

# Local Control Accountability Plan and Annual Update (LCAP) Template

**LCAP Year:** 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

**LEA Name**

Come Back Kids

**Contact Name and Title**

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Principal

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## 2017-20 Plan Summary

### The Story

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

**Come Back Kids School Profile**

The Come Back Kids (CBK) Charter School was established in July 2013 to meet the academic needs and behavior support of at-risk students ages 16 to 24, grades 10-12, including high school dropouts, expelled students, foster youth, homeless, probation, and students with disabilities. The Charter operates under the authority of the Riverside County Superintendent of Schools with the goal of preparing students for future success by providing a supportive school environment that focuses on increasing academic and pro-social skills, and foundational college and career experiences. Currently, there are 23 CBK sites in easily-accessible locations throughout Riverside County. Come Back Kids is accredited by the Western Association of Schools and Colleges (WASC) and provides students with curriculum, instruction, and assessment to ensure that students graduate from high school well prepared for college and careers. In 2017-2018, the CBK received a six-year term of accreditation with a two-day mid-term visit.

Come Back Kids developed the LCAP with the focus on the CBK Mission, Vision, Schoolwide learning Outcomes, and the eight state priorities.

-CBK Vision-

Preparing every student for success in college, career, and the community

-CBK Mission-

Creating personalized learning opportunities for all students to prepare them to be future ready through rigorous academics, post-secondary opportunities, and safe and supportive learning environments.

-Schoolwide Learning Outcomes-

CBK Students are:

Growthminded

Resourceful

Actively engaged

Determined

Socially responsible

CBK offers a combination of high-quality learning opportunities, a rigorous learning environment, and strong interagency collaboration. Many CBK sites are located in local youth opportunity centers, libraries, and school district settings, while others are located in RCOE operated learning centers. The CBK Charter incorporates an individualized instruction/independent study model via a student-tailored standards-based curriculum as the primary plan. Instruction is based on a 180 day calendar. Students are offered credit recovery, CTE, work experience and internship, foreign language, A-G AP, and dual enrollment courses. A small group instruction model is also used for intervention workshops and designated ELD instruction.

CBK students prepare to earn their high school diploma, or high school equivalency exam. The CBK College Connection Program offers students opportunities to visit colleges and trade schools to learn about financial aid and college matriculation processes. Students also complete a post-secondary transition plan which includes opportunities for dual enrollment courses, work experience, leadership opportunities, and CTE Pathways. Since 2009, 2,045 CBK students have completed their high school education and the county drop -out rate has declined from 15.1% in 2009-2010 to 6.2% in 2015-2016.

Students in the Come Back Kids Charter tend to differ from other students in Riverside County and in the state. The most significant difference is their age and grade level. The majority of CBK's enrollment is comprised of students over the age of 18 in grade 12. For example, student enrollment in CBK in 2017-2018 encompassed the following grade levels: 1% in 10th grade, 9% in grade 11, and 90% in grade 12. CBK students are also more likely to be Hispanic and from a low income family than the overall student population in Riverside County.

Goals and actions in the Local Control Accountability Plan (LCAP) are aligned to the state priority areas. The parent involvement goal has been treated differently since 70% of the CBK students enrolled on CBEDS day during the 2017-2018 school year were 18 years or older and they were treated as adult students. For this reason, many of our parent involvement activities are directed at our students learning about and advocating for their education. Parent involvement remains a priority for CBK and we strive to create meaningful opportunities for parent involvement in our school advisory council, our LCAP planning, and in our direct services to students. Over 83% of our students are outside the 4 year graduation cohort rate and the drop-out rate does not apply. The CBK Charter was founded in an effort to reduce the countywide dropout rate and increase the graduation rate. CBK works closely with the 23 County partner districts to engage students who drop out or who do not graduate with their cohort. For this reason, CBK, like other RCOE operated schools, continues to use the countywide graduation and dropout rate as one measure of success. Since CBK is an Alternative School Accountability Model

School, additional measures of student success are reported such as credit attainment, graduation beyond the cohort, high school equivalency exam passage, and student retention.

## LCAP Highlights

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

The Come Back Kids 2017-2020 LCAP consists of three goals with 35 actions, 22 of which are school-wide actions and 15 are for identified student groups. Key features of this year's LCAP include programs that prepare students for college and careers and connect students to school in positive and safe learning environments. Systems to enhance student learning and refine instructional practice will be implemented throughout the year.

Parents, pupils, and community partners were involved in the needs analysis beginning in October 2017. An LCAP survey was administered to all stakeholders and meetings were held throughout the county at Come Back Kids sites to ensure that staff, parents, and students had the opportunity to analyze data, read current research, review the Annual Update, and provide input. Stakeholders had further input and the opportunity to comment on the LCAP draft in the ELAC, School Advisory Council, and Student Leadership Meetings.

CBK programs that prepared students for careers were highlighted in the 17-18 LCAP and these programs will continue in the 18-19 LCAP. CBK students participated in a week-long STEM Camp on the UCR Campus focusing on robotics, programming, and forensic science. Students took part in classes offered at the Vocademy where they were involved in learning cutting-edge manufacturing processes in the areas of electronics, welding, 3d printing, CAD and prototype development. A cohort of students were also involved in CTE Pathways for 21st Century Manufacturing Skills. Over 110 CBK students were enrolled in work experience or internships throughout the school year including internships through our community partnership with the California Family Life Center and Res Care, and through community based classrooms with industry partners and through the partnership with Expanding Horizons/Constitutional Rights Foundation. CBK YouthBuild students were enrolled in Construction technology courses or logistics courses which led to industry recognized certifications in their field. Students who were already in the workforce were able to enroll in work experience courses which required them to collaborate with their employer and reflect on their performance and skills in the workplace.

CBK programs that prepared students for college were highlighted in the 17-18 LCAP and these programs will continue in the 18-19 LCAP. One hundred and thirty-five students took part in seven college tours during the 2017-2018 school year. A total of ten college events, 5 each semester at 5 regional learning centers, were held during the school year to assist students with completing FAFSA's, selecting a post secondary program, completing applications, scholarships, and personal essays. Students were offered the opportunity to attend concurrent enrollment courses at two CBK sites and almost all seniors met with a college connection coach to complete a FAFSA and finalize their post-secondary plans. Tenth grade students took the Pre-SATs and seniors were able to take their community college entrance assessments for math and reading. All students were able to extend their learning time by checking out tablets and wifi hot spots and tutoring services were available to all students.

CBK programs that connected students to positive and safe educational environments were highlighted in the past 17-18 LCAP and these programs will continue in the 18-19 LCAP. Students will receive support from social work interns, behavioral/mental health counseling, intervention/mentoring services. Parents and students were able to connect with school and obtain real time information regarding students attendance and grades through the Aeries Parent Portal that went operational in the Spring of 2018.

MTSS collaborative group analyzed student attendance, behavior, and evidence of student learning from assessments and target instruction based on needs and implement classroom interventions to address gaps in learning. The professional learning matrix in 2018-2019 will focus on Universal Design for Learning/differentiated instruction, social-emotional learning, and project-based service learning.

Students in 2018 and 2019 had the opportunity to engage in a number of co-curricular activities and these activities are also continued in the 18-19 school year. These activities included student leadership, Tech Ninjas, the Worth Visual Arts Program, Get Focused Stay Focused,, and Vocademy Makerspace Days.

## 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

Notable progress was made on Goal 1 (students will graduate from high school well prepared for college and careers) based on the metrics. College and career readiness indicators for all students in CBK increased. The graduation rate increased from 87.4% in 2014-2015 to 88.4% in 2015-2016 (data reported from the prior year). In 2017-2018, 97% of all continuously enrolled CBK students who began the academic year with 150 or more credits met their graduation goal. .In 2017-18, 46% of CBK students who attempted the high school equivalency exam passed, 100% of seniors had individualized transition plans in place,

In 2017-2018, 11% of students completed a CTE course and 93% completed a UC A-G approved course. One hundred thirty-five students visited colleges/universities during the fall and spring of 2017-2018. Colleges included Cal-State SB, Palm Desert Campus, College of the Desert, MSJC Menifee and San Jacinto, RCC Moreno Valley, Norco, and Riverside, and UCR. Concurrent Enrollment Classes- Courses were offered at two sites during the spring semester. Eight students attended the UCR STEM Camp in Robotics and Forensic Science June 17th -21st. College and career guidance was provided to students at College and Career events during the fall and spring. Individual assistance for completing FAFSA's was provided by the College Connection Coach, College and Career Teacher and academic counselor.

In 2017-2018, 119 students participated in experiential learning opportunities at the Vocademy, gaining

skills in welding, sewing, woodworking, injection molding, electronics, robotics and 21st Century Manufacturing Processes. Nineteen students took a 21st Century Manufacturing CTE concentration course which combined in depth learning of skills and processes at the Vocademy aligned to academic coursework in ELA, math, and science.

The percent of CBK students scoring College Ready on the EAP in ELA was 13% in 2016-2017. Fewer than 10% of CBK students take part in the state mandated CAASPP test and it is not the best measure for measuring the progress of CBK students. CBK students tend to be far below grade level upon entry into CBK with 69% scoring two or more grade levels below their current grade in reading and 97% are two or more grade levels below their current grade in math. However, after 90 days of enrolment 36% of students had increased their reading lexile level by one or more level and 32% had increased their math level by one or more grade.

In order to sustain the growth on high school graduation and college and career readiness, CBK will continue to focus on student success in UC a-g approved course offerings, CTE pathways, and dual enrollment opportunities for students, articulated courses with local colleges. In addition, partnerships to provide students with project-based learning activities and internships will be expanded. College transition activities that include College Connections, college visits, and the college summer camp will be continued.

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

State test scores on the CAASPP only represent a partial view of the success of CBK students. The CAASPP in ELA and math is required only for 11th grade students. The majority of CBK’s enrollment is comprised of students over the age of 18 in grade 12. For example, student enrollment in CBK in 2016-2017 encompassed the following grade levels: 1% in 10th grade, 9% in grade 11, and 82% in grade 12.

CBK qualifies for the alternative accountability system pursuant to subdivision (g) of Section 52052 which states the following:

The Superintendent, with the approval of the state board, shall develop an alternative accountability system for schools under the jurisdiction of a county board of education or a county superintendent of schools, community day schools, nonpublic, nonsectarian schools pursuant to Section 56366, and alternative schools serving high-risk pupils, including continuation high schools and opportunity schools. Schools in the alternative accountability system may receive an API score, but shall not be included in the API rankings.

To qualify for DASS, schools must meet the SBE-approved criteria that at least 70 percent of their enrollment (upon first entry to the school) is comprised of high-risk students. Student enrollment in CBK meets the definition of high-risk student groups as approved by the SBE for the following:

- Recovered Dropouts, as defined in EC Section 52052.3(b), as students who: (1) are designated as

dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days.

- Credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements).
- Gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed).
- High level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school).

CBK submitted the Alternative Schools Accountability Model (ASAM) Charter School Application in 2017-2018 based on the students served (calculated on non-duplicated counts) in CBK are 92% recovered dropouts and 8% credit deficient. CBK is approved as Dashboard Alternative Schools Status.

Come Back Kids is an Alternative Accountability Model School and the LCFF Evaluation Rubric is not a reliable indicator of success or need. CBK has selected alternative accountability measures that are correlated to the CBK Charter Goals and that have been approved by the CBK School Advisory Council.

CBK submitted the local indicators on the California School Dashboard for Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials and Safe, Clean and Functional School Facilities (Priority 1), Implementation of Academic Standards (Priority 2), Parent Engagement (Priority 3), School Climate (Priority 4),

Academic achievement in English-language arts and mathematics for all students in CBK are the greatest areas of need. Performance on the following state and local indicators identified areas of need in ELA and math:

- Although fewer than 10% of CBK students took the ELA Smarter Balanced Assessments in 2017, there was a decrease from 18% meeting or exceeding standards in 2016 to 13% meeting or exceeding in 2017.
- Although fewer than 10% of CBK students took the Smarter Balanced Math Assessments in 2017, there was an increase in the percentage of students nearly meeting the math standards from 5% in 2016 to 7% in 2017 and 2% met or exceeded standards were 0% met or exceeded in previous testing years.
- The overall small number of students tested makes it difficult to generalize student group scores (145 tested) and the overall low scores indicate that all students need intensive instruction in ELA and math to meet standards. 2017, Smarter Balanced Assessments in ELA revealed that females tended to outperform males and white and Hispanic subgroups outperformed African Americans. For math student subgroup scores mirrored the same trends as in the ELA scores.
- CBK Short Cycle Assessments continue to indicate that all students need intensive instruction and intervention in math and ELA. 18% of CBK students scored above 70% on short cycle assessments in ELA and 12% scored above 70% in math. English learners, students with disabilities, African American students, and Hispanic students scored somewhat lower on these tests However the overall low scores indicate that all students require intensive instruction in ELA and math.
- CBK needs to continue implementation of the internship opportunities for students. 110 students in the

current year were placed in internship programs or work experience. CBK is continuing to expand internship opportunities for students.

- CBK needs to continue implementation of NGSS Science Standards.

- The retention rate was 59% in 2017-18, this continues to be an area of great need and closely related to the main goal of our charter that every student in Riverside County will graduate from high school well prepared for college and the workforce.

In the CBK 2018-2019 LCAP, courses, interventions, and support systems will be implemented to improve ELA and math scores along with programs and services to increase college and career readiness. Students will utilize technology for reading and math intervention and access online resources to support their digital literacy skills. Internships, UC a-g courses, CTE classes, and college transition activities will prepare students for post-secondary education and the workforce. Students will engage in college entrance exams and college transition activities in order to prepare for post-secondary education. In order for students to receive targeted instruction, teachers will have time every month during Wednesday PLCs to collaborate and analyze results from RCOE short-cycle assessments that lead to the development of lessons with the tenets of Universal Design for Learning (UDL) and support from instructional assistants. In addition, students will be scheduled in double block classes and receive individualized support/small group instruction from instructional assistants.

In order to improve academic achievement, the professional learning schedule includes more time for data team meetings. The data team meetings provide time for the teachers, and principals to collaborate on the analysis of student achievement data from short-cycle assessments and to develop lessons that address the needs of the students.

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

The English learner student group performed below (3% meeting/exceeding standards) the all student group performance (13% meeting/exceeding standards) on the Smarter Balanced Assessments in ELA. In math 0% of the EL group met or nearly met while 10% of the all student group met or nearly met standards. In order to improve EL student English language proficiency, English learner students need continued access to designated and integrated ELD, ELD materials aligned to the new ELA/ELD standards, and differentiated instruction (scaffolding, Thinking Maps, small groups) by teachers with certification to instruct English learners. Professional development and instructional practices will focus on integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes. MTSS collaborative meetings will focus on interventions for English learner students. Instruction in English language acquisition will be enhanced in designated ELD classes using the TELL. The Coordinator of Instructional Innovation and Support will provide workshops on Universal Design for Learning (UDL), differentiated instruction, and targeted in-class support/coaching to teachers.

Students with disabilities performed below (6% meeting/exceeding standards) the all student group performance (13% meeting/exceeding standards) on the Smarter Balanced Assessments in ELA and in

math students with disabilities scored 6% nearly meeting compared to 10% in the all student group. Actions to improve the achievement of students with disabilities will be implemented. Teachers will monitor and evaluate student learning and modify lessons based on assessments, attendance, and behavior data. Instructional specialist positions will be implemented to provide administrative support to work with school district staff during transition IEP meetings to determine the appropriate placement of students with disabilities.

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

## Increased or Improved Services

Low income students, English learners, and foster youth need differentiated instruction, targeted interventions, and extended learning time to improve academic achievement. LEA-wide services that are principally directed to and effective in meeting the goals for low income students, English learners, and foster youth include teacher data teams/MTSS collaborative groups and extended learning time encompassing double block support classes for intervention, online credit recovery, and increased learning time outside the school day along with college readiness transition activities and tutoring by teachers and contracted tutors.

Low income students, English learners, and foster youth in CBK need instructional programs that address academic challenges/gaps in learning, behavior, and social-emotional support. LEA-wide services that are principally directed to and effective in meeting the goals for low income students, English learners, and foster youth include enrollment in intensive intervention support courses, Career Technical Education courses, support through PBIS and MTSS, as well as intervention services provided by Community Dropout Prevention Specialists.

English learners need instruction in English language acquisition in designated ELD classes and integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes. In order for English learners to receive targeted instruction, teachers need time every month during Wednesday PLCs to collaborate and analyze results from the TELL (pre-/post-test results and exit criteria for English learner students), Short-cycle assessments and other curriculum-based assessments lead to the development of lessons aligned to Universal Design for Learning (UDL).

