB, district services, was slightly higher due to additional days of service added to the contract. Action Evaluation: The Student Attendance Review Board (SARB) Attendance Officer assists with chronic absenteeism rates, which were 30.9% in 2016-17. This is a decrease from 51% last school year. Both years were measured as of April. There were 8 students that received a letter because they had missed 9 or more days that were unexcused. This is a decrease as well. Updated truancy rates for 2015-16 were unavailable in Dataquest. We feel that this decrease was also a result of the qualitative program change of adjusting the school day to a later time. This action supports Priority 5: Pupil Engagement	
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Expenditures

BUDGETED		ESTIMATED ACTUAL	
S/C Classified Salaries & Benefits \$36,527 General Fund SARB Classified Salaries & Benefits \$36,527		S/C Classified Salaries & Benefits \$ 36,240 General Fund SARB Classified Salaries & Benefits \$37,020	

Action

2.3

Actions/Services

PLANNED
 Increase engagement of students through character development & incentives program Regular recognition of students for character & attendance
Student Incentives Program

ACTUAL
Action Update: At Kings Community School, we continued to provide the perfect attendance incentives weekly. Students needed to be on time and in school each day. We also have continued the school store. Students earn tickets to redeem items at the store. We have continued our Fun Friday events. Students are able to participate in this weekly activity if they have had 0 behavior issues during the week. We have had to adjust some behavior incentives based on needs of students. We have had some weeks where these things were canceled due to overall behavior difficulties. We have continued the academic incentives at both sites. Students at JCM have made great growth, and are interested in gaining the rewards. We also took Kings Community School students on a field trip to the beach and Hearst Castle. This was awarded to students that had earned at least a 2.0 GPA, has less than 3 absences, and had 0 suspensions during the first quarter.
Fiscal Update: One less trip was taken.
Action Evaluation: Kings Community School will be closing after the 2016-17 school year due to declining enrollment. We received positive student responses via surveys about the incentives and trips. We are researching ways to incorporate something similar at JCM next year. We will continue to offer the academic growth incentives at JCM. The cost will be much reduced. This action supports Priority 4: Pupil Achievement.

Expenditures

BUDGETED

S/C
Materials & Supplies
\$3,500
S/C
Motor Pool
\$2,000

ESTIMATED ACTUAL

S/C
Materials & Supplies
\$2,300
S/C
Motor Pool
\$135

Action **2.4**

Actions/Services

PLANNED
 Provide student transportation to & from school
 Transportation Costs
Bus Driver 50%
Transportation Supervisor 75%
Bus Insurance
Fuel

ACTUAL
Action Update: We continued to provide student transportation at a reduced cost. One bus driver ran the route for students living in Hanford. Other school employees picked up students living in Lemoore. All students rode the city bus home from school with district provided bus paid bus passes. After January, we no longer provided a KCOE bus driver. Hanford High school district picked up students in Hanford four days per week. School staff picked up Hanford students the other day during the week.

Fiscal Update: Declining enrollment lead to a reduction in transportation personnel first semester. School buses were no longer used to transport students during the second semester due to the low numbers of students taking the bus. Students were provided transportation by the district in other forms. Due to the decrease in service, salaries and materials (fuel) were about half the planned budget. The insurance contract was paid in full as it spanned the duration of the year.

Action Evaluation: Students who rode the bus were in school & on time, there was about a 2% increase in attendance at KCS, which is the only site served by transportation during 2016-17. This action supports Priority 5: Pupil Engagement

Expenditures

BUDGETED

Base	
Classified Salaries & Benefits	\$23,414
Base	
Classified Salaries & Benefits	\$58,235
Base	
Insurance	\$2,700
Base	
Materials & Supplies	\$6,000

ESTIMATED ACTUAL

Base	
Classified Salaries & Benefits	\$12,958
Base	
Classified Salaries & Benefits	\$12,355
Base	
Insurance	\$2,744
Base	
Materials & Supplies	\$1,744

Action

2.5

Actions/Services

PLANNED
 Provide behavior support staff at KCS
Behavior Intervention Aide

ACTUAL
Action Update: We have had a Behavior Intervention Aide at Kings Community School daily. This position has assisted positive climate by supporting classroom teachers with student engagement and on task behavior.
Action Evaluation: The additional classroom support was documented to show 390 student support contacts during 2016-17. This did assist with de-escalating and intervening in behaviors at lower levels. This action supports Priority 6: School Climate

Expenditures

BUDGETED

S/C	
Classified Salaries & Benefits	\$41,349

ESTIMATED ACTUAL

S/C	
Classified Salaries & Benefits	\$41,048

Action **2.6**

Actions/Services

PLANNED
 Credit recovery programs Virtual School Curriculum (e.g. APEX) Combination of instruction and assessment for students needing to gain credits toward high school graduation: Students who have not successfully earned required course credits are provided the opportunity to get back on track for on-time graduation. The same rigorous, standards based content that engages students earning original credit ensures that all students are mastering the skills and concepts necessary.
APEX Learning Program

ACTUAL
Action Update: We have increased our use of APEX this year, even with the declining enrollment. We have seen a marked increase in student participation and interest in gaining credits using this system.
Fiscal Update: This action was supported by other funds due to the declining enrollment and reductions in funding. We had an increase cost due to students taking multiple courses on the system.
Action Evaluation: Students have designated class time for working on credit recovery. Between the two school sites, we had 10 students graduate. We currently have 32 students on track to graduate during 2016-17. There were 89 students that completed work in 300 courses this school year. The high usage and completion was a definite factor in contributing to the numbers of students being on track to graduate. This action supports Priority 5: Pupil Engagement

Expenditures

BUDGETED

S/C
Other Services & Operating Expenses
\$8,750

ESTIMATED ACTUAL

Lottery
Other Services & Operating Expenses
\$13,450

Action **2.7**

Actions/Services

PLANNED
 Provide opportunities for students at risk of drop-out to participate in General Education Development (GED) or Hi-Set assessments for interested students
General Education Assessment Fees

ACTUAL
Action Update: We did not have any students interested in an alternative pathway assessment per survey or students signing up. We have had a change in law that made graduation more accessible for incarcerated youth, which changed the elective requirements. This has led to increased numbers of students graduating from our programs without having to pursue alternatives.
Fiscal Update: There was no cost for this action, because no students took the assessment.
Action Evaluation: Evaluation of this action has shown that no students chose to participate in the General Education Development (GED) test during 2013-14 or 2014-15 or 2015-16 or 2016-17. This action will need to be adjusted to include books for online college course access through our local junior college. This action supports Priority 5: Pupil Engagement

Expenditures

BUDGETED	
S/C	
Other Services & Operating Costs	
\$500	

ESTIMATED ACTUAL	
S/C	
Other Services & Operating Costs	
\$0	

Action

2.8

Actions/Services

PLANNED	
For Low Income Pupils: Transition Services <i>Transition Specialist</i>	

ACTUAL	
Action Update: The Transition Specialist facilitated intake meetings with parents, shares local & state assessment data with parents, conferenced students regarding academic plans & placement, conducts student study team meetings to identify interventions & plans of action, & assists in transitioning back to their home school. This person also follows up with students to check on attendance, once enrolled in their district of residence. The Transition Specialist assists both sites with Parent Coffee Hour, assists with post-secondary transition to community college including assistance in completing FAFSA forms for Low Income Student families.	
Action Evaluation: The Transition Specialist action was evaluated using number of student dropping out of school. JC Montgomery had 1 more student drop out from 2014-15 – 2015-16. Kings Community School had 3 less students dropping out between the two school years. The Transition Specialist position was vacant during the second semester, or half of 2014-15. The positive trend between the two school years is expected to continue with a future continuously staffed position. This action supports Priority 5: Pupil Engagement	

Expenditures

BUDGETED	
Title I N&D	
Certificated Salaries & Benefits	
\$124,841	

ESTIMATED ACTUAL	
Title I N&D	
Certificated Salaries & Benefits	
\$125,298	

Action

2.9

Actions/Services

PLANNED	
For Low Income Pupils: Counseling Services providing intake, referral, school & career readiness & support services including anger management & social skills <i>Counselor</i>	

ACTUAL	
Action Update: The Counselor direction changed during 2016-17 due to requests from students, parents, and staff regarding the need for additional mental health support to students. This position provided mental health counseling to the majority of students in the areas of anger management, drug counseling, and social/emotional support. The Counselor has collaborated and coordinated with outside support services to provide connections for students who need additional or intensive support. Parent Coffee hour has been an additional	

component to this position. During this time, the Counselor provides information and services. Every parent meets the Counselor during the student study team or intake meetings. Kings Community school is closing after the 2016-17 school year. Counseling services are provided by probation at JC Montgomery through a contract with mental health services. Kings County will not be providing counseling services during the 2017-18 school year.

