Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Janice Delagrammatikas Principal	Email and Phone	jdelgrammatikas@rcoe.us

2017-20 Plan Summary

THE STORY

Briefly 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, 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, foundational college and career experiences. Currently, there are 22 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. 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

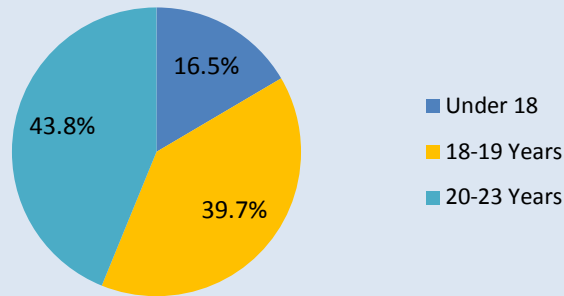**R**esourceful

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. Students are offered credit recovery, CTE, work experience and internship, foreign language, a-g, AP, and dual enrollment courses. A classroom-based instruction model is also used for intervention workshops and designated ELD instruction.
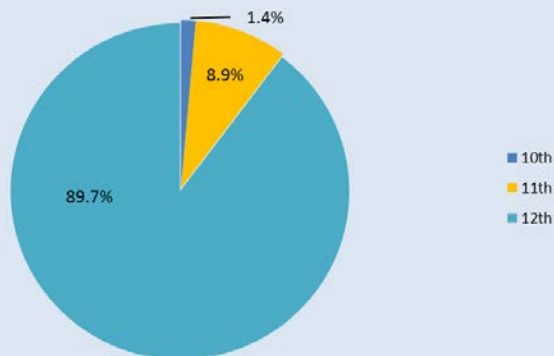
CBK students prepare to earn their high school diploma, or high school equivalency exam. The CBK College Connection Program offers students opportunities to visit colleges and trade schools to learn about financial aid and college matriculation processes. Students also complete a post-secondary transition plan which includes opportunities for dual enrollment courses, work experience, leadership opportunities, and CTE Pathways.

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 85% of the CBK students enrolled during the 2016-2017 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, will continue 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.
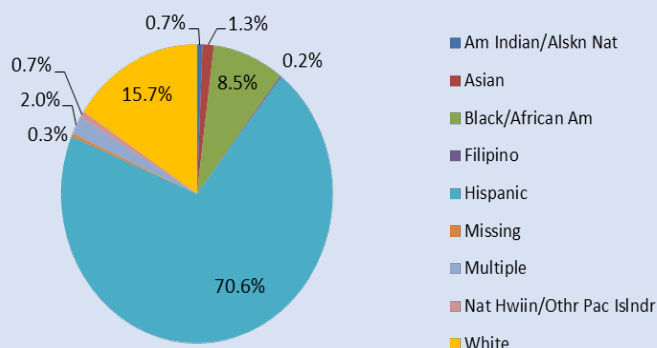
CBK Age Distribution

- Under 18: 16.5%
- 18-19 Years: 39.7%
- 20-23 Years: 43.8%

CBK Grade Distribution

- 10th: 1.4%
- 11th: 8.9%
- 12th: 89.7%

Ethnicity/Race Distribution

A pie chart titled "Ethnicity/Race Distribution" with the following values:
- 1.3%
- 0.2%
- 8.5%
- 0.7%
- 0.7%
- 2.0%
- 0.3%
- 15.7%
- 70.6%

Legend:
- Am Indian/Alskn Nat
- Asian
- Black/African Am
- Filipino
- Hispanic
- Missing
- Multiple
- Nat Hwiin/Othr Pac Islndr
- White

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 34 actions, 22 of which are school-wide actions and 15 are for identified student groups. This year's LCAP includes additional actions for college and career readiness (Goal 1) that are aligned with the College Readiness Block Grant.

Parents, pupils, and community partners were involved in the needs analysis beginning in October 2016. An LCAP survey was administered to all stakeholders and focus group 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 School Advisory Council and Leadership Meetings.

In the LCAP Annual Update, a total of 13 measurable outcomes met/exceeded the metric targets, 2 increased but did not meet the target, 0 did not change, 6 have not been reported for this school year, 2 declined, and one is a new baseline measure.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

The Come Back Kids Charter School made greatest progress on LCAP Goal 3 (College and Career Readiness), and on Goal 2 (Attendance and Engagement). The progress is attributed to increased or improved services for all students.