Foster Youth, EL, and low income students will receive continued support through the College Connections and the Social Work Intern program. The College Connection Project provides transitional support services to youth who attend Come Back Kids. Social Work Interns provide individual counseling based on academic, behavioral, and emotional needs.

## 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

\$6,884,052.



Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$1,913,783

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.

Expenditures that are not included in the LCAP are payments for indirect services provided by RCOE, salaries (unless identified in the LCAP), and operational services.

**DESCRIPTION**

**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$6,916,247

# Annual Update

**LCAP Year Reviewed:** 2017-18

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

## Goal 1

Goal 1: Students will demonstrate proficiency in the California State Standards in reading, writing, speaking listening, and math.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 2, 4, 8

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

By June of 2018, the percentage of continuously enrolled students who meet or exceed standards on the CASSP ELA will increase from 17% to 22%.

By June of 2018, the percentage of continuously enrolled students who meet or exceed standards on the CASSP math will increase from 3% to 8%.

### Actual

Not met - As of June of 2018, the percentage of continuously enrolled students who met or exceeded standards on the CASSP ELA decreased from 17% to 13%. (2017 CAASPP scores)

Not Met - As of June of 2018, the percentage of continuously enrolled students who meet or exceed standards on the CASSP math increased from 0% to 2%. (2017 CAASPP scores)

**Expected**

By June of 2018, the percentage of continuously enrolled low income students who meet or exceed standards on the CASSP ELA will increase from 20% to 25%.

By June of 2018, the percentage of continuously enrolled low income students who meet or exceed standards on the CASSP math will increase from 1% to 5%.

By June 2018, the percentage of all continuously enrolled CBK students who score college ready or conditionally college ready on (EAP) in ELA will increase from 17% to 22%.

By June 2018, the percentage of all continuously enrolled CBK students who score college ready or conditionally college ready on (EAP) math will increase from 3% to 8%.

By June 2018, the percentage of continuously enrolled students, in the aggregate, who scored a minimum of 70% on the short cycle assessments in ELA will increase from 24% to 29%.

By June 2018, the percentage of continuously enrolled EL students, who scored a minimum of 70% on the short cycle assessments in ELA will increase from 8% to 13%.

By June 2018, the percentage of continuously enrolled students, in the aggregate, who scored a minimum of 70% on the short cycle assessments in math will increase from 11% to 16%.

**Actual**

Not Met - As of 2018, the percentage of continuously enrolled low income students who met or exceeded standards on the CASSP ELA decrease from 19% to 13%. (2017 CAASPP scores)

Not Met - As of 2018, the percentage of continuously enrolled low income students who meet or exceed standards on the CASSP math increased from 0% to 1%. (2017 CAASPP scores)

Not Met - As of June 2018, the percentage of all continuously enrolled CBK students who score college ready or conditionally college ready on (EAP) in ELA decreased from 17% to 13%. (2017 CAASPP scores)

Not Met - As of June 2018, the percentage of all continuously enrolled CBK students who score college ready or conditionally college ready on (EAP) math increased from 0% to 2%. (2017 CAASPP scores)

Not Met - As of June 2018, the percentage of continuously enrolled students, in the aggregate, who scored a minimum of 70% on the short cycle assessments in ELA increased from 15% to 18%.

Met - As of June 2018, the percentage of continuously enrolled EL students, who scored a minimum of 70% on the short cycle assessments in ELA increased from 9% to 12%.

Met - As of June 2018, the percentage of continuously enrolled students, in the aggregate, who scored a minimum of 70% on the short cycle assessments in math remained the same at 12%.

**Expected**

By June 2018, the percentage of continuously enrolled EL students, who scored a minimum of 70% on the short cycle assessments in math will increase from 1% to 6%.

By June 2018, the percentage of students who increase their Lexile level at least one level as measured by Accucess post-tests will increase from 36% to 41%. (students requiring intervention)

By June 2018, the percentage of students who increase their math achievement levels by at least one grade level as measured by Accucess post-tests will increase from 32% to 37%%. (students requiring intervention)

By June 2018, teachers will continue professional development in California State Standards and expand to include NGSS and social science literacy skills. The California Standards Implementation Reflection Tool will be used to assess CCSS implementation in ELA and Mathematics.

By June 2018, textbook sufficiency was maintained to ensure all students have access to standards aligned instructional materials.

By June 2018, the percentage of students completing at least one UC A-G approved will increase from 39% to 44%.

By June 2018, the percentage of students completing a Career Technical Education Course will increase from 14% to 19%.

**Actual**

Met - As of June 2018, the percentage of continuously enrolled EL students, who scored a minimum of 70% on the short cycle assessments in math increased from 1% to 8%.

Met - As of June 2018, the percentage of students who increase their Lexile level at least one level as measured by Accucess post-tests will increase from 36% to 47%. (students requiring intervention)

Met - As of June 2018, the percentage of students who increase their math achievement levels by at least one grade level as measured by Accucess post-tests increased from 32% to 37%. (students requiring intervention)

Met - As of June 2018, teachers continued professional development in California State Standards and included NGSS and social science literacy skills. The California Standards Implementation Reflection Tool was used to assess CCSS implementation in ELA and Mathematics.

Met - As of June 2018, textbook sufficiency was maintained to ensure all students have access to standards aligned instructional materials.

Met - As of June 2018, the percentage of students completing at least one UC A-G approved increased from 39% to 93%.

Not Met - As of June 2018, the percentage of students completing a Career Technical Education Course will decreased from 14% to 11%.

Met - As of June 2018, the percentage of continuously enrolled CBK

**Expected**

By June 2018, the percentage of continuously enrolled CBK students who begin the academic year with 150 or more credits who meet their graduation goal will be maintained above 95%.

By June 2018, the passing rate for CBK students who take the high School equivalency exam. (HiSET) will increase from 60% to 65%.

By June 2018, the number of students enrolled in work experience or internship courses will increase from 75 students to 85.

By June 2018, there will continue to be no teacher mis-assignments.

**Actual**

students who begin the academic year with 150 or more credits who meet their graduation goal will be maintained above 95%.

Not Met - As of June 2018, the passing rate for CBK students who take the high School equivalency exam. (HiSET) will decreased from 60% to 53%.

Met - As of June 2018, the number of students enrolled in work experience or internship courses increased from 75 students to 110.

Met - As of June 2018, there will continue to be no teacher mis-assignments.

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

Implement project-based learning in the ELA/ELD and math units of study and begin implementation of the Next Generation Science Standards (NGSS). Implement experiential learning activities.

**Actual Actions/Services**

Teachers in CBK facilitated four county-wide service projects in both history-social science and science, and students completed personalized, interest-based projects. These project-based service learning

**Budgeted Expenditures**

Amount: \$47,107.00  
Source: 0000  
Budget Reference:  
4300;52xx;5850

**Estimated Actual Expenditures**

Amount: \$22,834; \$27,868;  
\$47,843; \$6,000 Total = \$104,545  
Source: 0000; 1100; 0000; 0000  
Budget Reference: 5640; 4100;  
4100; 4300

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

opportunities incorporated interdisciplinary ELA, mathematics, social studies, sciences, and college and career readiness. Students received ongoing feedback on their collaboration, presentation, and argumentative writing skills. WE School supported staff with service learning project implementation through professional development in June 2017, curriculum with lesson plans and activities, motivational speakers, and ongoing resources with the WE Schools Coordinator, Tristan James.

California Common Core Standards (CCSS) based instruction in ELA, ELD, mathematics, history-social science, science (NGSS), health, visual and performing arts, and world language emphasized integrated reading, writing, listening, and speaking through complex, grade level

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

texts. Teachers participated in professional learning workshops in which they unpacked the CCSS and ELD standards and the guidelines of Universal Design for Learning (UDL) to plan targeted instruction for all students to access the standards.

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Acquire materials, equipment, and technology to enhance student learning and performance.

Instructional materials including Next Generation Science Standards (NGSS) aligned textbooks in Physical science, Biology, Earth Sciences for grades 9-12 were evaluated, adopted, and distributed to teachers. Faculty was trained in the implementation of NGSS and the adopted instructional materials during June Summer Institute of Learning (SILK). The Units of Study Design Team comprised of 30 teachers and

Amount: \$196,925  
 Source: 0000;1100;6300  
 Budget Reference: 4100; 4300;  
 52xx; 58xx

Amount: \$292,450; \$2,200;  
 \$1,560 Total = \$296,210  
 Source: 0000; 0000; 0000  
 Budget Reference: 57xx; 4300;  
 1100/3xxx

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

paraprofessionals unpacked the NGSS, developed assessments, and backwards-planned rigorous Units of Study that address the Biological Sciences Curriculum Study (BSCS) 5E Instructional Model: Engage, Explore, Explain, Extend, and Evaluate.

Health instructional materials with required Human Sexuality component (AB 329) were purchased, and teachers trained on the curriculum in August 2017.

Foundational literacy instructional materials for Newcomer English Learners were evaluated and piloted in Spring of 2018.

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Implement professional development to enhance instruction in project-based

Teachers attended the Summer Institute of Learning and Knowledge (SILK), Professional

(Included in Goal 1 , Action 1)

(Included in Goal 1 , Action 1)



**Planned Actions/Services**

learning, NGSS, and ELD strategies. Provide induction for new teachers.

**Actual Actions/Services**

Learning Community (PLC) workshops every Wednesday, and voluntary in-service days throughout the year.  
 SILK included the following:  
 Next Generation Science Standards (NGSS) Training and Units of Study Writing  
 Social Studies Civic, College, and Career (C3) Framework  
 Interdisciplinary Project-Based Service Learning and Writing  
 Science, Math, Social Studies, and ELD/ELD Units of Study  
 Revisions and Assessment Writing  
 Social-Emotional Learning:  
 Anger Replacement Therapy  
 Principals and Skill Streaming Curriculum  
 Science Textbook Training  
 Aeries Navigation, Gradebook, and Parent Portal  
 Suicide Prevention and Mental Health  
 Universal Design for Learning (UDL)

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Weekly PLC meetings included the following:  
One Wednesday each month for Student Learning & Achievement Meetings, Data Teams and Multi-Tiered Systems of Supports for Students  
One Wednesday each month through February for WASC Focus Group Meetings and Report Writing.  
One Wednesday each quarter on best practices for students with disabilities.  
One Wednesday each quarter on high-impact UDL strategies.  
One Wednesday each quarter on AVID strategies and applications.  
One Wednesday each semester for program collaboration in grading, data analysis, and co-planning  
One Wednesday each semester on the Next Generation Science Standards.

Professional learning

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

opportunities included the following:  
 Special Education & IEP Development  
 Independent Study, Plato, Aeries, & Study Island  
 Paraprofessional training on targeted instruction, strategic grouping, and Integrated ELD  
 Project-Based Service Learning Design and Implementation  
 Social Studies College, Career, and Civics (C3) Framework and Civic Action Project  
 Pearson and Easy Bridge Digital Tools  
 Speaking Off Thinking Maps  
 Integrated ELD

This year, 22 teachers participated in the third annual RCOE Colleague Classroom Visits with their Professional Learning Cohorts and the Coordinator for Instructional Innovation and Support for classroom-embedded, collaborative development. The

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

cohort planned lessons using a selected best practice to address the needs of English Learners and requirements for Designated and Integrated ELD, they used and adapted the practice on their own, and then on the scheduled day for their cohort, they observed the practice in their colleagues' classroom. The cohort debriefed the practice, its effect, and how it can be modified to improve student achievement.

Teachers were trained during June SILK in the newly state-adopted College, Career, and Civic Life (C3) for Social Studies Framework. The guidelines were used in the 2 teacher-developed Social Studies Project-based Service Learning projects that emphasize hands-on, 21st Century learning to prepare for college and career. RCOE Center for Teacher Innovation provided the induction

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

and mentoring support for new teachers.

Conferences  
 California Consortium for Independent Study -1  
 Alternative Accountability Policy Forum -1  
 LEAD 3.0 -1  
 Google For Educators Summer -5

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Implement courses to prepare students for college and careers (UC a-g courses, CTE pathways). Implement contract with Vocademy Makerspace to provide students with hands on workforce skills in industry sectors.

In 2017-2018, four new courses were UC a-g approved. Biology, Civics and Social Impact, (g) and German 1 and 2 (e) were approved.  
 In 2017-2018, 139 UC a-g courses were approved or re-approved and implemented in the following subjects:  
 • Six courses in History/Social Science, which include American Government CP (a),

Amount: \$23,800  
 Source: 0000  
 Budget Reference: 58xx

Amount: \$43,397; \$25,000;  
 \$157,419 Total = \$225,816  
 Source: 0000; 0000; 0000  
 Budget Reference: 5100; 5815; 1100/3xxx

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

United States History CP (a), U.S. History (a), World History CP (a), and World Geography (a).

- Nine courses in English, which include English 9 CP (b), English 10 CP (b), English 11 American Literature CP (b), English 12 CP (b), and ELD IV (b).
- Eight courses in mathematics, which include Integrated Math I CP (c), Integrated Math II CP (c), Integrated Math III CP (c), Precalculus, and Probability and Statistics.
- Seven courses in a language other than English, which include French 1 and 2 (e), German 1 and 2 (e), and Spanish 1, 2, and 3 (e).
- Two courses in Visual and Performing Arts, which include Art Appreciation CP (f) and Digital Photography CP (f).
- A total of 107 elective courses are UC (g) approved.

The Civic and Social Impact course was approved as a UC

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

“g” Interdisciplinary elective for the class which incorporates Expanding Horizons Internships. The course was piloted at Arlington Regional Learning Center. To prepare for careers after high school, students take seminars focused on professional skills, such as communication, networking, and conflict resolution. One student was placed at a local government or non-profit for on-site mentorships and paid internships.

In 2017-2018, 96 students participated in experiential learning opportunities at the Vocademy learning skills in the following areas:

3D Printing and Scanning  
Hand Tools, Power Saws, and  
Abrasives

01-205 3D Printing 1  
CAD – Autodesk Fusion 1  
Laser I

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

114-140 Welding  
Programming and Coding  
02-205 CAD Autodesk Fusion 1

Nineteen students enrolled in the 21st Century Manufacturing CTE concentration course which combined in-depth learning of skills and processes at the Vocademy aligned to academic coursework in ELA, math, and science.

Three Pathways were available in woodworking, wearables, and welding.

135 students participated in College visits to seven local colleges during the fall and spring.

In 2017-2018, 15 students completed the Armed Services Vocational Aptitude Battery (ASVAB), that aligns the students' skills to careers within the military.



**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Continue and expand work experience and internship program that aligns with CTE Pathway Development.

One work experience teacher was continued for the 2017-2018 school year. 75 students were enrolled in the work experience or internship class. 61 work experience and 14 internships.

Eight Community Partnerships Affiliate Agreements were completed to provide students with internship opportunities during the 2017-2018 school year. The partnership with the Vocademy was continued and 96 students attended the Vocademy vocational experience opportunities to explore high tech/ high demand careers. The Vocademy also provided the project based component for the 21st Century Manufacturing Concentration Course. 19 students were enrolled in the 21st Century Manufacturing Pathway.

(Included in Goal 1, Action 4)

(Included in Goal 1, Action 4)

## Action 6

**Planned Actions/Services**

Train teachers on AVID strategies in WICOR (writing, inquiry, collaboration, organization, and reading).

**Actual Actions/Services**

All faculty were trained in AVID strategies in reading, writing, inquiry, organization, and collaboration (WICOR) during 4 quarterly Wednesday PLCs.

**Budgeted Expenditures**

(Included in Goal 1, Action 4)

**Estimated Actual Expenditures**

(Included in Goal 1, Action 4)

**Action 7**

**Planned Actions/Services**

Implement college readiness transition activities, including College Connections, through college camps, college visits, support completing college entrance applications and the Free Application for Federal Student Aid (FAFSA), college assessments (PSAT, AP Exams, ACT, SAT) and implement career inventories through Career Cruising.

**Actual Actions/Services**

The College Connections program assisted 111 students with their FAFSAs and college applications during the 2017-2018 school year. The Resource Specialists assisted students with building an academic portfolio.

During the fall of 2018, 4 students completed the PSAT 10. The mean score for Grade 10 was 684 (State mean score not available).

The Edmentum College Readiness bundle was implemented to provide students

**Budgeted Expenditures**

Amount: \$32,000  
Source: 7338  
Budget Reference: 58xx

**Estimated Actual Expenditures**

Amount: \$41,703.72  
Source: 7338  
Budget Reference: 58xx

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

with preparation for AP exams, ACT, and SAT.

In the fall, college information nights focused on four-year colleges and the spring college nights focused on community college and career tech education (about 50 students and parents attended the college information nights in the fall/winter.