Fiscal Update: Costs were decreased due to staff turnover. Newly hired staff began on a lower step/column than anticipated. This action was supported with LCFF, because we had a reduction in Title funds. We received a large amount of requests and positive feedback for continuing this action from staff, students, and parents.

Action Evaluation: We received positive feedback from parents and staff at annual update meetings regarding the counseling services. This action supports Priority 6: School Climate.

BUDGETED

Title I N&D
 Certificated Salaries & Benefits
 \$96,169

ESTIMATED ACTUAL

S/C
 Certificated Salaries & Benefits
 \$91,389

Expenditures

ANALYSIS

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

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

With the exception of assistance with GED fees, all other actions promoting a safe and secure learning environment were implemented and were successful. Efforts to motivate student's appropriate behavior and meeting learning expectations by offering incentives proved to be valuable to students. When incentives were suspended for poor behavior KCS students showed collaboration and team work to earn incentives back. The SRO proved valuable in maintaining a safe environment and a decrease in suspensions. Previous student feedback included requests for more access to services. All students at KCS, willing to participate, were able to fulfill anger management, drug and alcohol, and personal counseling requirements of their expulsion re-admittance plan. Additionally, students at both KCS and JCM received assistance in post-secondary enrollment and financial aid application completion. JCM students participated in transition team meetings facilitating a successful return to home and home school environment.

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

Upon enrollment, 100% of students at JCM participated in a Student Success Team meetings; developing a plan for academic success, goal setting, and successful re-entry to their home school. Further, students at JCM participate in transition team meetings prior to release. Transition Team meeting include community agencies, mental health services, and education representatives, with the purpose to provide students and families with links to support prior to release, and to promote success in transitioning to the home environment. 100% of students at KCS, full-time day students and independent study students had access to counseling services in all areas. Students at both KCS and JCM enrolled in three-hundred, credit earning APEX courses. KCS demonstrated a 15 % decrease in suspensions and a 20% decrease in chronic absenteeism. KCS starting one hour later contributed to the positive on time attendance rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Planned expenses were \$510,512. Estimated actuals are anticipated to be \$446,681. The larger differences relate to Action 2.4. Declining enrollment lead to a reduction in transportation personnel first semester. The transportation department was closed at the beginning of the second semester. Students continued to be transported to school via other resources (school van).

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

We have updated our metrics to better align to the new LCAP template and addendum. This has also led us to update our expected outcomes to focus on continued growth. We added High School graduation, as measured appropriately for our system, to assist with the focus on transition programs. Actions were also updated and revised based on the changing need of our program and closure of Kings Community School. Action 2.1, 2.2, and 2.5 were removed, because they pertained solely to KCS. The budget for action 2.3 was adjusted, decreased, because the needs for one site cost less than serving two sites. Action 2.4 was removed, because transportation was only needed at KCS. Students at JCM live within the incarcerated facility, and do not require transportation. Language for action 2.6 was simplified for communication and reader connections per stakeholder feedback. The program is now familiar to stakeholders, unlike the first year when additional information was needed. Action 2.7 was removed, because we had no students participate the last three years. We will continue to work with students on alternative pathways outside of this plan. This was also based on parent and student stakeholder input. Action 2.9 was also removed, because it served KCS. This support is coordinated and provided to students at JCM by the probation department. Due to the removal of many actions, action numbers have been adjusted.

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 3:

3.1 Increase parent involvement in activities that relate to their student's success in schools & programs: Efforts to seek parent input: Planned parent input committee meetings will be held as measured by agendas & sign-in sheets. (School Site Council, English Learner Advisory Committee (ELAC)/District English Learner Advisory Committee (DELAC), & Parent Coffee Hours).

3.2 Parent Survey: Increase the number of parents completing & returning the annual survey from 33% in 2015-16.

ACTUAL

Priority 3:

3.1 Increase parent involvement in activities that relate to their student's success in schools & programs: 100% of planned parent input committee meetings were held. (4 School Site Council Meetings, 4 English Learner Advisory Committee (ELAC)/District English Learner Advisory Committee (DELAC), & 7 Parent Coffee Hours).

3.2 Parent Survey: A parent survey was sent to every parent in paper form, & parents attending Coffee Hour were given the opportunity to complete the survey in paper format. Less parents completed the survey during 2016-17. We plan to coordinate the survey with visiting nights during 2017-18 to increase participation based on student survey results that indicated most have parents that visit. 71% of parents indicated that they felt not at all involved in school decision making. 57% of parents indicated they felt the school was quite/somewhat effective in communicating with them.

Parent Surveys		
	2015-2016	2016-2017
Number Returned	33	16

ACTIONS / SERVICES

Action 3.1

Actions/Services

PLANNED

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

ACTUAL

Action Update: During the 2016-17 school year, we translated many written parent documents. Verbal translations were provided to all parents in need at both JC Montgomery and Kings Community School to facilitate increased school-home communication during student study team

Expenditures

Action **3.2**

		meetings and individual learning plan meetings. We also sent home notices and letters to communicate important events and information about the instructional program. Action Evaluation: There has been regular parent participation this school year. We have seen an increase in the number of JC Montgomery parents attending school functions or meetings as compared to past years. This action supports Priority 3: Increase Parental Involvement
BUDGETED	KCOE General Fund Classified Salaries & Benefits \$7,000	ESTIMATED ACTUAL
		KCOE General Fund Classified Salaries & Benefits \$7,100

Actions/Services

Expenditures

Action **3.3**

	PLANNED Fresno Barrios Unidos <i>Parent Education Program</i>	ACTUAL Action Update: We were unable to schedule the parent training, because the organization was unable to service our county due to travel. In addition, our parent coffee hour survey indicated that parents were not interested in attending. We have connected to Altura Health organization that has been able to present at Parent Coffee Hour on topics such as obesity risks and available health services. They also presented our sexual health instruction to students, which was extremely informative while meeting state requirements. Our school nurse assisted with the instruction. Fiscal Update: Training was not scheduled due to travel and lack of interest. Action Evaluation: Although the parent education program did not proceed as planned, the verbal feedback we received regarding Altura has been positive. In addition, parents are attending the coffee hour with regularity. We feel that the structure has assisted in establishing stronger parent partnerships and input. The Altura support did not cost any funds. There was also no charge for the health instruction to students. This action supports Priority 3: Parent Involvement.
BUDGETED	S/C Contracted Services \$1,000	ESTIMATED ACTUAL
		S/C Contracted Services \$0

Actions/Services

PLANNED
Parent Education Nights: Free Application for Federal Student Aid (FAFSA) assistance & Back to School Night
Parent Education Nights

ACTUAL
Action Update: We held a back to school night at Kings Community School during the month of September. Our Transition Specialist held a FAFSA assistance night. We have also included assistance with the FAFSA completion and community college application for all of our graduating students and their parents. This was included based on data we reviewed and identified as a needs from our Title I Neglected & Delinquent consolidated application report.
Fiscal Update: Other funds were used to support this action.
Action Evaluation: 100% of graduating students are applying for community college programs. We will be setting baseline data for those that actually choose to attend during the summer of 2017. This action supports Priority 3: Parent Involvement – support for unduplicated pupil programs.