College and Career readiness increased for all students in Come Back Kids in 2015-2016. The Riverside County graduation rate increased from 86.7% in 2014-2015 to 89.2%. In CBK 2015-2016, 97% of all continuously enrolled CBK students who began the academic year with 150 or more credits met their graduation goal. The percentage of students who scored *Conditional Ready or Ready* on the ELA increased from 3% to 18% in 2016. In 2017, 63.6% of CBK students who attempted the high school equivalency exam passed, 100% of seniors had individualized transition plans in place, 14.4% of CBK students completed a CTE course and 2.5% were enrolled in a concurrent college course. The percentage of students completing one UC a-g approved course was 38.9% and 11% of CBK students had completed an online AP course.

The increases in college and career readiness are attributed to the increase in UC a-g approved course offerings, concurrent enrollment courses, the addition of CTE pathways, the implementation of Vocademy, work experience courses, and the internship program, a new high school equivalency exam, and the targeted focus of the College Connection Resource Specialist.

Goal 2 (Attendance and Engagement) increased for all students in CBK in 2016 -2017. The student attendance rate increased from 82.9% to 84.7%. CBK student's reported higher than the national average on the Gallup Student Poll Hope and Engagement Indexes. Students reported a 10% increase in Social – Emotional Strategies between pre and post surveys administered to students enrolled in the Values and Decisions Class. The overall student retention rate was 64.1%.

Increases in Goal 2 are attributed to a system of intervention which removes barrier to education and increases engagement. Community Dropout Prevention Specialists monitored student attendance and retention and provided immediate interventions to maintain enrollment. Additional supports and courses were offered to build student's educational achievement and social emotional strategies. Social workers were available to students. Work experience, internship programs and experiential learning opportunities increased the relevance of the school program. The MTSS PLCs focused attention on students who were at risk of disengaging. Extensive training of all staff in MTSS and PBIS also led to increased student attendance and engagement.

Academic achievement in English-language arts and math (Goal 1). Thirty six percent of CBK students who scored two or more grade levels below their current grade increased their Lexile level by at least one grade level and 32% increased their math achievement level by one or more grade levels.

Progress on this goal is attributed to the implementation of revised units of study and short-cycle assessments in ELA along with the support from the ELA/ELD and math TOSA. Professional learning community collaboration on data analysis and lesson planning emphasizing differentiated instruction positively impacted student achievement in ELA and math. Standardizing the CBK Curriculum through the use of the Haiku Learner management system and common formative assessments also increased the rigor of ELA and Math across all CBK sites.

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

Come Back Kids is an Alternative Accountability Model School and the LCFF Evaluation Rubric is not a reliable indicator of success or need. Over 82% of our students are outside the graduation cohort and fewer than 10% participate in the state Smarter Balanced Assessments. CBK has selected alternative accountability measures that are correlated to our CBK Charter Goals and that have been approved by our School Advisory Council.

The only LCFF Rubric that was red was the cohort graduation rate and based on the student population served by CBK that indicator will continue to be red.
- Although fewer than 10% of CBK students took the Smarter Balanced Assessments in 2016, there was a decrease from 26% meeting or exceeding standards in 2015 to 18% meeting or exceeding in 2016
- Although fewer than 10% of CBK students took the Smarter Balanced Assessments in 2016, there was a decrease in the percentage of students nearly meeting the math standards from 7% in 2015 to 5% in 2016.
- CBK Short Cycle Assessments continue to indicate that all students need intensive instruction and intervention in math and ELA. Twenty four percent of CBK students scored

above 70% on short cycle assessments in ELA and 11% scored above 70% in math.
- CBK needs to continue implementation of the internship opportunities for students. Three students in the current year were placed in internship programs. The work to implement the program and design the supporting curriculum was put in place this year.
- CBK needs to continue implementation of NGSS Science Standards.
- Though the retention rate was 64.1% in 2016, 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.