During March 2018, 135 students toured local college campuses including Cal State San Bernardino, Palm Desert Community College, Mt. San Jacinto College (Menifee and San Jacinto Campus) Riverside Community College (Moreno Valley, Norco, and Riverside Campus), and University of California, Riverside.

During the summer of 2017, 9 students attended the college summer camp at UC Riverside. Students participated in two

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

classes during the week-long camp. Students attended classes in Robotics and Crime Scene Investigation during the day and presented a culminating project on the last day of the camp.

All students had access to Career Cruising in order to choose the path best suited to their individual interests, skills, and abilities. Career Cruising activities include lessons, assessments, and inventories build self-awareness, which helps students learn about themselves and begin to identify their personal strengths—important steps in creating plans for career and life. Students create a personalized portfolio to store valuable information: lessons they're working on, personal inventories, assessment results, career matches, educational options and scholarship applications.

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

This portfolio grows and evolves into an individual learning plan that helps transform career exploration into concrete plans for the future. Career Cruising includes the Career Matchmaker interest inventory for college and career planning4

**Action 8**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Implement data teams and MTSS collaborative groups during Wednesday PLCs to target instruction and intervention for students. Implement interventions for students (i.e., tutoring).

MTSS collaborative groups of faculty and staff met during Wednesday PLCs to analyze student data on attendance, academics, and behavior. MTSS collaborative groups analyze student attendance, behavior, and evidence of student learning from assessments (Accucess, short-cycle, curriculum-based tests) and target instruction based on needs and implement classroom interventions to address gaps in learning. The MTSS process includes

(Included in Goal 1 , Action 1)

(Included in Goal 1 , Action 1)

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

tiered interventions. Examples of the tiered interventions are as follows:

Tier 3

- Parent/Principal Meeting
- Home Visit & Drop letter
- Formal Probation
- Agency Coordination
- Involve District of Residence
- Change of Program/Site

Tier 2

- Get focused Stay focused – Childcare –Bus Passes
- Tutoring –Missed Appointment letters
- Targeted Communication Via Phone Call
- IEP Amendment -Informal Probation Contact (YAT)
- Refer to Community Resources

- Counseling Referral – Teacher/Parent Conference

Tier 1

- Teacher Calls Home on

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Absences -Values and Decision  
 -PBIS -Student Leadership  
 Opportunities –Credit Recovery  
 -Experiential Learning  
 Opportunities –Remind –  
 Personalized Learning  
 Environment  
 -Welcoming School  
 Environment -ILP Review  
 -Personalized and Relevant  
 Curriculum –Tech Ninjas –  
 Student Leadership

PLCs focused faculty learning in the principles of Universal Design for Learning and Integrated ELD. The focus was on options for Representation, and the workshops encouraged teachers to think about options for perception, language, and comprehension to address various learning aptitudes and needs of their students. Thinking Maps, a research-based strategy, has been fully implemented at all sites. Study Island, ALEKS, iLit, and



**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

publishers' digital tools and resources have been purchased, and teachers trained for full implementation.

**Action 9**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Continue to monitor and evaluate student learning and modify lessons based on data and IEP goals during PLCs with support from TOAs and the school psychologist.

Learning and Language Targets were prepared for ELA and mathematics, monthly to foster communication and critical thinking. The targets addressed students' personalized learning needs, and weekly assignments and activities provide opportunities to learn and receive targeted feedback. IEP meetings were called to address concerns and develop strategies for meeting the students' needs. If students are not receiving special education support, they were referred to the MTSS. Multiple surrogate trainings were held throughout the four regions

(Included in Goal 1, Action 1)

(Included in Goal 1, Action 1)

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

of the county as well as a collaborative trainings on educational surrogate, foster youth and CASAS

All full-time core content teachers hold a single-subject or multiple-subject teaching credential and a mild/moderate or equivalent special education credential.

Teachers on Assignment (TOAs) on average spent 18.6 hours a month working directly with teachers providing support for IEP development, instructional support, and behavioral support. TOAs also provided training through the PLC calendar to support teachers within the classroom setting. They presented trainings on mindfulness, the cognitive triangle, and operationally defining behaviors.

The school psychologist conducted assessments for triennial IEPs.

**Action 10****Planned Actions/Services**

Implement high school equivalency test prep (GED, HiSET) and administer high school equivalency test.

**Actual Actions/Services**

California has approved the use of three high school equivalency tests (GED®, HiSET®, and TASC™) for students 18 years old and older, for the purpose of receiving a California High School Equivalency Certificate. To obtain an official California High School Equivalency Certificate, test takers must meet all of the following State requirements:

1. Students are 18 years of age or within 60 days of 18th birthday.
2. Students are within 60 days of when they would have graduated from high school had they remained in school and completed the usual courses required for graduation.
3. Students are 17 years of age, have been out of school for at least 60 consecutive days and provide a letter of request from the military, a post-secondary

**Budgeted Expenditures**

(Included in Goal 1, Action 1 and Action 2)

**Estimated Actual Expenditures**

(Included in Goal 1, Action 1 and Action 2)

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

educational institution, or employer that states the need to take a HSE Test.

4. Students are at least 17 years of age, have accumulated fewer than 100 units of high school credit and are confined to state or county hospital or correctional agency and meet all of the following criteria:

- Students do not have a realistic chance of completing the requirements for a high school diploma.
- Students have adequate academic skills to successfully complete the HSE Test.
- Students understand the options available regarding acquisition of a high school diploma, the High School Equivalency Certificate, or the High School Proficiency Certificate and the requirements, expectations, benefits, and limitations of each option.

The High School Equivalency

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Test HiSET testing centers are established at selected Regional Learning Centers. Teachers provided test prep for the High School Equivalency Test. Curriculum to support student learning and practice for the HISRT was createed during the summer of 2017 and was posted to the CBK LMS sie. HISET Preparation material was purchased for all CBK sites.

13 CBK students took the HISET during 2017-2018  
 7 CBK students passed the HISET during 2017 -2018  
 The pass rate for CBK during 2017-2018 was 53%

**Action 11**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Implement tutoring program at all sites. Provide tutors for students for targeted assistance in the core subject areas.

Professional tutoring was available at all CBK sites for 838 hours per week. 366 students were served.

Amount: \$13,270  
Source: 6500  
Budget Reference: 58xx

Amount: \$50,820  
Source: 0000  
Budget Reference: 58xx

## Action 12

### Planned Actions/Services

Identify a web-based gradebook and attendance monitoring portal for student and parent access. Develop student and staff dashboards to monitor student attendance, credit accrual and achievement measures.

### Actual Actions/Services

The Aeries web based gradebook and attendance monitoring portal for student and parent access was implemented in 2018. All students and parents were emailed a letter explaining how to sign on and set up accounts. Teachers were available to facilitate that process in class meetings with students. The implementation will continue during the 2018-2019 school year.

In the 2017-2018 school year, 473 accounts were set up by parents and students.

### Budgeted Expenditures

Amount: \$3,355  
Source: 0000  
Budget Reference: 58xx

### Estimated Actual Expenditures

Amount: \$4,063  
Source: 0000  
Budget Reference: 58xx

## Action 13

**Planned Actions/Services**

Provide initial experiences in post-secondary education including concurrent enrollment courses, and CBK articulated courses.

**Actual Actions/Services**

13 students participated in concurrent enrollment

135 students participated in college visits

111 Met with the college connection coach

58 completed a FAFSA

College and career guidance was provided to students at College and Career events during the Fall and Spring.

Individual assistance for completing FAFSA's was provided by the College Connection Coach and College and Career Teachers.

Fall

Tuesday, October 11th- 3:30pm  
ARLC

Thursday, October 20th- 3:00pm  
MVRLC

Tuesday, October 25th- 3:30pm  
BGRLC

Tuesday, November 8th- 3:30pm  
VVRLC

Thursday, November 10th-

**Budgeted Expenditures**

Amount: \$5,000  
Source: 0000  
Budget Reference: 4300

**Estimated Actual Expenditures**

(Included in Goal 1, Action 7)

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

3:00pm David Long  
 9 CBK Students attended STEM  
 Summer Camp at UCR in  
 Summer of 2017

**Action 14**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide extended learning opportunities for students through online learning, learning management system, student computing devices, and wireless connectivity devices.

The Learning Management system was continued to standardize and share curriculum and resources between all CBK sites, including ELA and Math Units of study, art, electives, work experience, CTE Pathways and social science courses.

The school day was extended for students by providing them with dell Venue tablets and kajeets when requested. 25 tablets and 13 Kajeets were checked out to students. (include Kajeet reports).

Summary of data used by

Amount: \$44,003  
 Source: 0000  
 Budget Reference: 4300; 4400;  
 58xx

Amount: \$10,668  
 Source: 0000  
 Budget Reference: 4300; 59xx



**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Kajeets  
 Total Data Consumed 71547 MBs  
 Average Data Consumed per Device Used 1934 MBs  
 Average Daily Data Consumed 258 MBs  
 Average Daily Data Consumed per Device Used (37 Devices) 7 MBs

**Action 15**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Implement CTE classes, CTE Pathways, and YouthBuild classes, including opportunities for students to earn micro-certifications.

ACTUAL  
 The 21st Century Manufacturing Pathway was continued and 19 CBK students participated in the initial and concentration course. The partnership with the Vocademy was continued and 94 students attended the Vocademy vocational experience opportunities to explore high tech/ high demand careers. The Vocademy also provided the project based component for the

Amount: \$6,000  
 Source: 0000  
 Budget Reference: 58xx

(Included In Goal 1, Action 4)

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

21st Century Manufacturing Concentration Course.

One work experience teacher was continued for the 2016-2017 school year. 17 students were concurrently enrolled in CTE courses at local colleges.

9 students were enrolled in the YouthBuild Cohort.

10 students were enrolled in the CTE construction class  
Youthbuild students earned 29 micro-certifications in CPR, OSHA 10, HBI and Logistics

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual 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.

All fifteen actions were implemented this year to prepare students high school graduation and success in college and careers. A comprehensive professional development plan was implemented throughout the entire year that focused on improving student academic achievement in ELA, math, social science, and science through engagement in topics on curriculum (NGSS, Social Studies Civic, College, and Career (C3) Framework), and instruction (ELA/ELD, Math, Science, and Social Studies Units of Study Revisions and Assessment Writing, UDL, and Interdisciplinary Project-Based Service Learning and Writing). In addition, staff development addressed social-emotional needs of students including Suicide Prevention and Mental Health.

The instructional program was focused on using the strategies from SILK and the PLCs to target the standards in the core content areas with differentiated classroom support and intervention based on MTSS data analysis team meetings (Actions 1, 2, and 8). The courses to prepare students for college and careers through UC a-g courses (Action 4) and AVID (Action 6). The CTE pathway was continued (Action 15). The college transition activities successfully engaged students in FAFSA and the PSAT, college visits, and career inventories (Action 7).

Teachers, TOAs, administrators, and the school psychologist worked diligently to address the academic and behavioral needs of students with disabilities (Action 8 and 9).

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

All fifteen LCAP actions (integrated with the CCRBG actions) were implemented to increase high school graduation and college and career readiness, however, all actions did not lead to improvements in the metrics. Six measurable outcomes have not been reported yet, 3 did not meet targets and 11 actions did meet the expected outcome.. Actions were rated on the following scale:

- Developing-in progress: declined or maintained
- Improving: growth but did not meet target
- Effective-met or exceeded expected measureable target

Actions 1, 2, 3, and 8 were designated as Developing due to student scores on the CAASPP. Action 15 was designated as partially Developing due to CTE enrollment. Six of the of the 9 metrics that did not meet expected targets were based on the CAASPP scores in ELA and math. Student scores on the Smarter Balanced Assessments in ELA and math, which are part of the CAASPP, did not meet expected targets, However only about 8% of CBK students took the CAASPP tests. . All grade levels were tested on the Alternative Education short-cycle assessments in ELA and math, and the scores on these two metrics increased. Students were also tested on academic growth in ELA and Math and those metrics also increased. Actions 4, 5, 6, 7,12, and 14 were designated as Effective due to student enrollment, teacher assignments, and student supports. The six measurable outcomes that increased included UC a-g course enrollment, the implementation of the state board adopted academic content and performance standards for all students in all content areas, student access and enrollment in a broad course of study, teacher assignments, and textbook sufficiency.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A total of \$371,462 was allocated for Goal 1 in 2017-2018 and the estimated expenditures were 396,777. The difference in the initial 2017-2018 budget projection was \$25,315 more in expenditures overall due to changes in spending on multiple actions. Action 1 for Professional development was increased by \$14,500 due to additional PD to support WASC and ELD Cohort training and increased teacher mileage. There was a decrease in textbook purchases by \$83,000 due to back orders on science books. Action 7 for college readiness spending increased by 30,000 due to the salary of the College Connection Coach. Action 11 for tutoring also increased by 32,000 due to the expansion of services. Action 14 expenditures decreased by \$21,000 because we used less data than was originally expected on the mobile checkout devices. Action 15 expenditures increased by \$57,00 for the Vocado contract which had previously been accounted for in Goal 2.

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.

The data indicated an ongoing need for a goal on high school graduation and college and career readiness. In the 2018-2020 LCAP. The following actions will be implemented (these actions can be found in the 2018-2019 LCAP actions under Goal 1:

- Adjust the 2018-2019 and 2019-2020 metrics for the CAASPP and EAP from 5% to 2% in the Goals, Actions, and Services section based on the 2016-2017 results and historical trends in the data now that there are three years of data (2014-2015, 2015-2016, and 2016-2017).
- A new baseline was established for district short cycle assessments in ELA and Math.
- A new metric will be added to account for the one year graduation rate accountability measure reported on the Dashboard for Alternative School Status (DASS).
- Outcome 14 which measures the percentage of students who enter with 150 credits or more who complete their graduation requirements will be

discontinued since CBK will now report the one year graduation rate.

- Create a separate action under Goal 1 for technology integration based on the needs of English learners, low income, and foster youth for differentiated instruction, UDL, and digital literacy skills. This action will be combined with action 14 to use technology to extend the school day for English learners, foster youth, and low income students.
- Action 4 and Action 15 will be combined in Action 4 which supports the creation of CTE Pathways, industry recognized micro-certifications and vocation experiences.
- Intensify monthly data team meetings along with a Multi-Tiered System of Support (MTSS) to identify students for interventions.
- Continue interventions for students in ELA and math that include targeted instruction based on data, extended learning time.
- Provide teachers with more time for data team/MTSS collaborative meetings and lesson planning, intervention design, and resource exploration.
- Implement professional development in universal design for learning (UDL), ELA writing informational/expository text using scaffolding strategies (i.e., Thinking Maps),, and math instruction in order to differentiate instruction for students in ELA and math and for English learners and students with disabilities.
- Implement professional development on interventions for depression, anxiety, trauma, thoughts of suicide, and substance abuse along with recognizing the signs of sex trafficking and refreshers on Boys Town and PBIS/Restorative Practices.
- Provide in-class support for teachers by the Coordinator of Instructional Innovation and Support on the strategies learned during SILK and PLCs.

In the 2018-2020 LCAP, the following actions will be implemented:

Embedded professional development from the Coordinator of Instructional Innovation and Support on the implementation of future ready personalized learning instructional components (i.e., questioning, conferencing, research, and feedback) and learning activities (i.e., authentic, complex problems that inspire co-creation in the inquiry, analysis, and final product).

Action 11 from Goal 2 will be moved to Goal 1 Action 17. Continue implementation of a Student Technology Leadership Class to assist teachers with technology and to provide new student technology orientations. This class has become more academic with the inclusion of computer programming and it is the intent to explore the option of articulating the class with college.

# Goal 2

Goal 2 Students will be connected to school and educated in positive, safe, and healthy learning environments.

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 2, 3, 6, 7, 8

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

By June 2018, the student attendance rate will increase from 84% to 85%.

By June 2018, students who agree on the “program support and relationship” items on the Student Satisfaction Survey will maintain at a minimum of 95%.

By June 2018, students will report an increase in Social – Emotional Strategies between pre and post surveys administered to students who are enrolled in the Values and Decisions Class.

By June 2018, the CBK Student Engagement index score as measured

### Actual

Met. As of June 2018, the student attendance rate increased from 85% to 92%.

Met. As of June 2018, students who agree on the “program support and relationship” items on the RISE Student Satisfaction Survey maintained above 95%.

Met. As of June 2018, students reported an increase in Social – Emotional Strategies between pre and post surveys administered in the Values and Decisions Class in strategies related to dealing with frustration, being patient, feeling in control of their lives, and standing up for others who are being mistreated.

## Expected

by the Gallup Student Poll Engagement Index will maintain at higher than the average U.S. overall score.