Expenditures

BUDGETED
S/C
Materials & Supplies
\$500

ESTIMATED ACTUAL
S/C
Materials & Supplies
\$113

Action **3.4**

Actions/Services

PLANNED
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 Committees

ACTUAL
Action Update: We have continued to provide opportunities for parents to provide input into school programs. We have held 3 of the 4 School Site Council and English Learner Advisory Meetings. The final meeting will be held during the spring of 2017. 100% of Kings Community School parents participated in the student study team meetings and Individual Learning Plan meetings. At JC Montgomery the meetings are held over the phone. The Transition Specialist continues to communicate and contact parents multiple times during the incarceration period. Staff have continued to complete home visits throughout the school year. The Assistant Principal and Principal completed about 25 home visits prior to the beginning of the school year to discuss changes at Kings Community School and introduce new staff. Home visits are also completed by classroom teachers regularly.
Fiscal Update: We had an increase in the number of parents attending, which led to increased costs.
Action Evaluation: There has been a quorum at each of the school site council and English Learner Advisory meetings as scheduled. Last year, we needed to reschedule meetings due to non-attendance. This action supports Priority 3: Parent Involvement

Expenditures	BUDGETED	ESTIMATED ACTUAL
	S/C Materials & Supplies \$700	S/C Materials & Supplies \$1,470

Action **3.5**

Actions/Services	PLANNED Research new programs to increase student participation in alternative assessment preparation classes <i>General Education Diploma</i>	ACTUAL Action Update: We did not have any students interested in an alternative pathway assessment per survey or students signing up. We have had a change in law that made graduation more accessible for incarcerated youth, which changed the elective requirements. This has led to increased numbers of students graduating from our programs without having to pursue alternatives. We began to research ways to offer college enrollment online courses for students at JC Montgomery for the upcoming school year. Action Evaluation: Evaluation of this action has shown that no students or parents chose to participate in the General Education Development (GED) test during 2013-14 or 2014-15 or 2015-16 or 2016-17. This action will need to be adjusted to include books for online college course access through our local junior college. This action supports Priority 3: Parent Involvement
	BUDGETED \$0 Cost included in regular staff duties	ESTIMATED ACTUAL \$0 Cost included in regular staff duties

ANALYSIS

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

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

Implementation of this goal was met, however, parent connectedness and participation decreased during the 2016-2017 school year. A decrease in returned parent surveys, (7) showed parents didn't feel connected to the school or involved in decision making. Despite efforts to increase parent participation in Parent Coffee Hour; which provides an opportunity for parents to meet other parents experiencing similar circumstances, information on school programs and testing results and information on community resource; parent participation decreased. A core group of approximately six parents participated regularly, compared to approximately ten parents during the 2015-2016 school year. Parent Coffee Hour will continue in the 2017-2018 school year with changes in presenters and better communication home regarding meeting time and resources available during the meeting.

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

Communication to student families was improved during the 2016-2017 school year. In addition to holding Student Study Team meetings and completing and Individualized Education Plans for each student entering JCM and KCS, communication home was improved with translated grade reports, suspension reports and truancy letters. Alternative Education's relationship with Altura Health strengthened this year, Altura provided 15 lessons to students in the Positive Prevention curriculum. Altura also presented monthly at parent coffee hours. The Transition Specialist worked individually with all students graduating to complete community college applications and FAFSA applications, we found working with the students and families individually more successful than hosting an application and financial aid night; 100% of students graduating completed college applications. Home visits were conducted by the principal and assistance principal prior to school beginning. Home visits continued with an independent study teacher and special education teacher following up with students and families. Students and Parents were both surveyed and 100% reported no interested in pursuing a GED.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Planned expenses were \$9,200. Our anticipated estimated actuals are \$8,683. The larger differences relate to Action 3.2. Training was not scheduled due to organization travel and lack of interest.

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

We have updated our metrics and expected outcomes to align to the new LCAP addendum. Actions 3.2 and 3.5 were removed based on stakeholder input, interest, and feedback. The budget for action 3.4 was increased to support more parents attending. Costs for Action 3.1 will be increased due to increased percent of time dedicated to supporting the program, step/column increase, and negotiated salaries.

Goal 4

Provide high quality educational programs and services to expelled youth.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 9:

4.1 Countywide Expulsion Plan: Collaborate with districts to coordinate & implement the Countywide Expulsion Plan.

4.2 Number of Students Qualifying for District Re-Admittance: Increase the number of students qualifying for district re-admittance, as compared to the number in 2015-16. This will be measured by site administrators

ACTUAL

Priority 9:

4.1 Countywide Expulsion Plan: Countywide meetings were held throughout the year to discuss the fiscal issues regarding Kings Community School, potential ramifications, and potential solutions. The implementation and need for 2017-18 revisions to the countywide expulsion plan were also discussed.

4.2 Number of Students Qualifying for District Re-Admittance: We had a total of 34 student quality for district rea-admittance, or meet their expulsion criteria, in 2015-16. So fare, we have had 15 meet in 2016017. These numbers remain consistent, although we have experienced declining enrollment.

Student Re-Admittance					
	2014-2015	2015-2016		2016-17	
	End of Year	Sem. 1	Sem. 2	Sem. 1	Sem. 2
Kings Community School	12	20	14	15	12

ACTIONS / SERVICES

Action **4.1**

Actions/Services

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

ACTUAL
Action Update: Continued to implement the county-wide plan to serve expelled youth as a direct service via Kings Community School during 2016-17. We have begun to review the plan in anticipation for the change and closing of the community school.
Action Evaluation: Many meetings were held with districts during the school year to work on the transition of the plan and consideration for the future revision. This action supports Priority 9: Programs for Expelled Youth

Expenditures

BUDGETED
 KCOE General Fund
 Certificated Salaries & Benefits
 \$7,000

ESTIMATED ACTUAL
 KCOE General Fund
 Certificated Salaries & Benefits
 \$7,000

Action **4.2**

Actions/Services

PLANNED
 Operate the Kings Community School program for students in grades 9-12 Administrative Costs
Principal & 2 Administrative Assistants
One Administrative Assistant at Kings Community School & one at JC Montgomery

ACTUAL
Action Update: We have continued to operate the Kings Community School for high school students with one Principal and one Administrative Assistant. The second Administrative Assistant serves incarcerated youth at JC Montgomery.
Fiscal Update: Classified salaries and benefits were estimated to be higher than actuals due to expected increases in retirement costs.
Action Evaluation: Administrative support has been found to be critical in supporting students, parents, staff, & support staff in the implementation of student programs for our high risk population. This is evidenced by the number of students meeting expulsion requirements, & returning to their home district. This has continued to be a trend, even though we have had significant decline in enrollment. This action supports Priority 9: Programs for Expelled Youth

Expenditures

BUDGETED
 Base
 Certificated Salaries & Benefits
 \$136,084
 Base
 Classified Salaries & Benefits
 \$137,180

ESTIMATED ACTUAL
 Base
 Certificated Salaries & Benefits
 \$134,866
 Base
 Classified Salaries & Benefits
 \$122,566

Action **4.3**

Actions/Services

PLANNED
 Hire Assistant Principal to support unduplicated pupils in meeting academic and behavioral expulsion criteria.
Assistant Principal

ACTUAL
Action Update: An Assistant Principal was hired for the 2016-17 school year to support unduplicated pupils in meeting academic and behavioral expulsion criteria. This person has continued to review, adjust, and monitor the academic progress of students. The Assistant Principal and Principal attend the transition meetings with students that are under review and recommended to return to their home district. Student completion of course credits is also monitored, so students can move readily as they complete courses in real time. This position also meets regularly with students that are struggling with meeting behavior expectations to support their positive involvement in school. Overall, the support provided to students in meeting their rehabilitation plans has been an important aspect in moving students back to their districts fluidly.
Fiscal Update: This action was changed to become a Program Specialist for a portion of their work time to support the college readiness grant and identified areas of need per grant requirements and expected outcomes. Costs for the portion of the Assistant Principal time are included, and were less due to the use of grant funds. The planned action citation should have included benefits.
Action Evaluation: 100% of students were placed per an Individualized Learning Plan that corresponded to the requirements on their district expulsion plan. This action supports Priority 9: Programs for Expelled Youth

Expenditures

BUDGETED

S/C
Certificated Salaries
\$129,806

ESTIMATED ACTUAL

S/C
Certificated Salaries & Benefits
\$39,618

Action **4.4**

Actions/Services

PLANNED
 Operate the Kings Community School program for students in grades 9-12 Operations costs
Certificated Instructional Staff

ACTUAL
Action Update: We have had 3 classroom teachers. Two of these positions are classroom teachers, and one is a resource specialist teacher. These staff have continued to work with students at Kings Community School each school day to provide instruction based on the identified needs of students. Due to declining enrollment, we employed one less teacher than we had originally anticipated.