Come Back Kids Charter will implement the following actions to improve ELA and math achievement:
- Continue the implementation (initiated in 2014-2015) of the new math textbook aligned to the California (Common Core) Standards.
- Continue mathematics tutoring (which started in 2015-2016).
- Continue the implementation (initiated in 2015-2016) of the new ELA/ELD textbook aligned to the California (Common Core) Standards.
- Provide intensive support for teachers in strategies to differentiate instruction (individualized or small group instruction, scaffolding) during summer professional development, Wednesday PLCs.
- Continue data teams during Wednesday PLCs to analyze assessment results, plan instruction, and implement interventions (in-class support, extended learning time, tutoring).

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

Data was not available for the EL sub group on the Smarter Balanced Assessment due to the small number of students who tested. Eight EL students were reclassified in 2017 compared to one student in 2016. However, the EL student population did have lower test scores on the ELA and Math Short Cycle Assessments than all students. 17% of EL students scored 70% or higher on ELA short cycle assessments compared to 24% of all students. On the math assessments 3% scored at 70% or higher compared to 11% in the all student group. Though the increase in reclassification was significant, test scores indicate this group of students still needs intervention. The goals for English Learners will continue in the LCAP for 2017-2018.

Come Back Kids will continue to provide instruction in English language acquisition in designated and ELD classes. Come Back Kids will 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. Strategic groups using targeted instructional practices (e.g., close reading, structured academic discourse, response frames, scaffolding, Thinking Maps, Reciprocal Teaching) in ELA and math will be implemented.

INCREASED OR IMPROVED SERVICES

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

Low income students will be scheduled in intervention/support classes based on assessment scores. Support classes include reading and math intervention classes, Plato credit recovery, tutoring by teachers and contracted tutors.

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 strategic groups using targeted instructional practices (e.g., close reading, structured academic discourse, response frames, scaffolding, and Thinking Maps) in ELA and math.

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.

Low income, English learners, and foster youth will receive support from the Community Dropout Prevention Specialists (CDPs). Students will be provided additional intervention classes in the Get Focused Stay Focused Class and their attendance and enrollment will be monitored by CDPs

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	$5,596,815
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$567,836

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.

$6,289,038	Total Projected LCFF Revenues for LCAP Year

Annual Update

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 ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
By June of 2017, the percentage of continuously enrolled students who meet or exceed standards on the CASSP ELA will increase from 18.4% to 23.4%. By June of 2017, The percentage of continuously enrolled students who meet or exceed standards on the CASSP math will increase from 0% to 5%. By June 2017, 20% of all continuously enrolled students, in the aggregate and for each subgroup will score a minimum of 70% on the short cycle assessments in ELA. By June 2017, 20% of all continuously enrolled students, in the aggregate and for each subgroup will score a minimum of 70% on the short cycle assessments in Math. By June 2017, the percentage of students who increase their Lexile level at least one levels as measured by Accucess post-tests will be at 20%. By June 2017, the percentage of students who increase their math achievement levels by at least one grade level as measured by Accucess post-tests will be at 20%. By June 2017, teachers will continue professional development in California State Standards and expand to include NGSS and social science literacy skills.	As of June 2017, data not reported yet. As of June 2017, data not reported yet. As of June 2017, the percentage of students, in the aggregate scored a minimum of 70% on the short cycle assessments in ELA decreased from 28% to 24%. As of June 2017, the percentage of students, in the aggregate scored a minimum of 70% on the short cycle assessments in Math increased from 7% to 11%. As of June 2017, the percentage of students who increased their lexile level at least one levels as measured by Accucess post-tests was 36%. As of June 2017, the percentage of students who increase their math achievement levels by at least one grade level as measured by Accucess post-tests was 32%. As of June 2017, all teachers continued professional development in California State Standards and expanded to include NGSS and social science literacy skills. As of June 2017, this data was not collected for 2017 since it is no longer required

By June 2017, increase percent of HQT from 48.7% to 53.7%.	by NCLB. However, no CBK teachers were mis-assigned.
Maintain Textbook Sufficiency.	As of June 2017, Textbook Sufficiency was maintained.