By June 2018, the CBK Student Hope index score as measured by the Gallup Student Poll Hope Index will maintain at higher than the average U.S. overall score.

By June 2018, student retention rate for all students will increase from 64% to 66%.

By June 2018, student retention rate for students with more than 150 credits will increase from 75% to 77%.

By June 2018, student retention rate for students with 149 or less will increase from 62% to 64%.

## Actual

Met. As of June 2018, the CBK Student Engagement index score as measured by the Gallup Student Poll Engagement Index measured at 4.35 compared to a national average of 4.08.

Met. As of 2018, the CBK Student Hope index score as measured by the Gallup Student Poll Hope Index measured at 4.54 compared to the average U.S. overall score of 4.35.

Not Met, As of June 2018, student retention rate for all students decreased from 64% to 59%.

Not Met. As of June 2018, student retention rate for students with more than 150 credits decreased from 75% to 72%.

Not Met. As of June 2018, student retention rate for students with 149 or less decreased from 62% to 56%

Met. .As of June 2018, student persistence rate from one year to the next increased from 82% to 92%.

## Actions/Services

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

### Action 1

**Planned Actions/Services**

Continue to implement Positive Behavior Intervention Supports (PBIS) that focus on developing safe, trusting, self-managing classrooms. Administer Gallup Student Poll.

**Actual Actions/Services**

The monthly staff development schedule was built to include professional collaboration time to develop individualized student intervention plans by utilizing data analysis and pairing the academic information with implemented positive behavior and supports to support individualized learning. This was part of the formal MTSS collaboration meetings. The GRADS site behavior plan was implemented at all sites and integrated into the student orientation, student handbook, initial student meetings, and ILP process. A system of student recognition and awards based on the GRADS acronym was implemented. A rubric was adopted and students were assessed on their progress toward meeting schoolwide learning outcomes.

**Budgeted Expenditures**

No impact on CBK Budget

**Estimated Actual Expenditures**

None

**Action 2**



**Planned Actions/Services**

Continue to maintain building leases and maintain CBK sites.

**Actual Actions/Services**

Building leases and MOUs were for the following sites. Building maintenance is included in those contracts.

- Corona Library
- Desert Hot Springs
- Riverside YOC – Cesar Chavez Building
- Mecca Boys and Girls Club
- Mead Valley Library
- Hemet Santa Fe
- Rubidoux YOC
- RUSD EOC Campus
- Perris Academy CBK
- Planet Youth Lake Elsinore
- Empower Youth

**Budgeted Expenditures**

Amount: \$124,182  
 Source: 0000  
 Budget Reference: 56xx; 57xx

**Estimated Actual Expenditures**

Amount: \$158,862  
 Source: 0000  
 Budget Reference: 56xx; 57xx

**Action 3**

**Planned Actions/Services**

Continue to implement the Social Work intern program.

**Actual Actions/Services**

Five Social Work interns provided counseling to students at five sites.

**Budgeted Expenditures**

No impact on CBK Budget

**Estimated Actual Expenditures**

None

**Action 4**

**Planned Actions/Services**

Implement parent/student communication and training that includes Edulink (automatic phone system), Remind 101, email, and other forms of electronic communication to promote positive school attendance.

**Actual Actions/Services**

EduLink automated phone system was implemented for schoolwide announcements. Twenty three schoolwide messages were sent Teachers continued to use Remind, email and other forms of communication to promote attendance. The Aeries Parent Portal was opened this year

**Budgeted Expenditures**

(Included in Goal 1, Action 12)

**Estimated Actual Expenditures**

(Included in Goal 1, Action 12)

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Track support actions provided to students to increase retention.  
Collect segmented data on student attendance and retention to determine the most effective support actions for students based on age and credit accrual.

Segmented data was collected on student retention differentiated by credit accrual.

CBK Student Retention Rate Overall (Current enrollment/ Students with ADA-grads) 59%  
CBK Student Retention Rate 150 credits or more. 72%  
CBK Student Retention Rate 149 credits or less. 56%  
CBK Students who persist from one year to the next, if not completed.92%

(Included in Goal 1, Action 12)

(Included in Goal 1, Action 12)

## Action 6

### Planned Actions/Services

Continue implementation of MTSS, with staff development, monthly meetings, and online support.

### Actual Actions/Services

MTSS collaborative groups of faculty and staff met during Wednesday PLCs to analyze student data on attendance, academics, and behavior. MTSS collaborative groups analyze student attendance, behavior, and evidence of student learning from assessments (Accucess, short-cycle, curriculum-based

### Budgeted Expenditures

(Included in Goal 1, Action 1 and Action 12)

### Estimated Actual Expenditures

(Included in Goal 1, Action 1 and Action 12)

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

tests) and target instruction based on needs and implement classroom interventions to address gaps in learning. The MTSS process includes tiered interventions. Examples of the tiered interventions are as follows:

Tier 3

- Parent/Principal Meeting
- Home Visit & Drop letter
- Formal Probation
- Agency Coordination
- Involve District of Residence
- Change of Program/Site

Tier 2

- Get focused Stay focused – Childcare –Bus Passes
- Tutoring –Missed Appointment letters
- Targeted Communication Via Phone Call
- IEP Amendment -Informal Probation Contact (YAT)
- Refer to Community Resources

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

-Counseling Referral –  
Teacher/Parent Conference

Tier 1

-Teacher Calls Home on  
Absences -Values and Decision  
-PBIS -Student Leadership  
Opportunities –Credit Recovery  
-Experiential Learning  
Opportunities –Remind –  
Personalized Learning  
Environment  
-Welcoming School  
Environment -ILP Review  
-Personalized and Relevant  
Curriculum –Tech Ninjas –  
Student Leadership

**Action 7**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Continue implementation of Get Focused Stay Focused Course, and Values and Decisions Course to support student retention and success.

The Get Focused Stay Focused Intervention Class was offered at four CBK sites. 60 Choices textbooks were purchased. One counselor, seven teachers and four CDPs were trained to teach the class in a blended learning format with monthly peer meetings facilitated by CDPs. Thirty six students were enrolled in the GFSF class.

169 CBK students were enrolled in the Values and Decisions class designed to develop student SEL skills.

(Included in page Goal 1, Action 1)

(Included in page Goal 1, Action 1)

### Action 8

#### Planned Actions/Services

Provide bus passes for students to improve attendance

#### Actual Actions/Services

1200 bus passes were purchased and distributed during the 2017-2018 school year.

#### Budgeted Expenditures

Amount: \$10,000  
Source: 0000  
Budget Reference: 4300

#### Estimated Actual Expenditures

Amount: \$3,600  
Source: 0000  
Budget Reference: 4367

### Action 9

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Purchase outreach materials for student orientations, presentations to partner districts, and community events.

Outreach materials were purchased including CBK Brochures, flyers, Student Leadership T-shirts, and promotional items for orientations and community events. CDPS represented CBK at 113 community outreach events

Amount: \$7,000  
Source: 0000  
Budget Reference: 4300

Amount: \$14,141  
Source: 0000  
Budget Reference: 4300; 57xx; 58xx

**Action 10**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Review and revise Individual Learning Plan to reflect PBIS and Schoolwide learning outcomes.

The ILP form was updated during Summer 201\* to include an expanded section for College and Career Action Plan and a final graduation assignment. ILPs were updated each semester.

No impact on Budget

None

**Action 11**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Continue implementation of a Student Leadership Class to plan and promote student activities, Peer Counseling, and Community Service activities.

Student leaders were identified at the beginning of the 2017-2018 school year. A student leadership event was held at Calicento Ranch on 10/27/17 attended by 26 students. Students continued to meet either in person or by virtual meeting monthly throughout the school year. Student leaders participated in community outreach events, new student orientations, and planned Prom.

Amount: \$7,000  
 Source: 0000  
 Budget Reference: 58xx

Amount: \$2,640  
 Source: 0000  
 Budget Reference: 58xx

**Action 12**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**



Continue implementation of a Student Technology Leadership Class to assist teachers with technology and to provide new student technology orientations.

CBK Tech Ninja class was implemented at three sites. Students from other sites around the county were transported to one of the three sites for the in person component of the class. Students learned how to assist other students with Google, Plato and Haiku and they learned beginning computer programming based on Computer Coding Discoveries Class through Code.org. Three teachers were trained to teach the Discovery and Principles of Coding class.

Amount: \$3,900  
 Source: 0000  
 Budget Reference: 58xx

Amount: \$1,085  
 Source: 0000  
 Budget Reference: 58xx

**Action 13**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Involve students, parents, and community partners in decision-making and advisory functions for the purpose of program review and improvement in support of academic accountability through the School Advisory Council.

Students and parents were involved in the decision-making and advisory functions of CBK through the following committees and meetings.  
 School Advisory Council 9/28/17, 11/17/16, 2/20/17, 5/21/17  
 LCAP Focus Groups and Plan Review 9/28/17, 11/17/16, 2/20/17, 5/21/17  
 Student Leadership Meetings were held the second Tuesday of each month Sept-May  
 ELAC 9/28/17, 11/17/16, 2/20/17, 5/21/17

Amount: \$770  
 Source: 0000  
 Budget Reference: 58xx

Amount: \$635  
 Source: 0000  
 Budget Reference: 58xx

### Action 14

#### Planned Actions/Services

Produce a quarterly CBK Newsletter to provide stakeholders with up to date information on activities, opportunities, and celebrations.

#### Actual Actions/Services

A CBK Newsletter was published quarterly.. The newsletter was sent electronically to all stakeholders and was available on our website and LMS page.

#### Budgeted Expenditures

No impact on budget.

#### Estimated Actual Expenditures

None

### Action 15

**Planned Actions/Services**

Develop a yearly site based calendar with all scheduled events for the year, published to CBK website.

**Actual Actions/Services**

A yearly calendar was developed for all CBK activities during the 2017-2018 school year. The calendar was distributed to teachers and published to the CBK Power Schools Page. This improved communication and coordination of activities between staff and sites.

**Budgeted Expenditures**

No impact on budget.

**Estimated Actual Expenditures**

None

**Action 16**

**Planned Actions/Services**

Provide Security Staff at CBK sites.

**Actual Actions/Services**

Security was provided for the Grindstaff Site. Corona Library security was provided by the library and occasionally at the Corona site when library security was not on site.

**Budgeted Expenditures**

Amount: \$32,718  
Source: 0000  
Budget Reference: 29xx

**Estimated Actual Expenditures**

Amount: \$35,864; \$1,478 Total = \$37,342  
Source: 0000; 0000  
Budget Reference: 2908/3xxx; 5892

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual 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.

All 16 actions were implemented. Students received targeted support based on their needs from an array of services that included social work intern counseling, MTSS collaborative meetings, and targeted student support responses. Targetted student support services included frequent check-ins and attendance support from community dropout prevention specialists, enrollment is SEL support classes, and student leadership opportunities. (Actions 1,3,5,6,7,8, 11, 12) All stakeholders had the opportunity to be involved with the school and participate in school planning through the school advisory council, ELAC, and student leadership (Action 13). Students and parents were informed about school planning, student progress and events through newsletters, school calendars, and regular communication between school and home (Actions 4,10,9,10,13,14,15).

All CBK sites were maintained.and safe (Action 2, 16)

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

All 16 LCAP actions were implemented to connect students to school in a positive and safe learning environment, however, all actions did not lead to improvements in the metrics. Six measurable outcomes met/exceeded targets and three did not meet targets. Actions were rated on the following scale:

- Developing-in progress: declined or maintained
- Improving: growth but did not meet target
- Effective-met or exceeded expected measurable target

Actions 1-4, 8-12, and 13-16 are designated as effective due to the attendance rate and survey results. Action 7 is designated as developing since that was a pilot program which will be offered schoolwide in 18-19 and it is related to the retention rates. Action 5 and 6 are indicated as developing due to the retention rates.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A total of \$185,570 were allocated for Goal 2 in 2017-2018 and the estimated expenditures were \$205,834. Differences in expenditures were primarily due to additional costs of the leases for CBK sites and additional spending on outreach material. There were decreases in spending due to decreased demand for bus passes, cuts in security personnel, and student leadership.

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.

The data indicated an ongoing need for a goal on school connection and safety. In order to continue the growth in connecting students to school and maintaining positive, safe, and healthy learning environments, the following will be implemented under Goal 2 in the 2018-2020 LCAP:

PBIS and MTSS will be continued and enhanced

Social Work Intern counseling will be continued

Aeries Parent Portal implementation will continue and be incorporated in the ILP process.

Maintain the attendance letter notification process along with attendance incentives.

Get Focused Stay Focused will be expanded to all sites.

Actions 4 and 5 will be combined since MTSS is the process used to identify students for intervention, increase retention, and improve student completion. Community Dropout Prevention Specialists will continue to target students with missing attendance.

Based on feedback from the ELAC Committee an additional action will be added to provide all outreach and school documents in Spanish and to provide interpreters at all school meetings and events.

Action 11 will be moved to Goal 1 since it has developed a more academic focus with the inclusion of computer programming and the goal of articulating the class with college.

# Goal 3

Goal 3 English Learners will acquire proficiency in English.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 2, 3, 4, 5

**Local Priorities:** Goal 3 English Learners will acquire proficiency in English.

## Annual Measurable Outcomes

**Expected**

**Actual**

By June 2018, A baseline will be established for EL students taking the Pearson Education ELA/ELD Textbook

By June 2018, EL students scoring a minimum of 70% on short cycle assessments in ELA will increase from 8% to 13%.

By June 2018, EL students scoring a minimum of 70% on short cycle assessments in math will increase from 1% to 6%.

By June 2018, EL students reclassified as RFEP will increase from 7% to 9%.

Met. As of June 2018, EL students taking the Pearson Education ELA/ELD Textbook English Language Development Assessment scored.

English Language Development Assessment.

Grade # Students High or Advanced

12 87 38%

11 16 6%

10 11 45%

Not Met. As of, June of 2018, EL students scoring a minimum of 70% on short cycle assessments in ELA increased from 8% to 12%.

Met. As of June of 2018, EL students scoring a minimum of 70% on short cycle assessments in math decreased from 1% to less than 8%.

Not Met. As of June 2018, EL students reclassified as RFEP decreased from 8 students .to 5 students..

## Actions/Services

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

### Action 1

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Provide instruction in English language acquisition in

ACTUAL  
English-language arts,

Amount: \$9,804  
Source: 0000; 6500

(Included in Goal 1, Action 1)

**Planned Actions/Services**

designated ELD classes. Provide integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes with support from principals, TOSA, and collaboration during PLCs.

**Actual Actions/Services**

mathematics, social studies, and science curriculum and instruction provided Integrated ELD, standards-based instruction and aligned curriculum.

For all English learners, teachers prepared and unpacked language targets that determined the linguistic content or skill students needed to learn, use, and apply to accomplish the content target. Teachers modeled the skills explicitly and provided opportunities for guided practice with feedback.

Writing, presentation, and collaboration rubrics that were adapted from Buck Institute for Education (BIE) and Smarter Balanced Assessment Consortium (SBAC) were used as an instructional tool during personalized, one-on-one conferences with English learners.

Academic language and content vocabulary with Spanish

**Budgeted Expenditures**

Budget Reference: 4300

**Estimated Actual Expenditures**



**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

cognates were explicitly taught modeled, and practiced. Teachers provided opportunities for students to write, hear, and speak full sentences with the language in all subject areas. The science units of study design team utilized the BSCS research-based 5E Instructional Sequence that relates complex science to the investigation of engaging, natural phenomena through exploration and engineering authentic scientific application. Teachers focused students on vocabulary development through embedded project-based learning. The science notebook provided scaffolds for complex science content with accessible texts, note-taking, and vocabulary. The math units of study incorporate rich academic language with scaffolded supports for reading, writing, listening, and speaking. Dinah Zike's Foldables were an

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

embedded scaffold for English learners.

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Implement universal design for learning (UDL) and personalized learning.

Teachers were trained on the requirements for Designated and Integrated ELD during a full-day in-service in October. Teachers studied the ELD Standards, read vignettes in the ELA/ELD Framework, reviewed current research on best-practices, prepared Learning and Language Targets for their subsequent instruction, and co-planned lessons with their Collaborative Cohort using a selected best practice. Teachers implemented ELD language targets in ELA and mathematics for all English learners. The ELD language targets helped students to identify the high need ELD standards-based content

(Included in Goal 1, Action 1)

(Included in Goal 1, Action 1)

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

knowledge or skill and the planned engaging, interest-based check for understanding. For all English learners, teachers prepare and unpack Language Targets that determine the linguistic content or skill students need to learn, use, and apply to accomplish the content target. Teachers model the skills explicitly and provide opportunities for guided practice with feedback.