		<p>Fiscal Update: The planned budget included all certificated instructional staff for the alternative education program. It should have only included 3 teachers. The estimated actual expenditure includes the cost of 2 teachers, because the third teaching position went unfilled due to declining enrollment.</p> <p>Action Evaluation: Certificated Instructional Staff are integral in meeting the varied academic & social needs of the expelled youth we serve. This is evidenced by the growth students have made in ELA this school year. This action supports Priority 9: Programs for Expelled Youth.</p>
Expenditures	<p>BUDGETED</p> <p style="text-align: center;">Base Certificated Salaries & Benefits \$671,568</p>	<p>ESTIMATED ACTUAL</p> <p style="text-align: center;">Base Certificated Salaries & Benefits \$192,198</p>

Action **4.5**

Actions/Services	<p>PLANNED</p> <p>Two Independent Study Teachers to provide flexible school hours and increase students meeting graduation requirements. <i>2 Independent Study Teachers</i></p>	<p>ACTUAL</p> <p>Action Update: Kings Community School has employed two independent study teachers that provided instruction during hours that were met student individual needs and assisted them with working on meeting graduation requirements.</p> <p>Action Evaluation: 5 of the 11 students that graduated were enrolled in the independent study program. This action supports Priority 7: Course Access.</p>
Expenditures	<p>BUDGETED</p> <p style="text-align: center;">S/C Certificated Salaries & Benefits \$193,809</p>	<p>ESTIMATED ACTUAL</p> <p style="text-align: center;">S/C Certificated Salaries & Benefits \$192,204</p>

ANALYSIS

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>All areas in this goal were implemented. Discussions with districts in Kings County occurred at least four times during the school year. Discussion surrounded the closure of Kings Community School at the end of the 2016-2017 school years and plans to serve expelled youth on a Hanford High School District campus. An assistant principal was hired and met with families to develop Individual Learning Plans for students, complete goals through the Student Study Team process and work with students on college career awareness. Kings Community School operated with approximately forty-seven students during the 2016-2017 school year. Two independent student teachers served approximately twenty-five students needing flexible schedules.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>Kings Community School served a total of 86 students during the 2016-2017 school year, through both independent student and full-time day program. All 86 were active participants in their Individual Learning Plan and in the Student Study Team process. The assistant principal coordinated seven college/trade school field trips with seven students per trip participating. Independent study teachers worked with forty-six different students in the 16-17 school year and graduated twelve students in 2017.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Planned expenses were \$1,275,447. We anticipate our estimated actuals to be \$688,452. The larger differences relate to Actions 4.2, 4.3, and 4.4. The budget was too high for the administrative assistants. The Assistant Principal position was funded with College Readiness grant, because a portion of their time was spent as the Program Specialist. The budget included all of the alternative education teachers in Action 1.4, instead of the 3 that served Kings Community School.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>The goal language was changed from “provide” to “coordinate” services due to the closures of Kings Community School. Metrics and expected outcomes were aligned to the new template, and adjusted to reflect the sites served as well. Actions 4.2, 4.3, 4.4, and 4.5 were removed due to the school closure as well. They were only applicable to KCS. These changes were discussed, shared, and feedback gathered from stakeholder groups throughout 2016-17. Goals 4 & 5 will be combined in support of both state priorities for the county office of education. With the closure of Kings Community School, both goals in coordination of services and programs rather than direct services for expelled youth and coordination of foster youth.</p>

Goal 5

Provide & Improve services for Kings County Foster Youth by coordinating district services, and collaborating with county child welfare agencies.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 10

5.1 Foster Youth enrollment data: Foster Youth Coordinator will report on number of foster students enrolled in county & district programs

5.2 Survey of Kings Council Advisory Council (KCEAC): Council participants will be surveyed to garner feedback, & set baseline data targets for responses.

5.3 Kings County Foster Focus Users: Establish a baseline for users within Kings County.

ACTUAL

Priority 10

5.1 Foster Youth enrollment data: There are 293 Foster Youth students enrolled in district programs throughout Kings County, according to reports per the Foster Youth Coordinator that were confirmed by Cal Pads as of 6/2017. Last year we reflected students that were placed out of county, ages 0-5, and post high school students. This number more accurately reflects our enrollment.

5.2 Survey of Kings Council Advisory Council (KCEAC): A survey has been created for all council members to complete as a reflection of the year. 100% of council members have completed the survey. Responses will be used to set baseline data for 2017-18, and expected outcomes will be created for 2018-19 and 2019-20.

5.3 Kings County Foster Focus Users:

Agency Class	User Type	# of users
KCOE	401	4
CWS Admin	201	0
CWS Caseworker	221	0
LEA: District Level	521	2
LEA: Site Level	521	0
Probation	301	0

ACTIONS / SERVICES

Action **5.1**

Actions/Services

PLANNED

Foster Youth Coordinator to transition the Foster Youth Services Program to the Foster Youth Services Coordination Program in compliance of AB 854 statutes. Create & facilitate the Kings County Executive Advisory Council (KCEAC) mission & objectives. Creation of systems & processes to build service & outcome capacities for Foster Youth educational records & transcripts to include special educational assessments and/or behavioral plans. Coordinator also responds to informational requests from the juvenile court. *Foster Youth Coordinator*

ACTUAL

Action Update: The Kings County Foster Youth Services (FYS) Coordinator successfully assisted the transition to the Kings County Foster Youth Services Coordinating Program (FYSCP) in 2016/17 from the Kings County Foster Youth Services Direct Services Model. The FYSCP Coordinator assisted in the implementation of the AB 854 mandated Kings County Executive Advisory Council (KCEAC). The FYSCP Coordinator contributed to establishing the policies, mission and objectives of the KCEAC. The FYSCP Coordinator established the body of the KCEAC through the recruitment and retention of the Kings County Executive Advisory Council (KCEAC) members. The FYSCP Coordinator, in compliance with AB 854, assisted with planning and facilitating the KCEAC

quarterly meetings. The FYSCP Coordinator worked directly with the Educational Learning Advisor to establish and build interagency relationships that historically were not present. The FYSCP Coordinator worked in cooperation with Kings County Human Services Agency, Kings County Behavioral Health, Kings County Probation Department, Kings County Juvenile Center and the 14 school districts within Kings County to establish a multi-disciplinary FYSCP. The FYSCP Coordinator assisted in the initiated development of an information sharing MOU with the Kings County Human Services Agency. The FYSCP Coordinator assisted the Kings County Superior Court, Juvenile Division, with the creation of educational court documents (JV Documents and Court Orders) to assist in the appointment/removal of surrogate parents, identification and/or transfer of educational rights. This position also filled in for the Educational Learning Advisor by completing documents for emancipation hearings, extended foster care (AB 12), completed educational transcript evaluations to assist with graduation requirement plans for modified/tradition graduation pathways, and school enrollment requests.

Fiscal Update: The planned budget was high due to expected increases in retirement costs.

Action Evaluation: This action will be evaluated by the number of district/site coordinator trainings held. The needs assessment in 2016-17 identified this as an area of program need. 4/4 council meetings were planned and held during 2016-17, and supported by the foster youth coordinator. This action supports Priority 10: Coordinated Foster Youth.

BUDGETED

Foster Youth Grant
Classified Salaries & Benefits
\$88,843

ESTIMATED ACTUAL

Foster Youth Grant
Classified Salaries & Benefits
\$82,155

Expenditures

Action **5.2**

PLANNED

Educational Learning Advisor to collaborate with other school districts, child welfare, & probation agencies to ensure all Foster Youth have access to necessary educational opportunities & support. Foster Youth will receive educational case management & credit evaluation to ensure all credits, partial credits, & transcripts are transferred to the appropriate school. Collaborate with local community colleges, & universities to ensure students receive continuous support for postsecondary educational opportunities. Collaborate with child welfare to minimize changes in school placement. Collaborate with California Youth Connection (CYC) in providing opportunities for the youth to develop leadership skills, trainings, & additional support. Learning Advisor also works with the juvenile court to ensure the delivery & coordination of necessary educational services via transitional meetings. *Educational Learning Advisor*

Actions/Services

ACTUAL

Action Update: Educational Learning Advisor obtained and evaluated academic credit completion; reviewed transcripts for transitional aged Foster Youth student. The Advisor worked with the Independent Living Program (ILP) to review credits, presented information, assisted with financial aid applications, & records student transfers. This position also worked directly with the California Youth Connection (CYC) from July-November as the Kings County Liaison for educational service needs, collaborated on transitional & emancipation conferences with the Kings County Health & Human Services. The Learning Advisor worked directly with JC Montgomery & Kings Community School in order to provide transitional services for district Foster Youth. This position also served as the contact for questions regarding Foster Youth for Kings County school districts & school sites, & assisted with student records requests & transmittals. The Advisor connected with Educational resources for Foster Youth of all ages through programs such as, the Educational Opportunity Program for post-secondary educational opportunities, Foster Youth Success Initiative, and the Foster and Kinship Care Education Youth Empowerment Strategies for Success.