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

Actions/Services

PLANNED

1.1   Continue to implement and support the California State Standards in ELA/ELD and Math.

a)   Update the California State Standards maps, units of study, and short cycle assessments in ELA/ELD and math.

b)   Adopt new ELA/ELD textbooks.

c)   Provide professional development for teachers on new ELA/ELD adoptions during PLCs and through internal and external conferences.

d)   Develop and implement upper level math courses. Implement ERWC.

e)   Provide support from principal, TOSA/consultants with implementation of ELA/ELD and Math units of study.

f)   Provide BTSA and VPSS to meet content area qualification in the core subject areas.

g)   Purchase and deploy additional textbooks to replace lost text books.

h)   Continue implementation of an online learning management system for students. (Haiku)

ACTUAL

Project-based learning was implemented in the ELA/ELD and math units of study. One project was implemented in math and science in the fall of 2016 and ELA and history in the spring of 2017.

The ELA/ELD standards maps, units of study, and short-cycle assessments were updated to align with the new ELA/ELD textbooks that were implemented in the 2016-2017 school year.

The math standards maps, units of study, and short cycle assessments were revised for the 2016-2017 school year.

A total of 2,442 new ELA/ELD textbooks were ordered and distributed in the fall of 2016. 1,200 Supplementary ELA novels were purchased and distributed.

All teachers attended the Summer Institute of Learning and Knowledge (SILK) and Professional Learning Community (PLC) workshops every Wednesday for a total of 34 sessions for the school year. Teachers also participated in Increased Learning Time (ILT) for two hours twice each month (after Data Team PLCs and Leading Edge PLCs).

SILK Professional Development	#Sessions
Project-Based Learning (June SILK).	10
Updated ELA/ELD and math Units of Study (July).	10
• ELA/ELD textbook training (August SILK). • ELA/ELD and math instructional differentiation & classroom management • IEP development (August SILK). • Multi-Tiered System of Support (August SILK) • Plato and Technology Aeries Gradebook (August SILK).	1 1 1 1 1

PLC Topic	#Sessions
One Wednesday each month for site data teams.	9
One Wednesday each month for Multi-Tiered System of Support for Students.	9
One Wednesday each quarter on best practices for students with disabilities.	5
One Wednesday each quarter on high-impact ELA strategies and routines.	4
One Wednesday each quarter on explicit strategy instruction in mathematics.	4
One Wednesday each semester on Aeries Grade Book.	2
One Wednesday each semester on the Next Generation Science Standards.	2

Conferences attended by certificated and classified staff (total of 50 staff):

Conference	#Staff
Get Focused Stay Focused	15
Alternative Accountability Conference	2
Independent Study Consortium	2
NGSS Science In the Rockies	7
Foster Youth Summit	4

Four new teachers participated in the Center for Teacher Innovation Induction program in 2016-2017. VPSS was not offered this year due to pending changes in HQT requirements.

$2,362.34 was spent on replacement textbooks and were distributed to sites.

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.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	$315,454	$302,198

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 2

Actions/Services

PLANNED	ACTUAL
1.2 Providing extended learning opportunities **a)** Use data from PLC data teams meetings to identify students for extended learning time, small group instruction, reading intervention, math intervention and designated ELD. **b)** Modify lessons based on data and IEP goals during scheduled PLC times and provide differentiated instruction with support from TOAs. **c)** Develop and implement learning activities that incorporate collaborative conversations, speaking and listening, and presentations using technology. **d)** Replace or increase tablets/computers/printers for instruction in the California State Standards in ELA, math, science and social sciences. **e)** Implement tutoring program at all sites. Provide tutors for students for targeted assistance in the core subject areas and train teachers on WICOR strategies (writing, inquiry, collaboration, organization, and reading). **f)** Continue contracts to provide fine art programs at six regional CBK sites, like Artery.	Teachers analyzed student learning from assessments (Accucess, short-cycle, and curriculum based assessments) at monthly PLC meetings in order to target instruction based on needs and implement interventions to address gaps in learning. Targeted instruction was provided by teachers using individual instruction and through the math and ELA intervention programs in Accucess. Teachers used data to place students in reading and math intervention classes. Which were held one morning each week. Two of the three TOAs provided services all year. One TOA position remained vacant all year after several unsuccessful recruitments. One school psychologist position remained in place all year. One school psychologist position was eliminated. The two TOAs and one psychologist worked with teachers to develop IEP goals and implement differentiated instruction based on accommodations/modifications and supplementary aides/services. Math tutoring was provided in the CBK classrooms by both AVID Tutors and Contracted tutors. <table><tr><td>**Tutoring**</td><td>**# Tutoring Sessions**</td></tr><tr><td>AVID Tutoring</td><td>360</td></tr><tr><td>Contracted Tutoring</td><td>400</td></tr></table> Students utilized tablets (1:1 student to tablet ratio to conduct research, write reports, create projects, prepare and deliver PowerPoint presentations, and engage in math and ELA curriculum.. The tablets and computers were also used to administer the RCOE short-cycle assessments, Accucess pre-/post-tests, and the SBAC assessments. Interactive large screen monitors were implemented in nine CBK sites. Fine Art Programs were offered at 10 CBK sites throughout the school year.