Teachers use and refer to the theme and inquiry to create relevant connections among the theme, students' prior knowledge and culture, and new content knowledge. Teachers post and refer the inquiry question and facilitate a weekly discussion or written activity for the students to reflect on the inquiry, their current and revision response, and evidence and reasoning from the texts and activities they have read and participated.

Full implementation of Thinking

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Maps at all sites support all students to access complex texts, academic writing tasks, and speaking and listening tasks address cognitive skill development.

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

Continue implementation of a systematic assessment, reclassification, and progress monitoring process for English learners. Analyze data on EL students to monitor progress and use the reclassification process to reclassify students.

**Actual Actions/Services**

**ACTUAL**  
A set testing schedule has been implemented throughout the school -year. A weekly EL report is sent to all administrators informing them of students who require assessments and those who may be eligible for reclassification. Students who require EL testing are assessed within one week of enrollment. Multi-Tiered Support System (MTSS) Teams analyzed data related to student needs during scheduled monthly professional learning. Revisions to testing procedures based on reclassification rates and the ELPAC was discussed at the May ELAC Meeting.

**Budgeted Expenditures**

Amount: \$1,000  
Source: 0000  
Budget Reference: 4300

**Estimated Actual Expenditures**

(Included in Goal 1, Action 1)

## 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 three actions were implemented. Integrated ELD in English-language arts, mathematics, social science, and science curriculum was primarily achieved through the use of the new textbooks and support materials in each subject. Designated and Integrated ELD instruction (Action 1) were more challenging due to the independent study format of CBK..

The implementation of universal design for learning (UDL), personalized learning, and instructional scaffolds (Thinking Maps, sentence starters, and response frames) with support from the Coordinator of Instructional Innovation and Support was an ongoing process (Action 2). Reclassification (Action 3) continues to be a challenge due to student scores on the academic criterion of the re-designation process.

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

All three LCAP actions were implemented to improve English learner proficiency in English, however, all actions did not lead to improvements in the metrics. Two outcomes met expected targets, two did not meet expected targets, One action increased, but missed the target by 1%. Redesignation rates were affected by the change in the assessment tool for redesignation and changes in the assessment calendar.

Actions were rated on the following scale

- Developing-in progress: declined or maintained
- Improving: growth but did not meet target
- Effective-met or exceeded expected measureable target

Actions 1, 2, and 3 were all designated as Developing due to the metrics for the short cycle assessments, TELL, and redesignation rates.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A total of \$10,804 were allocated for Goal 3 in 2017-2018 and the estimated expenditures were all accoted for in Goal 1 Action 1. Additional actions for EL learners are addressed in the actions for Goal 1 and 2.

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.

The data indicated an ongoing need for a goal for English learners. In order to improve the English language proficiency of EL students, the following will be implemented under Goal 3 in the 2018-2019 LCAP:

- Continue MTSS meetings to focus on interventions for English learner students.
- Continue the use of Universal Design for Learning (UDL), differentiated instruction, and scaffolding (Thinking Maps, small groups) in ELA and math.
- Continue support from the Coordinator of Instructional Innovation and Support for targeted coaching to teachers on ELD.
- Provide instruction in English language acquisition in designated ELD classes.
- Enhance Integrated ELD and literacy skills in reading comprehension, academic writing, and speaking will be implemented in all core content classes.

# Stakeholder Engagement

LCAP Year: 2018-19

## Involvement Process for LCAP and Annual Update

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

Students, parents, staff, and community stakeholders were involved in the development of the Come Back Kids 2017-2018 LCAP. They were involved in the development of the needs analysis through surveys, discussions, and the analysis of quantitative data at various forums that included School Advisory Council (SAC), student leadership meetings, staff meetings, WASC Self-study Process, Google LCAP Survey and other stakeholder meetings. Stakeholders reviewed Math and Reading Achievement scores from Accucess, Short Cycle Assessment English Language Arts (ELA) and Math data, Early Assessment Program (EAP) results, attendance rates, retention rates, credit accrual data, graduation rates, College Connection results, Smarter Balance Assessment data from 2016-2017, percentage of students completing a CTE Course, Test for English Learners and CELDT results for English Learners, and Teacher assignment data.

Stakeholders also reviewed qualitative data that included 2016-2017 Student Satisfaction Survey results; LCAP Stakeholder Surveys, and Gallup Student Poll Data. Stakeholders read current research/articles, engaged in discussions about best practices, and brainstormed ideas/actions for the LCAP.

The CBK Google LCAP Survey was conducted in December 2017 through January 2018 to collect feedback and suggestions from stakeholders regarding the current LCAP implementation and suggestions for the future. CSEA Union Representatives from the classified staff and RCOTA Union Representatives from the teaching staff were invited to respond. There were 198 responses to the survey. Stakeholder Focus Group/ WASC Meetings were held at five locations throughout the county during the month of February and March to elicit more in-depth feedback from stakeholders. The meetings were well attended with 63 stakeholders attending the meetings.

The Come Back Kids staff, students, and community stakeholders reviewed the draft LCAP plan and commented on goals, targets, and actions on



11/17/17 and 2/20/18. The School Advisory Council and the CBK Student Leadership met on 2/20/18 to review progress on the draft and on May 21, 2018, for final review and consultation.

The LCAP input meetings from November 2017 through May 2018 included teachers, classified staff members, counselors, students, and parents, and community members. All stakeholders contributed to the LCAP planning process and their comments and suggestions are reflected in the document. A public meeting was held on 5/21/16 for the final Come Back Kids 2017-2018 LCAP approval. The CBK LCAP was approved by a unanimous vote of 73 in favor, 0 opposed. Superintendent, Dr. Judy White and her Cabinet reviewed the LCAP in June 2018.

In addition to the LCAP s stakeholder meetings, staff members (certificated and classified employees provided input for LCAP actions through various meetings during the school year. Input for the LCAP was discussed at the quarterly (September 12, November 28, February 20, and April 3) Program Services Quality Review Committee (8 teachers selected by RCOTA and 7 administrators-central office administrators, principals, counselor). The Staff Development Planning Committee (Teachers, TOSAs, Principals, and Administrators) met on January 30, 2018 to examine student data and teacher needs in order to prioritize staff development actions for 2017-2018.

CBK completed WASC self-study reports for accreditation this year. The WASC visit occurred from Sunday, February 25 to Wednesday, February 28, 2018. The administrators, principals, teachers, classified staff, parents, and students engaged in a self-study from June 2017 to February 2018 in order to prepare the report for the visit. The work for the WASC accreditation was integrated with the ongoing LCAP process.

CBK received a six-year term of accreditation with a two-day mid-term visit. The WASC visiting committee provided the following commendations and recommended growth areas for the Community School:

WASC Visiting Committee – CBK - School-wide Areas of Strength (Commendations)

- Clear vision and mission supported by school-wide learning outcomes.
- Positive relationship with RCOE, which provides support resources which allow CBK to address critical learner needs.
- A financially sound charter school, with the means to continue to grow and provide a much needed service to their community.
- Vocademy partnership
- An array of A-G and CTE courses and dual/concurrent enrollment.
- Gives each student an individualized learning plan which is monitored and updated.
- Come Back Kids has a clear focus on helping students complete courses and earn credits.
- Core classes are A-G approved.
- Strong rapport between students and staff leads to higher student effort, engagement, and understanding, as students feel comfortable asking

questions, and teachers respond on helpful supportive ways that promote success.

- The school is open and transparent, and teachers are always willing to thoroughly discuss and explain student progress.
- Use of Accucess data to drive individual instruction and personalize learning for every student.
- The school is collecting GRADS data, which can be used to help further drive teaching and learning.
- CBK sites are staffed by caring and invested teachers, administrators and support staff who make students and families feel supported and welcomed.
- It is apparent that teachers and students have a trusting and respectful relationship.
- CBK adequately investigates and creates community partnerships that meet the needs of their students. The school has a strong outreach and recruitment program.

WASC Visiting Committee – CBK - School-wide Areas of Growth (Recommendations)

- Develop a system to monitor and measure rigor in order to ensure students are prepared for post-high school college/career.
- Increase the use of differentiated instruction strategies, particularly for EL and Special Education students.
- Come Back Kids will need to review and analyze data and continue to use data to drive instruction.
- Continue to develop college and career experiences for students in the area of CTE Pathways, internships and articulated courses and highly promote their availability and benefit to students.
- Explore ways to increase instructional technology integration that supports student learning.
- Design staff development that addresses making data-driven decisions based on a wide array of data and involves all stakeholders.

## **Impact on LCAP and Annual Update**

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

Stakeholders analyzed 2016-2017 data and reviewed the goals for 2017-2020. The three LCAP Goals from the previous year were retained in their original form.

Goal 1: Students will graduate from high school well prepared for post-secondary education and careers.

Goal 2: Students will be connected to school and educated in positive, safe, and healthy learning environments.

Goal 3: English Learners will acquire proficiency in English.

Impact on LCAP identified by students, parents, and community stakeholders:

After analyzing student achievement results (SBAC in ELA and math and short-cycle assessments) and reviewing research and survey data, stakeholders identified the following recommendations:

Goal 1: Students will graduate from high school well prepared for post-secondary education and careers.

After examining college and career readiness indicators (CAASPP ELA and Math scores, EAP, enrollment in CTE and UC a-g courses, Short Cycle Assessments, Accucess Scores) and reviewing evidence-based practices practices (Evaluating Alternative Education Programs; Hanover Research, 2018, Best Practices in Future-Ready Curriculum and Instruction; Hanover Research, 2018, Meeting Labor Market Demand Through CTE Programming; Hanover Research, 2018, Best Practices to Support Rigorous Instruction; Hanover Research, 2017, Improving Reading Outcomes for Students with Special Needs; Hanover Research, 2017) parents, students, community partners, and staff indicated the following recommendations:

- Provide staff development in ELA and math instruction, technology integration in ELA and math, Next Generation Science Standards, project-based learning, and services for students with disabilities.
- Intensify the implementation of a multi-tiered system of support that includes interventions for academics, behavior and attendance.
- Provide time for principals and teachers to analyze data and develop MTSS interventions for students during PLCs.
- Increase student use of technology (tablets/computers) in class.
- Incorporate high-impact strategies and routines, inter-disciplinary thematic lessons, and literacy across the curriculum.
- Incorporate explicit strategy instruction combined with example-based learning in mathematics courses.
- Integrate job skills and work readiness skills in courses.
- Continue offering CTE courses and pathways, including Vocademy.
- Continue offering UC a-g courses.
- Continue College Connections program.
- Continue college visits.
- Emphasize key cognitive strategies such as problem formulation, research, interpretation, communication, and precision and accuracy in all core content classes.
- Focus on the development of key learning skills and techniques, such as time management, goal setting, persistence, collaborative learning, and technology proficiency.
- Continue Tutoring.
- Continue the Student Resource Specialists to implement College Connections.

- Increase ELD Support for teachers, support from teachers, Double ELD Periods, Data team meeting focus on ELs, More time with ELD curriculum
- Continue to use Accucess to support intervention in ELA and Math
- Continue and expand the computer checkout for students with mobile hotspots
- Update the ELA and Math Units aligned to assessments
- Develop science curriculum
- Expand Micro- industry certifications
- Increase opportunities for work experience and internships

Goal 2: Students will be connected to school and educated in positive, safe, and healthy learning environments.

After reviewing the data on student engagement and school climate (attendance, survey results, and retention rate) and reviewing evidence-based practices practices (Hanover Research, 2017, Strategies to Support Equitable School Discipline; Hanover Research, 2017, Building Equitable Environments in School Districts; Hanover Research, 2017, Best Practices for Measuring Social-Emotional Learning; Hanover Research, 2017, School Social Workers and Social-Emotional Learning; Hanover Research, 2017, Best Practices for Grade 9 Transitions; Hanover Research, 2016, Best Practices for Improving Attendance in Secondary Schools) parents, students, community partners, and staff made the following recommendations:

- Continue PBIS.
- . Continue implementing GRADS schoolwide learning outcomes
- Continue SEL and intervention classes for students that increase engagement and retention
- Continue programs that will improve student attendance.
- Continue student leadership programs
- Add more experiential learning trips for students.
- Increase communication with students, parents and partners through online portals in the student information system, newsletters, recognition events
- Continue student and community outreach
- Continue to provide security at sites
- . Continue Art program
- Continue Parent Portal.
- Continue communication by telephone and email. Teachers email and respond about student progress. Parents like the automated (EduLink) phone calls.
- Continue social work intern counseling.

Goal 3: English Learners will acquire proficiency in English.

After analyzing the CELDT and English learner scores on the SBAC in ELA and math and Short Cycle assessments and reviewing evidence-based practices (CDE, ELA/ELD Framework; Hanover Research, 2015, A Meta-Analysis of Research on English Learners; U.S. Department of Justice, 2015, Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs. CDE, 2010, Improving the Education for English Learners: Research-Based Approaches), parents (including parents on SSCs, ELACs, and DELACs), students (including students on SSCs), and staff recommended the following:

- Intensify the implementation of a multi-tiered system of support for English learner students.
- Implement differentiated instruction (scaffolding, Thinking Maps, Reciprocal Teaching, small groups) in ELA and math.
- Prioritize time for working with teachers on supporting English learners.
- Provide instruction in English language acquisition in designated ELD classes.
- Provide integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes.
- Increase ELD Support for teachers, support from teachers, Double ELD Periods, Data team meeting focus on ELs, More time with ELD curriculum
- Provide interpreters and translated copies of school documents.

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# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

## Goal 1

Students will graduate from high school well prepared for post-secondary education and careers.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 2, 4, 8

**Local Priorities:**

**Identified Need:**

The needs assessment was based on stakeholder review of student data from the California Assessment of Student Performance and Progress (CAASPP) in ELA and math, RCOE short-cycle assessments in ELA and math, The WASC Self Study Process, student reclassification rates, course enrollment, the California Standards Implementation Reflection Tool, textbook inventories, and data from the School Accountability Report Card (SARC) to identify needs for this goal.

CBK utilized student data from the California Assessment of Student Performance and Progress (CAASPP) in ELA and math, RCOE short-cycle assessments in ELA and math, Early Assessment Program (EAP), course enrollment/credit (UC a-g, CTE, AVID), and the California Standards Implementation Reflection Tool to identify needs for this goal. Student scores on the Smarter Balanced Assessment in ELA declined from 17% in 2015-2016 to 13% meeting/exceeding standards in 2016-2017. Student scores on the Smarter Balanced Assessment in math increased from 0% meeting/exceeding standards in 2015-2016 to 2% in 2016-2017. The percent of students scoring 70% or higher on the Alternative Education short-cycle summative assessments in ELA increased from 15% in 2015-2016 to 18% in 2016-2017 (Data inclusive of continuously enrolled students in assessment clusters of achievement). The percent of students scoring 70% or higher on the Alternative Education short-cycle summative assessments in math remained constant at 12% in 2016-2017 (Data inclusive of continuously enrolled students in assessment clusters of achievement).

The percent scoring College Ready/College Conditional Ready on the EAP in ELA declined from 17% in 2015-2016 to 13% in 2016-2017. The 2016-2017 EAP in math increased from 0% to 2%. The percent of students enrolled in CTE courses declined from 14% in 2016-2017 to 11% in 2017-2018

Based on quantitative (identified above) and qualitative data (student and parent surveys/input), students need targeted instruction in ELA and math, support/interventions, and extended learning time. In order to continue the progress in preparing students for college and careers, students need rigorous and relevant learning activities that include project-based learning, inter-disciplinary thematic lessons, and literacy across the curriculum along

with explicit strategy instruction combined with example-based learning in mathematics courses. Students need continued access to UC a-g courses, Career Technical Education pathways, systems to assess college/career/workforce readiness skills, and continued opportunities to complete the High School Equivalency Test (GED and HiSET). Students need access to jwork experience and /internships to engage in work-based learning.

Based on student data, the California Standards Implementation Reflection Tool, and input/discussions at the professional development planning committee, teachers need more time for data team/MTSS collaborative meetings and lesson planning, intervention design, and resource exploration. Teachers need professional development in universal design for learning (UDL), ELA writing informational/expository text using scaffolding strategies (i.e., Thinking Maps), project-based service learning, and math instruction in order to differentiate instruction for students in ELA and math and for English learners and students with disabilities. The Coordinator of Instructional Innovation and Support will provide embedded professional development on the implementation of future ready personalized learning instructional components and learning activities.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CBK Students Meeting/Exceeding Smarter Balanced Assessments in ELA	17% Meeting/Exceeding Smarter Balanced Assessments in ELA in 2016--2017.	Improve percent meeting/exceeding Smarter Balanced Assessments in ELA by 5%.	Improve percent meeting/exceeding Smarter Balanced Assessments in ELA by 2%.	Improve percent meeting/exceeding Smarter Balanced Assessments in ELA by 2%.
CBK Students Meeting/Exceeding Smarter Balanced Assessments in Math	3% Meeting/Exceeding Smarter Balanced Assessments in math in 2016-2017.	Improve percent meeting/exceeding Smarter Balanced Assessments in math by 5%.	Improve percent meeting/exceeding Smarter Balanced Assessments in math by 2%.	Improve percent meeting/exceeding Smarter Balanced Assessments in math by 2%.