Fiscal Update: The costs for this position were less than anticipated, because

		there was a period during the school year of leave, and there was no substitute contracted. Other staff filled duties within their regular work during this time. Action Evaluation: 43% of students had school placement changes during 2016-17, which demonstrates a need for continuing work with districts in this area. 100% of high school transcript evaluation requests were completed. We have a 32.3% graduation gap between foster students and all students. A FAFSA workshop was provided for foster students, and 14% attended and completed the application. This action supports Priority 10: Coordinated Foster Youth.
Expenditures	<p>BUDGETED</p> <p>Foster Youth Grant Classified Salaries & Benefits \$59,104</p>	<p>ESTIMATED ACTUAL</p> <p>Foster Youth Grant Classified Salaries & Benefits \$49,746.07</p>

Action **5.3**

Actions/Services	<p>PLANNED</p> <p>Clerical Support Secretary to provide educational liaison support to Foster Youth Coordinator & Educational Learning Advisor, facilitate the collection of relevant data deemed necessary for efficient student enrollment processes, provide foster care information & progress updates for out of county placements to support school districts within Kings County, provide bilingual services for oral communication & written documents, and assist with Foster Youth records. <i>50% Clerical Support Secretary</i></p>	<p>ACTUAL</p> <p>Action Update: Clerical Support position supported both the Foster Youth Coordinator & Educational Learning Advisor by facilitating the collection of relevant information & data for Foster Youth enrollments. Kings County Districts are provided ongoing information and updates on out of county foster youth placements. Organization & maintenance of foster youth records, & bilingual services for meetings and communications were a part of this position. Action Evaluation: 100% of council meeting minutes were taken and published. We have 293 Foster students enrolled in Kings County that this position supported with data collection and reporting. This action supports Priority 10: Coordinated Foster Youth.</p>
Expenditures	<p>BUDGETED</p> <p>Foster Youth Grant Classified Salaries & Benefits \$25,484</p>	<p>ESTIMATED ACTUAL</p> <p>Foster Youth Grant Classified Salaries & Benefits \$25,309</p>

Action **5.4**

Actions/Services	<p>PLANNED</p> <p>Foster Focus Data Network System to help improve the educational outcomes of foster youth <i>Foster Focus</i></p>	<p>ACTUAL</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. The FYSCP also initiated the creation of a Memorandum of Understanding (MOU) with the Kings County Human Services Agency (KCHSA). When the MOU is implemented, the MOU will provide even greater data sharing and data access for the FYSCP and the KCHSA. The FYSCP also worked with appointed District Liaisons and the KCEAC to begin the work toward initiating or expanding the use of the Foster Focus database by school districts.</p>
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Expenditures

		Action Evaluation: There are 6 users in the foster focus system. 40% are district staff. An MOU draft has been completed and sent to Child Welfare for review. We currently have 0 MOUs in place. This action supports Priority 10: Coordinated Foster Youth.
BUDGETED	Foster Youth Grant Other Services & Operating Expenses \$2,600	ESTIMATED ACTUAL Foster Youth Grant Other Services & Operating Expenses \$2,600

Action **5.5**

Actions/Services

PLANNED	Council to collaborate & coordinate with districts to provide & improve Kings County Foster Youth services via the creation & improvement of systems & processes. <i>Council Meeting Materials & Supplies</i>	ACTUAL Action Update: The KCEAC met 4 times during the 16/17 school year. Active participation from 14 members included a current Foster Youth created a fully functional and active KCEAC. The KCEAC created Guiding Procedures, created a yearly schedule and conducted a needs assessment. The KCEAC is engaged in in-depth conversation, planning and forecasting. The KCEAC evaluated current services, systems and processes. The KCEAC provided strategic planning and insight to an improved District Liaison Model and the expansion of the data management system, Foster Focus. Fiscal Update: Additional materials and supplies were purchased to support the implementation of the council. For example, staff needed recorders, office supplies, snacks, water, and presentation tools for meetings. We also purchased materials that were used for professional development, such as educational books for staff. We purchased additional flash drives for students to participate in Summer Job Camp, and school supply kits for elementary and middle school students that are available based on requested need. Action Evaluation: 100% of council members were surveyed in 2016-17, and provided input into our program needs assessment. We have an 11% ELA gap between Foster and Non-Foster Youth. There is also a 7% gap in the area of Math. This action supports Priority 10: Coordinated Foster Youth.
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Expenditures

BUDGETED	Foster Youth Grant Materials & Supplies \$500	ESTIMATED ACTUAL Foster Youth Grant Materials & Supplies \$925
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ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All action in goal 5 were fully implemented. The Kings County FYSCP program has fully transitioned from a direct service model to the collaboration and coordination mandated by AB 854. The Kings County FYSCP is a supportive program that functions as part of the Educational Services division. We have implemented systems and processes to assist in the continual improvement of Foster Youth coordinating services.

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

The FYSCP program is reaching educational goals and targets not reached in the past. 4/4 Council Members were sent a survey in 2016-17, and four meetings were held. 4/4 KCOE foster staff are using Foster Focus regularly. 100% Transitional conferences were held in 2016-17, and provided with educational information to support foster transfers. 100% of council members were surveyed and provided input into the program needs assessment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Planned expenses were \$176,531. We estimate our actual expenses to be \$169,675. The difference relates to Action 5.1. The planned budget included a higher projected salary. We also purchased additional materials and supplies based on the need of the new executive council and coordinating services program.

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

Goals 4 & 5 will be combined in support of both state priorities for the county office of education. With the closure of Kings Community School, both goals in coordination of services and programs rather than direct services for expelled youth and coordination of foster youth. Action language was simplified, because they included language that was job description like which was text heavy and confusing based on feedback.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Introduction: 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 involve stakeholders in the LCAP process including the discussion and review of goals, district data as well as proposed actions and services. The district also provide a survey to parents, students and staff.

The following (denoted in BOLD type) were actively involved in the LCAP development process described below.

1. Students: Individual Surveys (4/2017)

31 students at J.C. Montgomery completed the student survey, students reported they would like to have more programs, including activities where students interact with each other. Teaching and support staff will continue to implement Kagan strategies; which promote student engagement and interaction. Students also requested music in the classrooms and teachers will be encouraged to play music when students are working independently.

2. Staff: Individual Surveys (4/2017)

3. Parents: J.C. Montgomery parents were surveyed during visiting time. Seven parents responded to the survey. Parents reported not feeling connected to the school, or involved in the decision making. However, a majority of parents also feel they can contact the administration and school staff at any time. Parents report receiving telephone calls and being invited to Parent Coffee Hour events. Our goal during the 2017-2018 school year will be to improve parent connectedness and communication. Parents want to know how their child is progressing and to become involved in the school. J.C. Montgomery began sending out progress reports to families every four and a half weeks. J.C. Montgomery will also update and meet with parents on student achievement in testing such as benchmark, and SBAC.

4. Parents and Guardians: School Site Council (Parent Advisory Committee) & English Learner Advisory Committee (ELAC/DELAC) Meetings. (10/2016, 12/2016, 5/2017)

School Site Council and English Learner Advisory (ELAC) committees continue to express a need for positive student interaction, services and programs for students; this mirrors what students have expressed as well. Staff will continue to use strategies from Safe and Civil Schools as well as Kagan Strategies. Additional two days of Kagan training is scheduled for August 2017.

5. Community: School Board Meetings (12/16, 2/17, and 4/17) discussed the closure of Kings Community School and the deficit budget due to declining enrollment. Monthly Parent Coffee Hours meetings (2/17, 3/17,4/17) Also considered the closure of Kings Community School, possible educational placements for students continuing to need alternative school placement, and planned services for students at J.C. Montgomery. Assessment data from both SBAC, and local assessments was shared with parents and community members attending Parent Coffee Hour. All in attendance at Parent Coffee Hour meetings agreed there is a continued need for staff development in the areas of mathematics, English language arts, science and English language development.