Expenditures

BUDGETED	ESTIMATED ACTUAL
(see goal 1, action 1)	$27,000 Worth Arts Visual plus included in Goal 1, Action 1.

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 3

Actions/Services

PLANNED	ACTUAL
1.3 Implement NGSS and social science standards. **a)** Exploring NGSS and Social Science standards and beginning to develop standards maps and assessments. **b)** Provide staff development that focuses on best practices for student engagement strategies using inquiry-based science to explore popular STEM (science, technology, engineering and math) challenges. **c)** Provide staff development in Next Generation Science Standards, Common Core and STEM Concepts for the Classroom by using science demonstrations, experiments, and thought-provoking ideas that promote exploration and strengthen critical thinking skills. **d)** Begin to implement a biology course with wet labs. Recruit and hire one credentialed science teacher to provide labs.	Teachers on the Curriculum Committee studied the Next Generation Science Standards during meetings from August 2016 to May 2017 and completed the following: • Identified each of the dimensions connected to a Performance Expectation. • Reviewed the process to integrate a Science and Engineering Practice and Crosscutting Concept in the classroom • Identified examples of student engagement of the Science and Engineering Practices and Crosscutting concepts. • Reviewed a performance task to assess student learning around the performance expectation. Teachers and administrators attended a one full day of Professional Development exploring science activities for the classroom and one PLC follow-up for hands on science explorations. Two Principals and five teachers attended a week long in depth science exploration training. An itinerant science teacher was hired who conducted 4-5 science labs at each CBK site each semester for a total of 148 science labs. Science labs were created and prepared to sustain the science lab program in the 2017-2018 school year. Biology lab materials were purchased.

Expenditures

BUDGETED	ESTIMATED ACTUAL
(See Goal 1, Action 1)	$116,193 included in Goal 1, Action 1.

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 and corresponding sub-actions were implemented this year in order to improve academic achievement in reading, writing, and math. CBK experienced challenges in starting the tutoring program due to changes in the bidding requirements. Teachers updated the units of study and short-cycle assessments aligning them to new textbooks, adding project-based learning activities, and increasing opportunities for the practice of academic language. Students reported positive feedback on the individualized instruction by the math tutors. An itinerant science teacher provided two series of science labs at all CBK sites throughout the county. The professional development plan was successfully implemented and all teachers participated in monthly data team meetings.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Three actions and all sub actions were completed to improve student performance in the California Standards in reading, writing, and mathematics. Action 1.1 a-g focused on implementing standards-based instruction using materials and technology were effective in providing students with rigorous and relevant learning activities. Students engaged in California (Common Core) Standards-based learning activities using newly adopted (this year) ELA/ELD textbooks and math textbooks (new math textbooks adopted last year) and computers/tablets. Actions that centered on professional development, supporting NGSS, teacher induction and PLCs/SILK, were effective in supporting teachers with instructional strategies for ELA/ELD, math, and differentiated instruction for students with disabilities and English learners. The actions that focused on student interventions and in-class support, such as tutoring, AVID Strategies, and art were effective in providing students with programs and services to support academic achievement. Teachers collaborated to analyze data, plan lessons, and design interventions for students using assessment results from multiple measures. Course expectations, assignments and grading practices were standardized through the standardized assignments on Haiku, standardized grading sheets, and common assessments.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	A total of $315,454 was allocated for Goal 1 in 2016-2017 and the estimated expenditures as of March 2017 were $302,198. The difference in the initial 2016-2017 budget projection was a decrease $13,256 in expenditures overall due to a decrease in our funding. The decreased funding led to a reduction in outside conferences for all staff and the elimination of extra duty hours for teachers to continue work on curriculum development.
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.	Measures for the ELA and Math CASSP have not been reported yet. Six of the measures met or exceeded the target and one measure increased, but did not meet its target. In 2017-2020 LCAP, one goal will outline the actions for academic achievement and college and career readiness based on the relationship between academic achievement in ELA and math and being prepared for post-secondary education and the workforce. In order to improve ELA and math achievement, the following actions will be implemented under Goal 1, College and Career Readiness in 2017-2018: - Interventions for students in math that include targeted instruction based on data, extended learning time, and individualized support from teachers and tutors. - Monthly data team meetings along with a Multi-Tiered System of Support and Intervention (MTSS). - Targeted professional development in Universal Design for Learning and differentiated instruction using the data from assessment. - Project-based service learning with inter-disciplinary thematic lessons that integrate literacy across the curriculum. - Embedded professional development on the implementation of future ready personalized learning instructional components (i.e., questioning, conferencing, and feedback) and learning activities (i.e., authentic, complex problems that inspire co-creation in the inquiry, analysis, and final product). - Implementation of the Next Generation Science Standards.