CBK Low Income Students Meeting/Exceeding Smarter Balanced Assessments in ELA

20% Meeting/Exceeding Smarter Balanced Assessments in ELA in 2016-2017.

Improve percent meeting/exceeding Smarter Balanced Assessments in math by 5%.

Improve percent meeting/exceeding Smarter Balanced Assessments in math by 2%.

Improve percent meeting/exceeding Smarter Balanced Assessments in math by 2%.

CBK Low Income Students Meeting/Exceeding Smarter Balanced Assessments in math

2% Meeting/Exceeding Smarter Balanced Assessments in ELA in 2015-2016. Scores for 2016-2017 have not been reported.

Improve percent meeting/exceeding Smarter Balanced Assessments in math by 5%.

Improve percent meeting/exceeding Smarter Balanced Assessments in math by 2%.

Improve percent meeting/exceeding Smarter Balanced Assessments in math by 2%.

CBK Assessment Program (EAP) College Ready and College Conditional Ready in ELA and Math

17 % Conditional or College Ready in ELA in 2016-2017.  
3% Conditional or College Ready in 2016-2017.  
Scores for 2017-2018 have not been reported

Improve percent College Ready/College Conditional Ready in ELA by 5%.

Improve percent College Ready/College Conditional Ready in ELA by 2%.

Improve percent College Ready/College Conditional Ready in ELA by 2%.



CBK Students scoring at least 70% on formative ELA assessments

June 2017, 24% of all continuously enrolled students, in the aggregate scored a minimum of 70% on the short cycle assessments in ELA.

Improve percent of students scoring at least 70% on short cycle assessments in ELA by 5%.

Improve percent of students scoring at least 70% on short cycle assessments in math by 2%.

Improve percent of students scoring at least 70% on short cycle assessments in math by 2%.

CBK Students scoring at least 70% on formative math assessments

June 2017, 11% of all continuously enrolled students, in the aggregate scored a minimum of 70% on the short cycle assessments in Math. 2017 will be a new baseline measure.

Improve percent of students scoring at least 70% on short cycle assessments in math by 5%.

Improve percent of students scoring at least 70% on short cycle assessments in math by 2%.

Improve percent of students scoring at least 70% on short cycle assessments in math by 2%.

CBK students who increase their Lexile level at least one level as measured by Accucess post-tests %. (students requiring intervention)

June 2017, the percentage of students who increased their lexile level at least one levels as measured by Accucess post-tests was 36%. (students requiring intervention)

Improve the percentage of students who increased their lexile level at least one level as measured by Accucess by 5% points.

Improve the percentage of students who increased their lexile level at least one level as measured by Accucess by 5% points.

Improve the percentage of students who increased their lexile level at least one level as measured by Accucess by 5% points.

CBK students who increase their math achievement levels by at least one grade level as measured by Accucess post-tests was 32%. (students requiring intervention)

June 2017, the percentage of students who increased their math level at least one levels as measured by Accucess post-tests was 32%. (students requiring intervention)

Improve by 5% points, the percentage of students who increase their math level at least one level as measured by Accucess post-tests

Improve by 5% points, the percentage of students who increase their math level at least one level as measured by Accucess post-tests

Improve by 5% points, the percentage of students who increase their math level at least one level as measured by Accucess post-tests

Implementation of State Academic Standards

The California Standards Implementation Reflection Tool was used to assess CCSS implementation in ELA and Mathematics.

Standards implemented in ELD, CTE, Health, History-Social Science, Science, Physical Education, Visual and Performing Arts, and World Languages.

CCSS implemented in ELA and Mathematics. First year of NGSS.

Standards implemented in ELD, CTE, Health, History-Social Science, Physical Education, Visual and Performing Arts, and World Languages

CCSS implemented in ELA and Mathematics. Second year NGSS.

CCSS implemented in ELA and Mathematics. Third year NGSS.

Textbook Sufficiency

All students have textbooks

Textbook Sufficiency was maintained in 2017-2018.

Textbook Sufficiency will be maintained in 2018-2019.

Textbook Sufficiency will be maintained in 2019-2020.

UC a-g Course completion of continuously enrolled students.

June 2017, students completing one UC a-g approved course are 38.9%.

Students completing one UC a-g approved course will increase by 5% points.

Students completing one UC a-g approved course will maintain higher than 90%..

Students completing one UC a-g approved course will maintain higher than 90%...

Career Technical Education Course Completion

June, 2017, students completing a CTE course was 14.4%.

Students completing a CTE course will increase by 5% points.

Students completing a CTE course will increase by 5% points.

Students completing a CTE course will increase by 5% points.

CBK students continuously enrolled students who begin the academic year with 150 or more credits who meet their graduation goal (include disaggregated results by gender and ethnicity)

June 2017, 95% of all continuously enrolled students who began the academic year with 150 or more credits met their graduation goal.

Percentage of continuously enrolled students who began the academic year with 150 or more credits who met their graduation goal will maintain above 95%.

This outcome will no longer be reported and a new outcome will be added to establish a baseline one year graduation rate based on the Dashboard for Alternative School Status (DASS).

This outcome will no longer be reported and a new outcome will be added to establish a baseline one year graduation rate based on the Dashboard for Alternative School Status (DASS).

CBK Students who pass the high School equivalency exam. (HiSET)

June 2017, 60% (21/35) of students who attempted the high school equivalency exam passed.

CBK Students who pass the high School equivalency exam. (HiSET) will Increase by 5% points.

CBK Students who pass the high School equivalency exam. (HiSET) will Increase by 5% points.

CBK Students who pass the high School equivalency exam. (HiSET) will Increase by 5% points.

CBK Students enrolled in work experience or internship courses.

By June 2017, 75 students were enrolled in work experience or internship courses.

.CBK Students enrolled in work experience or internship courses will increase by 5% points.

.CBK Students enrolled in work experience or internship courses will increase by 5% points

.CBK Students enrolled in work experience or internship courses will increase by 5% points

Teacher Missed Assignment	Teacher Missed Assignment No mis-assignments in 2016-2017. The percent of highly qualified teachers (HQT was 48.7% in 2015-2016 (data reported from the prior year).	There were no teacher mis-assignments in 2017-2018	Maintain at no mis-assignments.	Maintain at no mis-assignments.
Standards Reflection Tool	As of June 2017, the Standards Reflection Tool was administered to CBK Teachers	Standards Reflection Tool will be administered to CBK Teachers.	Standards Reflection Tool will be administered to CBK Teachers.	Standards Reflection Tool will be administered to CBK Teachers.
High School One Year Graduation Rate (Priority 5)	Baseline will be established in fall 2018.	Not reported	Improve graduation rate by 1% with the new DASS.	Improve graduation rate by 1% with the new DASS.

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Implement project-based learning in the ELA/ELD and math units of study and begin implementation of the Next Generation Science Standards (NGSS). Implement experiential learning activities.

Implement a broad course of study that includes core and elective classes, intervention courses, and credit recovery (Edmentum-Plato) that are aligned to the districts of residence.  
The CBK classroom teacher is a dual credentialed teacher who is responsible for

Implement a broad course of study that includes core and elective classes, intervention courses, and credit recovery (Edmentum-Plato) that are aligned to the districts of residence.  
The CBK classroom teacher is a dual credentialed teacher who is responsible for

the implementation of the IEP of special education students as well as the Individualized Learning Plan of non-special education students. The SAI teacher provides direct services to students and monitors student progress in each course. The SAI teacher provides materials, strategies, and differentiated instruction in all courses in order for the students to successfully complete goals and objectives, as specified in the IEP.

Teachers possess certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) and tailor instruction to meet student needs in all courses.

Implement ELA/ELD and history-social science integrated units of study and the math and science integrated units of study. .

Implement the California Standards in ELA, ELD, math, history-social science, NGSS, health, visual and performing arts, and world languages.

the implementation of the IEP of special education students as well as the Individualized Learning Plan of non-special education students. The SAI teacher provides direct services to students and monitors student progress in each course. The SAI teacher provides materials, strategies, and differentiated instruction in all courses in order for the students to successfully complete goals and objectives, as specified in the IEP.

Teachers possess certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) and tailor instruction to meet student needs in all courses.

Implement ELA/ELD and history-social science integrated units of study and the math and science integrated units of study. .

Implement the California Standards in ELA, ELD, math, history-social science, NGSS, health, visual and performing arts, and world languages.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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<b>Amount</b>	\$47,107.00	\$12,500; \$6,304; \$23,758; \$4,400 Total = \$46,962	\$12,500; \$6,304; \$23,758; \$4,400 Total = \$46,962
<b>Source</b>	Resources 0000,1100,1400	Resources 0000; 6500; 0000; 0000	Resources 0000; 6500; 0000; 0000
<b>Budget Reference</b>	4100, 4300, 5800	4300; 4300; 5640; 5750	4300; 4300; 5640; 5750

## Action #2

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services



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

Modified

**2017-18 Actions/Services**

Acquire materials, equipment, and technology to enhance student learning and performance.

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

Modified

**2018-19 Actions/Services**

Acquire materials, and equipment, to enhance student learning and performance. Technology is separated and now under Action 16.

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

New

**2019-20 Actions/Services**

Acquire materials, and equipment, to enhance student learning and performance. Technology is separated and now under Action 16.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$196,925	\$70,203; \$24,000; \$3,000 Total = \$97,203	\$70,203; \$24,000; \$3,000 Total = \$97,203
Source	Resources 0000, 1100, 6300	Resources 1100; 6300; 6500	Resources 1100; 6300; 6500
Budget Reference	4100, 4300, 5800, 5700	4xxx; 4100; 4300	4xxx; 4100; 4300

**Action #3**

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

**Students to be Served**

N/A

**Location(s)**

N/A

**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

**Location(s)**

All Schools

**Actions/Services**

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

Modified

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

Modified

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

Unchanged

**2017-18 Actions/Services**

Implement professional development to enhance instruction in project-based learning, NGSS, and ELD strategies. Provide induction for new teachers and STARS coaching support for veteran teachers.

**2018-19 Actions/Services**

Implement classroom-embedded professional development to enhance standards-based instruction to enhance student learning. The Summer Institute of Learning and Knowledge (SILK) and weekly Professional Learning Community collaboration will focus on site MTSS academics-attendance-behavior collaborative meetings (8 meetings), UDL

**2019-20 Actions/Services**

Implement classroom-embedded professional development to enhance standards-based instruction to enhance student learning. The Summer Institute of Learning and Knowledge (SILK) and weekly Professional Learning Community collaboration will focus on site MTSS academics-attendance-behavior collaborative meetings (8 meetings), UDL

and ELD workshops (8 meetings), data analysis and collaborative planning (6 meetings, PLC collaborative planning (6 meetings), social-emotional learning and special education training (4 meetings), student data systems webinars (3 webinars), project-based services learning (1 meeting), and CAASPP administration procedures (1 meeting). Provide induction for new teachers and STARS coaching support for veteran teachers.

and ELD workshops (8 meetings), data analysis and collaborative planning (6 meetings, PLC collaborative planning (6 meetings), social-emotional learning and special education training (4 meetings), student data systems webinars (3 webinars), project-based services learning (1 meeting), and CAASPP administration procedures (1 meeting). Provide induction for new teachers and STARS coaching support for veteran teachers.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	(Included on Goal 1 , Action 1)	Included on Goal 1 , Actions 1 & 2 and \$2,500; \$3,000; \$2,000; \$3,747, \$663,404, \$9,920 Total = \$684,571	Included on Goal 1 , Actions 1 & 2 and \$2,500; \$3,000; \$2,000; \$3,747, \$663,404, \$9,920 Total = \$684,571
<b>Source</b>	(Included on Goal 1 , Action 1)	Included on Goal 1 , Actions 1 & 2 and 0000; 1100; 6500; 0805, 0805, 0805	Included on Goal 1 , Actions 1 & 2 and 0000; 1100; 6500; 0805, 0805, 0805
<b>Budget Reference</b>	(Included on Goal 1 , Action 1)	Included on Goal 1 , Actions 1 & 2 and 4361; 4361; 4361; 5850, 1100-3xxx, 1120	Included on Goal 1 , Actions 1 & 2 and 4361; 4361; 4361; 5850, 1100-3xxx, 1120

## Action #4

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

Modified

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

Modified

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

Unchanged

### 2017-18 Actions/Services

Implement courses to prepare students for college and careers (UC a-g courses, CTE pathways). Implement contract with Vocademy Makerspace to provide students with hands on workforce skills in industry

### 2018-19 Actions/Services

Implement courses to prepare students for college and careers (UC a-g courses, CTE pathways, YouthBuild Classes, and industry recognized micro-certifications.). Implement contract with Vocademy Makerspace to

### 2019-20 Actions/Services

Implement courses to prepare students for college and careers (UC a-g courses, CTE pathways, YouthBuild Classes, and industry recognized micro-certifications.). Implement contract with Vocademy Makerspace to

sectors.

provide students with hands-on workforce skills in industry sectors.

provide students with hands-on workforce skills in industry sectors.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$58,000	\$70,722	\$70,722
<b>Source</b>	Resources 0000,7338	Resource 0000	Resource 0000
<b>Budget Reference</b>	5800	4300, 5815, 5892	4300, 5815, 5892

### Action #5

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

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

Modified

### 2017-18 Actions/Services

Continue and expand work experience and internship program that aligns with CTE Pathway Development.

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

Modified

### 2018-19 Actions/Services

Continue and expand work experience and internship program that aligns with CTE Pathway Development. (Includes salary WE teacher)

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

Unchanged

### 2019-20 Actions/Services

Continue and expand work experience and internship program that aligns with CTE Pathway Development. (Includes salary WE teacher)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(Included in Goal 1, Action 4)	113,371	113,371
Source	(Included in Goal 1, Action 4)	0805	0805
Budget Reference	(Included in Goal 1, Action 4)	1100-3xxx	1100-3xxx

## Action #6

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Train teachers on AVID strategies in WICOR (writing, inquiry, collaboration, organization, and reading).

Train teachers on AVID strategies in WICOR (writing, inquiry, collaboration, organization, and reading).

Train teachers on AVID strategies in WICOR (writing, inquiry, collaboration, organization, and reading).

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	(Included in Goal 1, Action 1)	Included in Goal 1, Action 4	Included in Goal 1, Action 4
<b>Source</b>	(Included in Goal 1, Action 1)	Included in Goal 1, Action 4	Included in Goal 1, Action 4
<b>Budget Reference</b>	(Included in Goal 1, Action 1)	Included in Goal 1, Action 4	Included in Goal 1, Action 4

## Action #7

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

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

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

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



Modified

Modified

Unchanged

**2017-18 Actions/Services**

Implement college readiness transition activities, including College Connections, through college camps, college visits, support completing college entrance applications and the Free Application for Federal Student Aid (FAFSA), college assessments (PSAT, AP Exams, ACT, SAT) and implement career inventories through Career Cruising.

**2018-19 Actions/Services**

Implement college readiness transition activities, including College Connections, through college camps, college visits, support completing college entrance applications and the Free Application for Federal Student Aid (FAFSA), college assessments (PSAT, AP Exams, ACT, SAT) and implement career inventories through Career Cruising.