6. Bargaining Unit: Meeting: (5/2017)

Leaders from both certificated and classified bargaining units, along with other stakeholder's agreed the smaller teacher to student ratio leads to rapport building and knowing each student's strengths and weaknesses. Representatives felt continued and enhanced follow-up with students after they leave J.C. Montgomery would be beneficial to students.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Survey data from parent, students and staff continue to indicate school climate including parent and student connectedness continue to be concerns. In order to address these concerns continued training for staff in Kagan Engagement Strategies. Staff will implement the engagement strategies, and teachers will be encouraged to play music during independent student work time, as requested by students. (Goal 2 Action 2.2)

Expanded efforts at J.C. Montgomery will be made to connect parents and guardians to school activities and events occurring on campus, such as meeting parents during visiting time at the juvenile center, continuing the monthly Parent Coffee Hour; which will focus of student academic, curriculum, and assessment occurring at J.C. Montgomery, in addition to community resources available to families. Parent and guardians will receive a monthly newsletter, containing information on topics covered at Parent Coffee Hour. The newsletter will be helpful to parents/guardian unable to attend visiting or Parent Coffee Hour. (Goal 3 Action 3.1)

In response to students, parents and guardians requesting more information on their student's academic progress, the Transition Specialist will meet at least quarterly with students. This meeting will contain information on the student's academic progress, assessment results, career planning, and post- J.C. Montgomery educational plans. The information discussed with students will then be sent home to parents/guardians. (Goal 2 Action 2.3)

Updated Chromebooks for each student will assist with continued access to on-line curriculums, assessment, and internet security. (GoaL1 Action 1.6). Continued professional development in the areas of mathematics, English Language Arts, Technology, Assessments, ELD, and NGSS have been scheduled for the 2017-2018 school years with KCOE consultants and independent providers. The professional development is part of an on-going repetitive process of professional development-observation-coaching. (Goal 1 Action 1.7). To address identified needs, staff members at J.C. Montgomery will continue to engage in professional development, professional learning communities; which include a cycle of professional development, observation, and coaching. (Goal 1 Action 1.2)

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.

New Modified Unchanged

Goal 1

Focus on students and maintain high expectations for learning.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Our program needs to focus on high learning expectations for students and staff that are relevant and rigorous. Reviewing our pre and post Let's Go Learn benchmark data demonstrates that students enter our programs below grade level. Although some make growth, 30% of students in ELA and 20-30% of students in Math exit the year with overall losses. In addition, 51% of students Met/Nearly met ELA standards on the state assessment. Only 6% Nearly met standards in math. 50% of English Learners made progress on the English Language assessment, and 6.7% were reclassified. Student achievement remains a critical area of support and focus for JC Montgomery.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2A) Implementation of State Standards & ELD: Quarterly District Benchmark ELA & Math Let's 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: 76% growth Math: Pre-Algebra: 76% Foundational: 86% growth	ELA: 80% growth Math: Pre-Algebra: 80% Foundational: 90% growth
4A) Statewide Assessments (CAASPP)	ELA: 51% Met/Nearly Met Math: 6% Nearly Met (2016)	ELA: 56% Met/Nearly Met Math: 8% Met/Nearly Met	ELA: 61% Met/Nearly Met Math: 10% Met/Nearly Met	ELA: 66% Met/Nearly Met Math: 12% Met/Nearly Met
2B & 4D) EL proficiency growth- CELDT	50% students progressed (2015-16 & 2016-17)	55% progress	60% progress	65% progress
4E) EL Reclassification Rate	6.7% (2015-16)	8.0%	10.0%	12.0%
4G) EAP Participation	74% (2016)	79%	84%	89%
4C) A-G, 4F) AP: 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			
-------------------------------------------------------	----------------------------	----------------------------	----------------------------	----------------------------

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

7B) Programs & Services: Unduplicated Pupils	100% Unduplicated Pupils Access to Programs & Services	100% Unduplicated Pupils Access to Programs & Services	100% Unduplicated Pupils Access to Programs & Services	100% Unduplicated Pupils Access to Programs & Services
----------------------------------------------	--------------------------------------------------------	--------------------------------------------------------	--------------------------------------------------------	--------------------------------------------------------

7C) Programs & Services: Individuals with Exceptional Needs	100% Individuals with Exceptional Needs Access to Programs & Services	100% Individuals with Exceptional Needs Access to Programs & Services	100% Individuals with Exceptional Needs Access to Programs & Services	100% Individuals with Exceptional Needs Access to Programs & Services
-------------------------------------------------------------	-----------------------------------------------------------------------	-----------------------------------------------------------------------	-----------------------------------------------------------------------	-----------------------------------------------------------------------

8) Pupil Outcomes: District Benchmark Quarterly District Benchmark ELA & Math Let's 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: 76% growth Math: Pre-Algebra: 76% Foundational: 86% growth	ELA: 80% growth Math: Pre-Algebra: 80% Foundational: 90% growth
----------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	--------------------------------------------------------------------------	--------------------------------------------------------------------------	--------------------------------------------------------------------------

8) 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

Action **1.1**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Western Association of Schools & Colleges (WASC) Accreditation WASC Fees: Continue to implement recommendations regarding ELD and Math. (Cost in other staff duties)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0	Amount: \$0	Amount: \$0
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Certificated Salaries & Benefits	Budget Reference: Certificated Salaries & Benefits	Budget Reference: Certificated Salaries & Benefits

Action **1.2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Professional Learning Communities (PLCs) to transform planning & collaboration around student needs driven by data KCOE Professional Development Consultant 10 Half Days		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$4,250	Amount	\$4,250	Amount	\$4,250
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Direct Cost Inter-program Services	Budget Reference	Direct Cost Inter-program Services	Budget Reference	Direct Cost Inter-program Services

Action **1.3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Accessible data systems & local assessments that teachers use to review, progress monitor, & intervene students by student group. Local Assessments Management System <i>Illuminate Assessments</i>		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$7,500	Amount	\$7,500	Amount	\$7,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Other Services & Operating Costs	Budget Reference	Other Services & Operating Costs	Budget Reference	Other Services & Operating Costs

Action **1.4**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase additional materials aligned to California State Standards for continued progress monitoring and growth of reading Lexile levels and intervention needs. LightSail		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount a) \$8,500 b) \$9,500	Amount a) \$8,500 b) \$9,500	Amount a) \$8,500 b) \$9,500
Source a & b) Lottery	Source a & b) Lottery	Source a & b) Lottery
Budget Reference a) Other Services & Operating Costs b) Materials & Supplies	Budget Reference a) Other Services & Operating Costs b) Materials & Supplies	Budget Reference a) Other Services & Operating Costs b) Materials & Supplies

Action **1.5**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$4,750	Amount: \$4,750	Amount: \$4,750
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Direct Cost Inter-program Services	Budget Reference: Direct Cost Inter-program Services	Budget Reference: Direct Cost Inter-program Services

Action **1.6**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Chromebooks Professional Development to support Technology (Computer Using Educators (CUE) Conference) 21st Century Learning Resources	Replacement and repair of Chromebooks Professional Development to support Technology (Computer Using Educators (CUE) Conference) 21st Century Learning Resource	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount a) \$26,610 b) \$2,250	Amount a) \$2,500 b) \$2,250	Amount a) \$2,500 b) \$2,250
Source a & b) LCFF	Source a & b) LCFF	Source a & b) LCFF
Budget Reference a) Equipment Not Depreciated b) Travel & Conferences	Budget Reference a) Equipment Not Depreciated b) Travel & Conferences	Budget Reference a) Equipment Not Depreciated b) Travel & Conferences

Action 1.7

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

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)] _____

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$23,750

Amount \$23,750

Amount \$23,750

Source LCFF

Source LCFF

Source LCFF

Budget Reference Direct Cost Inter-program Services

Budget Reference Direct Cost Inter-program Services

Budget Reference Direct Cost Inter-program Services

Action **1.8**

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

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)] _____

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

OR

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

[Students to be Served](#)

English Learners

Foster Youth

Low Income

[Scope of Services](#)

LEA-wide

Schoolwide

OR

Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount

\$4,600

Amount

\$4,600

Amount

\$4,600

Source

LCFF

Source

LCFF

Source

LCFF

Budget Reference

Other Services & Operating Costs

Budget Reference

Other Services & Operating Costs

Budget Reference

Other Services & Operating Costs

Action **1.9**

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

[Students to be Served](#)

All

Students with Disabilities

[Specific Student Group(s)] _____

[Location\(s\)](#)

All schools spans: _____

Specific Schools: _____

Specific Grade

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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

2017-18

2018-19

2019-20

Amount \$14,500

Amount \$14,500

Amount \$14,500

Source LCFF

Source LCFF

Source LCFF

Budget Reference Other Services & Operating Costs

Budget Reference Other Services & Operating Costs

Budget Reference Other Services & Operating 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.

New Modified Unchanged

Goal 2

Provide a positive, safe, secure, and engaging learning environment that supports the social-emotional and mental health issues of our students.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

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. Our chronic absenteeism rate remains low at 30.9%. We need to continue to work on increasing this rate. 26 students dropped out of school in 2015-16. The drop-out rate was 17.57% indicates that we need to work on transitioning students to decrease drop-outs. In addition we need to work to increase our graduation rate of 36.36%. We had no suspensions as of 2016-17 at JC Montgomery, but anticipate this being an area of need as we take over more classroom management support from probation. Survey data of parents indicates a definite need to work on connectedness and communication.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1A) Teacher Assignment	100% Appropriately Assigned (2015-16)	100% Appropriately Assigned	100% Appropriately Assigned	100% Appropriately Assigned
1A) Teacher Credentialing	100% Fully Credentialed (2015-16)	100% Fully Credentialed	100% Fully Credentialed	100% Fully Credentialed
1B) Sufficient Instructional Materials	100% Sufficient Access Standards Aligned Materials (8/2016)	100% Sufficient Access Standards Aligned Materials	100% Sufficient Access Standards Aligned Materials	100% Sufficient Access Standards Aligned Materials
1C) School Facilities in Good Repair (FIT)	Rating of Good (2015-16)	Rating of Good or Excellent	Rating of Good or Excellent	Rating of Good or Excellent
5A) School Attendance Rates	94.08% (2016-17)	95%	96%	97%
5B) Chronic Absenteeism Rates	30.9% (2016-17)	50%	70%	90%
5D) High School Drop Out	26/148 = 17.57% (2015-16)	23/Total Served = 15.54 %	20/Total Served = 13.51%	17/Total Served = 11.48%
5E) High School Graduation Rate	4/11 = 36.36% (2015-16)	9/ # Seniors on CBEDS = 40%	11/ # Seniors on CBEDS = 50%	15/ # Seniors on CBEDS = 68%
5C) Middle School Drop-out These metrics does not apply to JC Montgomery, as it is a court school serving incarcerated youth in high school.				
6B) Expulsion Rates: These metrics does not apply to JC Montgomery, as it is a court school serving incarcerated youth.				

6A) Suspension Rates	0% (2015-16)	6%	5%	4%
6C) Other Local Measures- Surveys of Pupils	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	84% Feel Connected 89% Feel Safe
6C) Other Local Measures- Surveys of Parents	Connectedness 43% felt connected to school Safety 100% felt school quite/somewhat safe	48% Feel Connected 100% Feel School Safe	53% Feel Connected 100% Feel School Safe	58% Feel Connected 100% Feel School Safe
6C) Other Local Measures- Surveys of Staff	Connectedness 100% collaborate quite often Safety 86% felt school safe	100% Feel Connected via collaboration 89% Feel School Safe	100% Feel Connected via collaboration 92% Feel School Safe	100% Feel Connected via collaboration 95% Feel School Safe

Action 2.1

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

Students to be Served All Students with Disabilities Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1,500	Amount	\$1,500	Amount	\$1,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies

Action **2.2**

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

Students to be Served All Students with Disabilities Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$8,750	Amount	\$8,750	Amount	\$8,750
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Other Services & Operating Costs	Budget Reference	Other Services & Operating Costs	Budget Reference	Other Services & Operating Costs

Action **2.3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
For Low Income Pupils: Transition Services Transition Specialist		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	\$128,422	Amount	\$130,798	Amount	\$133,218
Source	Title I N&D	Source	Title I N&D	Source	Title I N&D
Budget Reference	Certificated Salaries & Benefits	Budget Reference	Certificated Salaries & Benefits	Budget Reference	Certificated Salaries & Benefits

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.

New
 Modified
 Unchanged

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Our program needs to increase parent participation due to past minimal participation, which has led to a lack of connection to school and student learning, and limited access for opportunities of engagement at JC Montgomery. We only had 16% of parents complete the input survey during 2016-17, and need to work to increase this participation. 71% of parents indicated that they were not at all involved in decision making at the school. We need to work to decrease involvement, and increase the 29% indicating quite/somewhat involved.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3A) District Efforts to seek Parent Input (District & Site) ELAC & SSC	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	4 English Learner Advisory Committee Meetings 4 School Site Council Meetings

3A) Parent Survey Participation	16% (2016-17)	20%	25%	30%
3B) Promotion of Parent/ Guardian Participation: Unduplicated Pupils	10 Parent Coffee Hours (2016-17)	10 Parent Coffee Hours	10 Parent Coffee Hours	10 Parent Coffee Hours
3B) Parent Survey Involved in Decision Making (Unduplicated Pupils)	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	55% not at all involved 45% quite/somewhat involved
3C) Promotion of Parent/ Guardian Participation: Individuals with Exceptional Needs	100% IEP Parent/Guardian Participation (2016-17)	100% IEP Parent/Guardian Participation	100% IEP Parent/Guardian Participation	100% IEP Parent/Guardian Participation

Action 3.1

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Conduct regular parent outreach Translation Services: Student Study Team Meetings (SST), Individual Learning Plan Meetings (ILP), phone calls, reports, & parent notices. Bilingual Secretary		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	\$8,284	Amount	\$8,921	Amount	\$9,620
Source	Other Unrestricted State Funds	Source	Other Unrestricted State Funds	Source	Other Unrestricted State Funds
Budget Reference	Classified Salaries & Benefits	Budget Reference	Classified Salaries & Benefits	Budget Reference	Classified Salaries & Benefits

Action **3.2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Evening Free Application for Federal Student Aid (FAFSA) assistance. Educational information during 3 parent visiting days Parent Education		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$500	Amount \$500	Amount \$500
Source LCFF	Source LCFF	Source LCFF

Budget Reference

Materials & Supplies

Budget Reference

Materials & Supplies

Budget Reference

Materials & Supplies

Action 3.3

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$1,000	Amount	\$1,000	Amount	\$1,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Materials & Supplies	Budget Reference	Materials & Supplies	Budget Reference	Materials & Supplies

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.

New
 Modified
 Unchanged

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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
10A) Coordination of Foster Youth Services- Work with County Welfare Agency to Minimize Changes in School Placement LI 7	124/290 = 43% Placement Changes (2016-17)	40% Placement Changes (2016-17)	35% Placement Changes (2016-17)	30% Placement Changes (2016-17)

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)

MOU Established for Information Sharing

Agency	# MOU
CWS	0
LEA	0
Probation	0

0 District/Site Coordinator Trainings Held (2016-17)

MOU Established for Information Sharing

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

5 District/Site Coordinator Trainings

MOU Established for Information Sharing

Agency	# MOU
CWS	1/1 100%
LEA	8/14 60%
Probation	0

7 District/Site Coordinator Trainings

MOU Established for Information Sharing

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

9 District/Site Coordinator Trainings

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

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
21 Transitional Conferences (ages 17-21)

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

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

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	10
LEA: Site	521	25
Probation	301	2

Agency	User Type	# Users
KCOE	401	4
CWS Admin	201	3
CWS Case	221	50
LEA: District	521	14
LEA: Site	521	50
Probation	301	3

LI) Executive Council Meeting (Local Indicator 2)

4 Meetings Held 2016-17

4 Meetings

5 Meetings

5 Meetings

LI) Educational Outcome data (Local Indicator 3)

ELA 2015 CAASPP (County)			
	% Tested	Std. Exceeds/Met	GAP
FY	95%	26%	11%
Non-FY	97%	37%	
Math 2015 CAASPP			
	% Tested	Std. Exceeds/Met	GAP
FY	95%	17%	7%
Non-FY	97%	24%	
GRADUATION			
FY	50%	GAP	32.3%
ALL	82.3%		