**2019-20 Actions/Services**

Implement college readiness transition activities, including College Connections, through college camps, college visits, support completing college entrance applications and the Free Application for Federal Student Aid (FAFSA), college assessments (PSAT, AP Exams, ACT, SAT) and implement career inventories through Career Cruising.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$32,000	\$1,500; \$53,580 Total = \$55,080	\$1,500; \$53,580 Total = \$55,080
Source	Resource 0000, 7338	Resources 0805; 0804	Resources 0805; 0804
Budget Reference	4300, 5200, 5800	4300/5800; 57xx	4300/5800; 57xx

**Action #8**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Implement data teams and MTSS collaborative groups during Wednesday PLCs to target instruction and intervention for students. Implement interventions for students. Interventions in ELA and mathematics include support classes in ELA and math, tutoring, and individual and small

Implement data teams and MTSS collaborative groups during Wednesday PLCs to target instruction and intervention for students. Implement interventions for students. Interventions in ELA and mathematics include support classes in ELA and math, tutoring, and individual and small

Implement data teams and MTSS collaborative groups during Wednesday PLCs to target instruction and intervention for students. Implement interventions for students. Interventions in ELA and mathematics include support classes in ELA and math, tutoring, and individual and small

group instruction from the teacher. Collaborative instructional reviews are scheduled each quarter to monitor implementation of instructional priorities.

group instruction from the teacher. Collaborative instructional reviews are scheduled each quarter to monitor implementation of instructional priorities.

group instruction from the teacher. Collaborative instructional reviews are scheduled each quarter to monitor implementation of instructional priorities.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	(Included in Goal 1, Action 1)	Included in Goal 1, Action 1	Included in Goal 1, Action 1
<b>Source</b>	(Included in Goal 1, Action 1)	Included in Goal 1, Action 1	Included in Goal 1, Action 1
<b>Budget Reference</b>	(Included in Goal 1, Action 1)	Included in Goal 1, Action 1	Included in Goal 1, Action 1

## Action #9

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

**Students to be Served**

**Location(s)**

Students with Disabilities

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

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

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

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

Modified

Modified

Unchanged

### 2017-18 Actions/Services

### 2018-19 Actions/Services

### 2019-20 Actions/Services

Continue to monitor and evaluate student learning and modify lessons based on data and IEP goals during PLCs with support from TOAs and the school psychologist.

Monitor and evaluate student learning and modify lessons based on assessments, attendance, and behavior data. Add instructional specialist positions to provide administrative support to work with school district staff during transition IEP meetings to determine the appropriate placement of students with disabilities. Monitor student progress of IEP goals and behavior and enhance services based on data with support from administrators, instructional specialists, and the school psychologist.

Monitor and evaluate student learning and modify lessons based on assessments, attendance, and behavior data. Add instructional specialist positions to provide administrative support to work with school district staff during transition IEP meetings to determine the appropriate placement of students with disabilities. Monitor student progress of IEP goals and behavior and enhance services based on data with support from administrators, instructional specialists, and the school psychologist.

## Budgeted Expenditures

Year

2017-18

2018-19

2019-20

<b>Amount</b>	(Included in Goal 1, Action 1)	Included in Goal 1, Actions 1 & 8	Included in Goal 1, Actions 1 & 8
<b>Source</b>	(Included in Goal 1, Action 1)	Included in Goal 1, Actions 1 & 8	Included in Goal 1, Actions 1 & 8
<b>Budget Reference</b>	(Included in Goal 1, Action 1)	Included in Goal 1, Actions 1 & 8	Included in Goal 1, Actions 1 & 8

## Action #10

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

### Students to be Served

### Location(s)

All Students

All Schools

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## Actions/Services

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Implement high school equivalency test prep (GED, HiSET) and administer high school equivalency test.

Implement high school equivalency test prep (GED, HiSET) and administer high school equivalency test.

Implement high school equivalency test prep (GED, HiSET) and administer high school equivalency test.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	(Included in Goal 1, Action 1 and Action 2)	Included in Goal 1, Actions 1 & 4	Included in Goal 1, Actions 1 & 4
<b>Source</b>	(Included in Goal 1, Action 1 and Action 2)	Included in Goal 1, Actions 1 & 4	Included in Goal 1, Actions 1 & 4
<b>Budget Reference</b>	(Included in Goal 1, Action 1 and Action 2)	Included in Goal 1, Actions 1 & 4	Included in Goal 1, Actions 1 & 4

**Action #11**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Implement tutoring program at all sites. Provide tutors for students for targeted assistance in the core subject areas.

Implement tutoring program at all sites. Provide tutors for students for targeted assistance in the core subject areas. This action is being discontinued due to changes in the budget, but will be reconsidered if the budget allows.

Implement tutoring program at all sites. Provide tutors for students for targeted assistance in the core subject areas. This action is being discontinued due to changes in the budget, but will be reconsidered if the budget allows.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
-------------	----------------	----------------	----------------

<b>Amount</b>	\$13,270	\$0	\$0
<b>Source</b>	Resource 3010	None	None
<b>Budget Reference</b>	5800	None	None

## Action #12

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

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

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

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



Modified

Modified

Unchanged

**2017-18 Actions/Services**

Identify a web-based gradebook and attendance monitoring portal for student and parent access. Develop student and staff dashboards to monitor student attendance, credit accrual and achievement measures.

**2018-19 Actions/Services**

Identify a web-based gradebook and attendance monitoring portal for student and parent access. Develop student and staff dashboards to monitor student attendance, credit accrual and achievement measures.

**2019-20 Actions/Services**

Identify a web-based gradebook and attendance monitoring portal for student and parent access. Develop student and staff dashboards to monitor student attendance, credit accrual and achievement measures.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$3,355	\$4,062	\$4,062
<b>Source</b>	Resource 0000	Resource 0000	Resource 0000
<b>Budget Reference</b>	5800	5800	5800

**Action #13**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Provide initial experiences in post-secondary education including concurrent enrollment courses, and CBK articulated courses.

Provide initial experiences in post-secondary education including concurrent enrollment courses, and CBK articulated courses.

Provide initial experiences in post-secondary education including concurrent enrollment courses, and CBK articulated courses.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

\$5,000

\$6,500; \$500 Total = \$7,000

\$6,500; \$500 Total = \$7,000

<b>Source</b>	Resource 7338	Resources 0000; 0000	Resources 0000; 0000
<b>Budget Reference</b>	5800 and included in Goal 1 Action 4	5800 & included in Goal 1 Action 4; 4361	5800 & included in Goal 1 Action 4; 4361

## Action #14

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

### Students to be Served

### Location(s)

N/A

N/A

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

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

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

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

Modified

Modified

Unchanged

**2017-18 Actions/Services**

Provide extended learning opportunities for students through online learning, learning management system, student computing devices, and wireless connectivity devices.

**2018-19 Actions/Services**

This action will be combined with action 16 as explained in the annual update section for Goal 1 changes.

**2019-20 Actions/Services**

This action will be combined with action 16 as explained in the annual update section for Goal 1 changes.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$44,003	moved to Action 16	moved to Action 16
Source	Resource 0000	moved to Action 16	moved to Action 16
Budget Reference	5800 , 5900	moved to Action 16	moved to Action 16

**Action #15**

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

New

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Implement CTE classes, CTE Pathways, and YouthBuild classes, including opportunities for students to earn micro-certifications.

This action will be combined with Action 4 as noted in the Annual Update of Goal 1.

This action will be combined with Action 4 as noted in the Annual Update of Goal 1.

**Budgeted Expenditures**

**Year 2017-18**

**2018-19**

**2019-20**

**Amount**

\$6,000

Moved to Action 4 Goal 1

Moved to Action 4 Goal 1

**Source**

Resource 0000

Moved to Action 4 Goal 1

Moved to Action 4 Goal 1

<b>Budget Reference</b>	5800	Moved to Action 4 Goal 1	Moved to Action 4 Goal 1
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## Action #16

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

Students to be Served	Location(s)
N/A	N/A

**OR**

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	New	Unchanged
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>

new action in 2018-2019

Implement updated technology to support digital literacy skills in all content areas. Technology for students to access online websites and instructional resources, to engage in remote explorations/conferences, and to create projects/products that demonstrate their learning. Provide extended learning opportunities for students through learning management system, student computing devices, and wireless connectivity devices.

Implement updated technology to support digital literacy skills in all content areas. Technology for students to access online websites and instructional resources, to engage in remote explorations/conferences, and to create projects/products that demonstrate their learning. Provide extended learning opportunities for students through learning management system, student computing devices, and wireless connectivity devices.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	none	\$87,800; \$204,650; \$10,668; \$6,300; \$2,412; \$1,700; \$500; \$1,085, 11,753 Total = \$326,868	\$87,800; \$204,650; \$10,668; \$6,300; \$2,412; \$1,700; \$500; \$1,085, 11,753 Total = \$326,868
<b>Source</b>	none	Resources 0000; 0805; 0805; 0805; 0804; 0804; 0804; 0805, 0805	Resources 0000; 0805; 0805; 0805; 0804; 0804; 0804; 0805, 0805
<b>Budget Reference</b>	none	5767; 57xx; 5921; 4400; 4300; 4400; 6xxx; 5850, 5800,5900	5767; 57xx; 5921; 4400; 4300; 4400; 6xxx; 5850, 5800,5900

# Action #17

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

## Actions/Services

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

New

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

Modified

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

Unchanged

**2017-18 Actions/Services**

This action was previously under Goal 2 Action 11  
Continue implementation of a Student Technology Leadership Class to assist teachers with technology and to provide new

**2018-19 Actions/Services**

Implementation Student Technology Leadership Class to assist teachers with technology and to provide new student technology orientations provide students with instruction in computer programming, digital

**2019-20 Actions/Services**

Implementation Student Technology Leadership Class to assist teachers with technology and to provide new student technology orientations provide students with instruction in computer programming, digital



student technology orientations. This class has become more academic with the inclusion of computer programming and it is the intent to explore the option of articulating the class with college.

video recording, editing, and podcasting. This class has become more academic with the inclusion of computer programming, video recording, and podcasting and it is the intent to explore the option of articulating the class with college.

video recording, editing, and podcasting. This class has become more academic with the inclusion of computer programming, video recording, and podcasting and it is the intent to explore the option of articulating the class with college.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	Under Goal 2 action 11	\$500	\$500
<b>Source</b>	xxx	Resource 0000	Resource 0000
<b>Budget Reference</b>	xxx	4300	4300

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

Unchanged

## Goal 2

Students will be connected to school and educated in positive, safe, and healthy learning environments.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 2, 3, 6, 7, 8

**Local Priorities:**

### Identified Need:

Come Back Kids stakeholders utilized student attendance data from Aeries, the Gallup Student Survey, Values and Decisions Social Emotional Wellness Scale, Student Retention Data, the Student Satisfaction Survey, and the LCAP Stakeholder Survey to identify needs for this goal. The Gallup Student Poll and the LCAP Stakeholder Survey have been piloted and vetted and are valid and reliable instruments to measure student and parent perceptions on school connectedness and safety.

In order to continue the progress in connecting students to school in positive, safe, and healthy learning environments, students need continued support with attendance, retention, behavior support, mental health services, and social emotional wellness (SEL). CBK will continue the Positive Behavioral Supports and Intervention (PBIS), Multi-tiered System of Supports (MTSS), the Values and Decisions Class, Get Focused Stay Focused Course and Social Work Intern counseling.

In order to improve student and parent engagement, programs to involve students and parents will be continued along with activities to communicate school information and opportunities for involvement to enhance student achievement. Activities to communicate and involve community partners in the

process of identifying and re-engaging dropouts will be continued.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CBK student attendance rate.	June 2017, the student attendance rate was 84.7%	Student attendance will increase to 85%.	Maintain student attendance rate at 85%	Maintain student attendance rate at 85%
CBK student satisfaction survey.	June 2017, students who agreed on the “program support and relationship” items on the Student Satisfaction Survey was 99%.	CBK student satisfaction survey maintained at 95% or higher.	CBK student satisfaction survey maintained at 95% or higher.	CBK student satisfaction survey maintained at 95% or higher.

CBK students will report an increase in Social – Emotional Strategies between pre and post surveys administered in the Values and Decisions Class.

Students reported an increase in SEL Strategies.  
I feel in control of my life and future  
Pre -survey 4.30  
Post -Survey 4.54  
I deal with frustration in positive ways  
Pre -survey 3.72  
Post -Survey 3.86  
I stand up for others who are being mistreated  
Pre -survey 4.58  
Post -Survey 4.66  
I believe that patience allows you to work toward your goals  
Pre -survey 4.61  
Post -Survey 4.76

CBK students reporting an increase in Social – Emotional Strategies between pre and post surveys administered in the Values and Decisions Class will continue.

CBK students reporting an increase in Social – Emotional Strategies between pre and post surveys administered in the Values and Decisions Class will continue.

CBK students reporting an increase in Social – Emotional Strategies between pre and post surveys administered in the Values and Decisions Class will continue.

CBK Student Engagement as measured by the Gallup Student Poll Engagement Index.

Fall 2016 Engagement Index  
CBK U.S. Overall  
4.15 3.88

CBK Student Engagement as measured by the Gallup Student Poll Engagement Index will remain higher than the national average.

CBK Student Engagement as measured by the Gallup Student Poll Engagement Index will remain higher than the national average.

CBK Student Engagement as measured by the Gallup Student Poll Engagement Index will remain higher than the national average.

CBK Student Hope as measured by the Gallup Student Poll Hope Index.

Fall 2016 Hope Index  
CBK U.S. Overall  
4.45 4.25

CBK Student Hope as measured by the Gallup Student Poll Engagement Index will remain higher than the national average.

CBK Student Hope as measured by the Gallup Student Poll Engagement Index will remain higher than the national average.

CBK Student Hope as measured by the Gallup Student Poll Engagement Index will remain higher than the national average.

CBK Student Retention Rate Overall (Current enrollment/ Students with ADA-grads) (include disaggregated results by gender and ethnicity)

By June 2017, the overall retention rate was 64.1%.

CBK Student retention rate overall will increase by 2% points

CBK Student retention rate overall will increase by 2% points

CBK Student retention rate overall will increase by 2% points

<p>CBK Student Retention Rate 150 credits or more. (include disaggregated results by gender and ethnicity)</p>	<p>By June 2017, the retention rate was 75.4% for students with 150 credits or more.</p>	<p>CBK Student Retention Rate 150 credits or more will increase by 2%.</p>	<p>CBK Student Retention Rate 150 credits or more will increase by 2%.</p>	<p>CBK Student Retention Rate 150 credits or more will increase by 2%.</p>
<p>CBK Student Retention Rate 149 credits or less.</p>	<p>By June 2017, the retention rate was 62.6% for students with 149 credits or less.</p>	<p>CBK Student Retention Rate for students with 149 credits or less will .Increase by 2% points.</p>	<p>CBK Student Retention Rate for students with 149 credits or less will .Increase by 2% points.</p>	<p>CBK Student Retention Rate for students with 149 credits or less will .Increase by 2% points.</p>
<p>CBK Students who persist from one year to the next, if not completed.</p>	<p>By June 2017, the persistence from one year to the next was rate was 81.7%.</p>	<p>CBK Students who persist from one year to the next, if not completed will Increase by 2% points</p>	<p>CBK Students who persist from one year to the next, if not completed will Increase by 2% points</p>	<p>CBK Students who persist from one year to the next, if not completed will Increase by 2% points</p>

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Continue to implement Positive Behavior Intervention Supports (PBIS) that focus on developing safe, trusting, self-managing classrooms. Administer Gallup Student Poll.

Continue to implement Positive Behavior Intervention Supports (PBIS) that focus on developing safe, trusting, self-managing classrooms. Administer Gallup Student Poll

Continue to implement Positive Behavior Intervention Supports (PBIS) that focus on developing safe, trusting, self-managing classrooms. Administer Gallup Student Poll

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	Included in Goal 1, Action 1	Included in Goal 1, Action 1	Included in Goal 1, Action 1
<b>Source</b>	Included in Goal 1, Action 1	Included in Goal 1, Action 1	Included in Goal 1, Action 1
<b>Budget Reference</b>	Included in Goal 1, Action 1	Included in Goal 1, Action 1	Included in Goal 1, Action 1

## Action #2

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

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

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

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



Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Continue to maintain building leases and maintain CBK sites.

Continue to maintain building leases and maintain CBK sites.

Continue to maintain building leases and maintain CBK sites.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$124,182	\$178,453	\$178,453
<b>Source</b>	Resource 0000	Resource 0000	Resource 0000
<b>Budget Reference</b>	5600, 5700	5600, 5700	5600, 5700

**Action #3**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served****Scope of Services:****Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services****Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

**2017-18 Actions/Services****2018-19 Actions/Services****2019-20 Actions/Services**

Continue to implement the Social Work intern program.

Continue to implement the Social Work intern program.

Continue to implement the Social Work intern program.

**Budgeted Expenditures****Year****2017-18****2018-19****2019-20****Amount**

No impact on CBK Budget

No impact on CBK Budget

No impact on CBK Budget

**Source**

None

None

None

<b>Budget Reference</b>	None	None	None
-------------------------	------	------	------

## Action #4

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

Students to be Served	Location(s)
All Students	All Schools

**OR**

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>

Implement parent/student communication and training that includes Edulink (automatic phone system), Remind 101, email, and other forms of electronic communication to promote positive school attendance.

Implement parent/student communication and training that includes Edulink (automatic phone system), Remind 101, email, and other forms of electronic communication to promote positive school attendance.