ELA		
	% Tested	Gap
FY	95.5%	10%
MATH		
FY	95.5%	6%
GRADUATION		
	Grad Rate	Gap

ELA		
	% Tested	Gap
FY	96%	9%
MATH		
FY	96%	5.5%
GRADUATION		
	Grad Rate	Gap

ELA		
	% Tested	Gap
FY	96.5%	8%
MATH		
FY	96.5%	5%
GRADUATION		
	Grad Rate	Gap

	DROP OUTS				FY	55%	27.5%	FY	60%	22.5%	FY	67%	15.5%																														
	FY	29.2%	GAP	18.2%	DROP-OUTS			DROP-OUTS			DROP-OUTS																																
	ALL	11.0%			Drop-Out Rate	Gap	Drop-Out Rate	Gap	Drop-Out Rate	Gap																																	
	Spring 2015 Dataquest				FY	25%	14%	FY	20%	9%	FY	15%	4%																														
LI) Direct Education Services Certifications (Local Indicator 4)	0				0			0			0																																
LI) Coordination with Post-Secondary Institutions (Local Indicator 6)	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			1 FAFSA Workshop 35% Foster HS Seniors Attended & Completed FAFSA application																																
LI) Prioritization of Foster Youth (Needs Assessment Local Indicator 7)	100% of KCEAC Members surveyed				100% of KCEAC Members surveyed			100% of KCEAC Members surveyed			100% of KCEAC Members surveyed																																
9) Coordinated Instruction of Expelled Pupils: Countywide Expulsion 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>5,692</td><td>0.1%</td></tr> <tr><td colspan="3">Dataquest 2014-15</td></tr> </tbody> </table>					# students	Rate	Kings	141	0.5%	State	5,692	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%	<table border="1"> <thead> <tr><th></th><th># students</th><th>Rate</th></tr> </thead> <tbody> <tr><td>Kings</td><td>141</td><td>0.35%</td></tr> </tbody> </table>				# students	Rate	Kings	141	0.35%
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	# students	Rate																																									
Kings	141	0.4%																																									
	# students	Rate																																									
Kings	141	0.35%																																									

Action 4.1

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] County-Wide Foster Youth

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Foster Youth Coordinator

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$87,831	Amount: \$90,087	Amount: \$92,519
Source: Foster Youth Grant	Source: Foster Youth Grant	Source: Foster Youth Grant
Budget Reference: Classified Salaries & Benefits	Budget Reference: Classified Salaries & Benefits	Budget Reference: Classified Salaries & Benefits

Action **4.2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] County-Wide Foster Youth

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Educational Learning Advisor – Foster Youth

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$60,012	Amount	\$61,554	Amount	\$63,216
Source	Foster Youth Grant	Source	Foster Youth Grant	Source	Foster Youth Grant
Budget Reference	Classified Salaries & Benefits	Budget Reference	Classified Salaries & Benefits	Budget Reference	Classified Salaries & Benefits

Action **4.3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] County-Wide Foster Youth

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Bilingual Clerical Support Secretary 50% Clerical Support Secretary		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	\$26,906	Amount	\$28,977	Amount	\$31,247
Source	Foster Youth Grant	Source	Foster Youth Grant	Source	Foster Youth Grant

Budget Reference

Classified Salaries & Benefits

Budget Reference

Classified Salaries & Benefits

Budget Reference

Classified Salaries & Benefits

Action 4.4

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] County-Wide Foster Youth

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$2,600

Amount \$2,600

Amount \$2,600

Source Foster Youth Grant

Source Foster Youth Grant

Source Foster Youth Grant

Budget Reference Other Services & Operating Expenses

Budget Reference Other Services & Operating Expenses

Budget Reference Other Services & Operating Expenses

Action **4.5**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] County-Wide Foster Youth

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Foster Youth Council Meeting Materials & Supplies		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,000	Amount: \$1,000	Amount: \$1,000
Source: Foster Youth Grant	Source: Foster Youth Grant	Source: Foster Youth Grant
Budget Reference: Materials & Supplies	Budget Reference: Materials & Supplies	Budget Reference: Materials & Supplies

Action **4.6**

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

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)] Expelled Youth

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$9,160

Source Other Unrestricted State Funds

Budget Reference Certificated Salaries & Benefits

2018-19

Amount \$9,330

Source Other Unrestricted State Funds

Budget Reference Certificated Salaries & Benefits

2019-20

Amount \$9,502

Source Other Unrestricted State Funds

Budget Reference Certificated Salaries & Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

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 identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

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

The Kings County Office of Education (KCOE) Alternative Education program has calculated supplemental and concentration funds to be 365,328, based on the number of Low Income, Foster Youth, and English Learners per 5 CCR 15496(a)(5). The percentage of students that are identified as unduplicated at JC Montgomery, court school, are 100%. Some of the funds will be used in a targeted manner, or limited to unduplicated pupils. The actions described below will be used in a LEA-Wide manner. Because we are a one school program, LEA-Wide and School-Wide are the same form. We decided to use the funds for these purposes in an LEA-Wide/School-Wide manner based on student needs and stakeholder input. We serve incarcerated youth, which is a high risk student population. Consequently, most of our student suffer credit deficiencies, disengagement from school or learning environments, significant instructional gaps, and learning struggles. The academic issues are compounded by increased risks of social emotional 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 priority areas: 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 improve services LEA-Wide. The action will be principally directed towards unduplicated pupils, because instructional staff will be reviewing student data by subgroup, Low Income/ English Learners/ Foster Youth, in order to identify and address achievement gaps in an ongoing way. We will be able to evaluate the effectiveness of this action by using state assessment data to compare achievement gaps between these student groups and all students. We will also be using our district benchmarks to evaluate the learning growth, or acceleration, of these student groups. The majority of these student groups demonstrated growth on these assessments this school year.

Action 1.3 Illuminate is principally directed towards Low Income, English Learners, and Foster Youth students. This assessment system will be used by instructional staff to analyze data, evaluate student progress, and achievement gaps and plan accordingly. It is the accompaniment to action 1.2 for resources with professional learning communities. The ability to create common assessments, collect, and analyze data is critical to a fully functioning professional learning community. This data will be used to evaluate the effectiveness of both actions. This year we were able to monitor students in a more consistent manner, intervene readily, and 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 will be funded LEA-Wide. The action will be principally directed towards Low Income, Foster Youth, and English Learners, because the professional development will support instructional strategies and model lessons

that incorporate the use of SDAI strategies, and the promotion of 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 numbers of students demonstrating growth in ELA based on the use of instructional technology and the access to a digital library. The effectiveness of 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 towards Low Income, Long Term English Learners, and Foster Youth, because it will assist teachers in progress monitoring student growth more continuously. It will also assist teachers with meeting student's independent needs and levels in classrooms of students in 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 growth and progress for most students.

Goal 2 is our climate and student engagement support goal, which is aligned to three priority areas: Basic Services (1), Pupil 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 all stakeholder groups for two years in a row. We will be focusing the incentive program at JCM for academics. These students have demonstrated academic 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 towards Low Income, Foster Youth, and English Learner students. We were able to evaluate the effectiveness of this action based on the 89 students completing work in 300 courses during 2016-17. Many of these courses would be unavailable to students during their enrollment otherwise. This assists us in setting up programs that can be paced based on student need and progress, and enrolling them in 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).

Action 3.2 Parent Education Nights will be implemented in an LEA-Wide manner. We will continue to improve the opportunities for parents to be engaged in student learning through Parent Coffee Hour, Student Study Team Meetings, and parent-home communications. This action is principally directed towards Low Income students, English Learners, and Foster Youth. We have seen continued interest in school-home communication at JC Montgomery based on surveys of stakeholders. We will evaluate the effectiveness of this action based on the increased survey responses that connect to parent input and involvement. This year we had less parents complete the survey, and will be working to increase participation. Meeting parents on visiting nights may be helpful in increasing consistent and positive communication between families and school. The action for parent committees is directly connected 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 the unduplicated pupil groups of Low Income, English Learners, and Foster Youth. Currently, we need to increase the numbers of parents from JC Montgomery that act as committee members and participate in school shared decision making. The platform has been an effective way to engage parents in data reflection and garnering suggestions for areas of improvement. This action will be evaluated 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 that are received for its students, but other grant funds and general funds for programs that support district students.

Local Control and Accountability Plan and Annual Update Template Instructions

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, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to EC sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by EC sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. 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, mark 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, mark 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

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as 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 contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services 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 checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, 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 indicate "All Schools". If the services are provided to specific schools within the LEA or

specific grade spans only, the LEA must mark “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 selecting “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.

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 scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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 mark “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 selecting “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:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” 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.
- Check “Unchanged” 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 check “Unchanged” 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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. A 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?