Implement parent/student communication and training that includes Edulink (automatic phone system), Remind 101, email, and other forms of electronic communication to promote positive school attendance.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(Included in Goal 1, Action 12)	(Included in Goal 1, Action 12)	(Included in Goal 1, Action 12)
Source	(Included in Goal 1, Action 12)	(Included in Goal 1, Action 12)	(Included in Goal 1, Action 12)
Budget Reference	(Included in Goal 1, Action 12)	(Included in Goal 1, Action 12)	(Included in Goal 1, Action 12)

### Action #5

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

**Students to be Served**

**Location(s)**

N/A

N/A

**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

**Location(s)**

All Schools

**Actions/Services**

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

Modified

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

Modified

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

Unchanged

**2017-18 Actions/Services**

Track interventions provided to students to increase retention. Collect segmented data on student attendance and retention to determine the most effective interventions for students based on age and credit accrual.

**2018-19 Actions/Services**

Continue implementation of MTSS, with staff development, monthly meetings, and online support. Track interventions provided to students to increase retention. Collect s data on student attendance and retention to develop and implement an effective plan for increasing student retention and completion

**2019-20 Actions/Services**

Continue implementation of MTSS, with staff development, monthly meetings, and online support. Track interventions provided to students to increase retention. Collect s data on student attendance and retention to develop and implement an effective plan for increasing student retention and completion

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

(Included in Goal 1, Action 12)

\$305,143

\$305,143

<b>Source</b>	(Included in Goal 1, Action 12)	0805	0805
<b>Budget Reference</b>	(Included in Goal 1, Action 12)	2900	2900

## Action #6

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

### Students to be Served

### Location(s)

All Students

All Schools

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## Actions/Services

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Continue implementation of Get Focused Stay Focused Course, and Values and Decisions Course to support student retention and success.

Continue implementation of Get Focused Stay Focused Course, and Values and Decisions Course to support student retention and success.

Continue implementation of Get Focused Stay Focused Course, and Values and Decisions Course to support student retention and success.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	(Included in Goal 1, Action 1)	Included in Goal 1 / Actions 1 & 8	Included in Goal 1 / Actions 1 & 8
<b>Source</b>	(Included in Goal 1, Action 1)	Included in Goal 1 / Actions 1 & 8	Included in Goal 1 / Actions 1 & 8
<b>Budget Reference</b>	(Included in Goal 1, Action 1)	Included in Goal 1 / Actions 1 & 8	Included in Goal 1 / Actions 1 & 8

**Action #7**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

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

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

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

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Provide bus passes for students to improve attendance

Provide bus passes for students to improve attendance

Provide bus passes for students to improve attendance

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

\$10,000

\$4,000

\$4,000

**Source**

Resource 0000

Resource 0805

Resource 0805



<b>Budget Reference</b>	4300	4300	4300
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## Action #8

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Purchase outreach materials for student orientations, presentations to partner districts, and community events.

Purchase outreach materials for student orientations, presentations to partner districts, and community events.

Purchase outreach materials for student orientations, presentations to partner districts, and community events.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,000	\$100	\$100
Source	Resource 0000	Resource 0000	Resource 0000
Budget Reference	4300	4300	4300

### Action #9

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Review and revise Individual Learning Plan to reflect PBIS and Schoolwide learning outcomes.

Review and revise Individual Learning Plan to reflect PBIS and Schoolwide learning outcomes.

Review and revise Individual Learning Plan to reflect PBIS and Schoolwide learning outcomes.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No impact on Budget	No impact on Budget	No impact on Budget
Source	None	None	None
Budget Reference	None	None	None

**Action #10**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Continue implementation of a Student Leadership Class to plan and promote student activities, Peer Counseling, and Community Service activities.

Continue implementation of a Student Leadership Class to plan and promote student activities, Peer Counseling, and Community Service activities.

Continue implementation of a Student Leadership Class to plan and promote student activities, Peer Counseling, and Community Service activities.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	7,000	\$833	\$844
Source	Resource 0000	Resource 0000	Resource 0000
Budget Reference	5800, 4300	4300	4300

## Action #11

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Involve students, parents, and community partners in decision-making and advisory functions for the purpose of program review and improvement in support of academic accountability through the School Advisory Council.

Involve students, parents, and community partners in decision-making and advisory functions for the purpose of program review and improvement in support of academic accountability through the School Advisory Council.

Involve students, parents, and community partners in decision-making and advisory functions for the purpose of program review and improvement in support of academic accountability through the School Advisory Council.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$770	\$200	\$200
Source	Resource 0000	Resource 0000	Resource 0000
Budget Reference	5850, 4300	4300	4300

**Action #12**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Produce a quarterly CBK Newsletter to provide stakeholders with up to date information on activities, opportunities, and celebrations.

Produce a quarterly CBK Newsletter to provide stakeholders with up to date information on activities, opportunities, and celebrations.

Produce a quarterly CBK Newsletter to provide stakeholders with up to date information on activities, opportunities, and celebrations.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	No impact on budget.	No impact on budget.	No impact on budget.
<b>Source</b>	None	None	None
<b>Budget Reference</b>	None	None	None

## Action #13

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

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

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

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



Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Develop a yearly site based calendar with all scheduled events for the year, published to CBK website.

Develop a yearly site based calendar with all scheduled events for the year, published to CBK website.

Develop a yearly site based calendar with all scheduled events for the year, published to CBK website.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No impact on budget.	No impact on budget.	No impact on budget.
Source	None	None	None
Budget Reference	None	None	None

**Action #14**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Provide Security Staff at CBK sites.

Provide Security Staff at CBK sites.

Provide Security Staff at CBK sites.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

\$32,718

No impact on budget

No impact on budget

**Source**

Resource 0000

None

None

<b>Budget Reference</b>	2000/3000	None	None
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## Action #15

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

Students to be Served	Location(s)
N/A	N/A

**OR**

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

Students to be Served	Scope of Services:	Location(s)
English Learners	LEA-Wide	All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>

Provide school outreach and student parent documents such as student handbooks in Spanish. Provide interpreter services at school advisory council meetings.

Provide school outreach and student parent documents such as student handbooks in Spanish. Provide interpreter services at school advisory council meetings.

Provide school outreach and student parent documents such as student handbooks in Spanish. Provide interpreter services at school advisory council meetings.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$10,000	\$10,000	\$10,000
<b>Source</b>	Resource 0000	Resource 0000	Resource 0000
<b>Budget Reference</b>	5780	5780	5780

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

Modified

## Goal 3

English Learners will acquire proficiency in English.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 2, 3, 4, 5, 7, 8

**Local Priorities:**

### Identified Need:

The needs assessment was based on student data, survey results, the WASC accreditation process and visit, and input from parents, students, staff, and community members at LCAP Annual Update stakeholder meetings, School Advisory Councils, English Learners Advisory Committees, District English Learner Advisory Committees, P

LCAP Goal 3 and actions were prioritized based on the student data, evidenced-based practices, and stakeholder input. CBK staff utilized English learner student data from the California Assessment of Student Performance and Progress (CAASPP) in ELA and math, short-cycle assessments in ELA and math, the CELDT ReTest, the Pearson Education Test of English Language Learners (TELL), and the CBK reclassification information to identify needs for this goal. On the TELL, EL students scored higher in speaking and listening compared to reading and writing. The CELDT was replaced by the ELPAC in 2017-2018. The CELDT was not administered in 2017-2018 and the ELPAC was administered in the spring of 2018 (no scores will be available until the fall of 2018). The TELL was administered for the first time in CBK and Baseline scores were established. The EL Reclassification Rate declined from 8 students in 2016-2017 to 5 students in 2017-2018. There were insufficient numbers of EL students testing on the CAASPP to establish scores for this subgroup. The certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292)

was maintained at 100%.

In order to improve EL student English language proficiency, English learner students need continued access to designated and integrated ELD, ELD materials aligned to the new ELA/ELD standards, and differentiated instruction (scaffolding, Thinking Maps, individual and small groups) by teachers with certification to instruct English learners. Professional development and instructional practices will focus on integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes. MTSS collaborative meetings will focus on interventions for English learner students. Instruction in English language acquisition will be enhanced in designated ELD classes using the TELL. The Coordinator of Instructional Innovation and Support will provide workshops on Universal Design for Learning (UDL), differentiated instruction, and targeted in-class support/coaching to teachers. The reclassification and monitoring process will be continued and adjusted to reflect the ELPAC Assessment. CBK will continue to require that all teachers possess certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292).

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pearson Education ELA/ELD Textbook English Language Development Assessment (TELL Test)	No Data for this year.	Establish Baseline	Pearson Education ELA/ELD Textbook English Language Development Assessment (TELL Test) will improve by 5% points	Pearson Education ELA/ELD Textbook English Language Development Assessment (TELL Test) will improve by 5% points
EL students scoring a minimum of 70% on short cycle assessments in ELA .	June 2017, EL students scoring a minimum of 70% on short cycle assessments in ELA was 8.7%.	EL students scoring a minimum of 70% on short cycle assessments in ELA will improve by 5% points.	EL students scoring a minimum of 70% on short cycle assessments in ELA will improve by 5% points.	EL students scoring a minimum of 70% on short cycle assessments in ELA will improve by 5% points.

<p>EL students reclassified as RFEP.</p>	<p>May 2017, 7.69% ( 8) EL students reclassified as RFEP.</p>	<p>EL students reclassified as RFEP will improve by 2% points.</p>	<p>EL students reclassified as RFEP will improve by 2% points.</p>	<p>EL students reclassified as RFEP will improve by 2% points.</p>
<p>EL students scoring a minimum of 70% on short cycle assessments in math .</p>	<p>June 2017, EL students scoring a minimum of 70% on short cycle assessments in ELA were 1.3%.</p>	<p>EL students scoring a minimum of 70% on short cycle assessments in math will improve by 5% points.</p>	<p>EL students scoring a minimum of 70% on short cycle assessments in math will improve by 5% points.</p>	<p>EL students scoring a minimum of 70% on short cycle assessments in math will improve by 5% points.</p>
<p>Teachers possess certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) (Priority 1, Actions 1, 2, 3)</p>	<p>In 2016-2017, 100% of the teachers possessed certification to teach English learners.</p>	<p>Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) will be maintained at 100%.</p>	<p>Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) will be maintained at 100%.</p>	<p>Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) will be maintained at 100%.</p>
<p>ELPAC will be administered in the spring of 2018</p>	<p>No baseline available</p>	<p>ELPAC will be administered in the spring of 2018.establishing a baseline score.</p>	<p>EL student growth on the ELPAC will improve by 5%.</p>	<p>EL student growth on the ELPAC will improve by 5%.</p>

## Planned Actions/Services

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

## Action #1

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners

LEA-Wide

All Schools

## Actions/Services

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

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

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

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Provide instruction in English language acquisition in designated ELD classes.

Provide instruction in English language acquisition in designated ELD classes.

Provide instruction in English language acquisition in designated ELD classes.



Provide integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes with support from principals, and collaboration during PLCs.

Provide integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes. Implement the TELL. Purchase newcomer materials for beginning ELS. Teachers possess certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292)

Provide integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes. Implement the TELL. Purchase newcomer materials for beginning ELS. Teachers possess certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292)

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$9,804	\$8,215	\$8,215
<b>Source</b>	Resource 4203	Resource 4203	Resource 4203
<b>Budget Reference</b>	4300	5850	5850

### Action #2

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners

LEA-Wide

All Schools

**Actions/Services**

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

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

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

New

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Implement universal design for learning (UDL) and personalized learning. and instructional scaffolds (Thinking Maps, sentence starters, and response frames) with support from the Coordinator of Instructional Innovation and Support.

Implement universal design for learning (UDL) and personalized learning. and instructional scaffolds (Thinking Maps, sentence starters, and response frames) with support from the Coordinator of Instructional Innovation and Support.

Implement universal design for learning (UDL) and personalized learning. and instructional scaffolds (Thinking Maps, sentence starters, and response frames) with support from the Coordinator of Instructional Innovation and Support.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

(Included in Goal 1, Action 1)

(Included in Goal 1, Action 1)

(Included in Goal 1, Action 1)

<b>Source</b>	(Included in Goal 1, Action 1)	(Included in Goal 1, Action 1)	(Included in Goal 1, Action 1)
<b>Budget Reference</b>	(Included in Goal 1, Action 1)	(Included in Goal 1, Action 1)	(Included in Goal 1, Action 1)

### Action #3

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

Students to be Served	Location(s)
N/A	N/A

**OR**

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

Students to be Served	Scope of Services:	Location(s)
English Learners	LEA-Wide	All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

**2017-18 Actions/Services**

Continue implementation of a systematic assessment, reclassification, and progress monitoring process for English learners. Analyze data on EL students to monitor progress and use the reclassification process to reclassify students.

**2018-19 Actions/Services**

Continue implementation of a systematic assessment, reclassification, and progress monitoring process for English learners. Analyze data on EL students to monitor progress and use the reclassification process to reclassify students.

**2019-20 Actions/Services**

Continue implementation of a systematic assessment, reclassification, and progress monitoring process for English learners. Analyze data on EL students to monitor progress and use the reclassification process to reclassify students.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$1000	\$1000	\$1000
<b>Source</b>	Resource 0000	Resource 0000	Resource 0000
<b>Budget Reference</b>	4300	4300	4300

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$304,070

Percentage to Increase or Improve Services

5.37 %

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.

Using the required LCFF calculation, the estimated funding is \$304,070 for 2017-2018, which is based on 75.8% of unduplicated pupils (low income, English learners, and foster youth), therefore all expenditures will be school-wide, across Come Back Kids to benefit all students. Services are specifically directed toward meeting Come Back Kids' goals for subgroups and are increased and improved for unduplicated students as compared to the services provided to all pupils.

School-wide services for students include Plato credit recovery and increased learning time. Students receive support from math tutors during the school day and outside their school day. Teachers develop lessons with differentiated instructional strategies for students using data from Accucess assessments, and short-cycle assessments in ELA and math one day each month during Wednesday PLCs.

Services for English learners include implementation of the new ELD standards, designated and integrated ELD time and curriculum with support

during ELA/ELD focused PLCs. English learners will be provided with instruction in English language acquisition in designated ELD classes and integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes. Teachers will analyze data on EL students every month during collaboration time on Wednesdays in order to implement lessons using targeted instructional practices (e.g., close reading, structured academic discourse, response frames, scaffolding, and Thinking Maps) in ELA and math. The reclassification process will be continued.

School-wide services also include the distribution of bus passes, College Readiness Activities, College Connections and the Social Work Intern program. The College Connection project provides transitional support services to foster youth, low income and EL students. The College Connection Program Specialist also provides appropriate post-secondary transition plans that include academic resources, linkage to Community Colleges, career mapping with identified Career and Technical training, and job placement. The College Connection Program Specialist provides periodic follow-up to ensure student success in obtaining program objectives. Social Work Interns provide individual counseling to foster youth, low income and EL students based on academic, behavioral, and emotional needs.

The End

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$1,461,874

Percentage to Increase or Improve Services

27.72%

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.

Using the required LCFF calculation, the estimated funding is \$1,461,874 for 2018-2019, which is based on 75.8% of unduplicated pupils (low income, English learners, and foster youth), therefore all expenditures will be school-wide, across Come Back Kids to benefit all students. Supplemental and concentration grant funds support CBK school-wide actions and services that are principally directed to and effective in addressing the identified needs

of low income students, English learners, and foster youth. Low-income students, English learners, and foster youth in CBK need instructional programs that prepare them for college and careers and that address academic challenges/gaps in learning, and social-emotional support (Goal 1, Actions , 3,,5, 7, 14 and 16; Goal 2, Actions 5, 7, and 15; Goal 3, Actions 1, 2 and 3).

School-wide services for students include increased learning time. Teachers develop lessons with differentiated instructional strategies for students using data from Accuaccess assessments, and short-cycle assessments in ELA and math one day each month during Wednesday PLCs. Students prepare for college and career through work experience, internships, and dual enrollment opportunities.

Services for English learners include implementation of the new ELD standards, designated and integrated ELD time and curriculum with support during ELA/ELD focused PLCs. English learners will be provided with instruction in English language acquisition in designated ELD classes and integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes. Teachers will analyze data on EL students every month during collaboration time on Wednesdays in order to implement lessons using targeted instructional practices (e.g., close reading, structured academic discourse, response frames, scaffolding, and Thinking Maps) in ELA and math. The reclassification process will be continued.

School-wide services also include the distribution of bus passes, College Readiness Activities, College Connections and the Social Work Intern program. The College Connection project provides transitional support services to foster youth, low income, and EL students. The College Connection Program Specialist also provides appropriate post-secondary transition plans that include academic resources, linkage to Community Colleges, career mapping with identified Career and Technical training, and job placement. The College Connection Program Specialist provides periodic follow-up to ensure student success in obtaining program objectives. Social Work Interns provide individual counseling to foster youth, low income, and EL students based on academic, behavioral, and emotional needs.