Annual Update

LCAP Year Reviewed: 2016–17

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

Goal 2	Goal 2: All students will be engaged in a positive school environment that promotes regular attendance and social -emotional learning.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
By June 2017, the student attendance rate will increase from 82.9% to 85%.	As of June 2017, the student attendance rate increased from 82.9% to 84.7%.
By June 2017, students who agree on the "program support and relationship" items on the Student Satisfaction Survey will maintain at 95%.	As of June 2017, students who agree on the "program support and relationship" items on the RISE Student Satisfaction Survey increased to 95.6%.
By June 2017, students will report a 10% increase in Social – Emotional Strategies between pre and post surveys administered to students who are enrolled in the Values and Decisions Class.	As of June 2017, 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.
By June 2017, student retention rate baselines will be established.	As of June 2017, student retention rate was 64.1%.

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

Actions/Services

PLANNED	ACTUAL
2.1 Provide a comprehensive system of student interventions and supports to improve student attendance and retention.	Segmented data was collected on student retention differentiated by credit accrual. This data is used as the baseline measurements in the 2017-2018 metrics.

PLANNED

2.1 Provide a comprehensive system of student interventions and supports to improve student attendance and retention.

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

b) Administer Gallup Student Survey to all CBK Students Sept 26th to Oct 28th.

c) Retain Community Dropout Prevention Specialists (CDPs)to provide and track interventions for students who have dropped out of school or who are at risk of dropping out and to facilitate student and stakeholder engagement.

d) Review and revise the process for identifying students at risk of dropping out and the implementation of the multi-tiered intervention system for supporting students' continuous enrollment. Monthly meetings will be used to monitor and evaluate process and student progress.

e) Provide training opportunities for CDPs on supporting the engagement and retention of students.

f) Provide professional development for teachers and classified staff on Multi-Tiered System of Support for Students (MTSS)

g) Provide additional intervention PD to CBK Staff in the form of virtual or in person trainings (such as PBIS, CKH, SEL, or Restorative Practices)

h) Provide professional development for teachers and principals on best practices for independent study programs in the areas of student retention, student achievement, meeting the needs of students with special needs, utilizing technology in an independent study program, involving stakeholders, and

ACTUAL

Segmented data was collected on student retention differentiated by credit accrual. This data is used as the baseline measurements in the 2017-2018 metrics.

CBK Student Retention Rate Overall (Current enrollment/ Students with ADA-grads)	64.1
CBK Student Retention Rate 150 credits or more.	75.4
CBK Student Retention Rate 149 credits or less.	62.6
CBK Students who persist from one year to the next, if not completed.	81.7

The Gallup Student Poll was administered during the Fall of 2016. Two hundred and thirty six students completed the survey. CBK students reported higher than the national average scores on the engagement, hope and entrepreneurial indexes. CBK students scored lower than the national average on the financial literacy index. CBK seniors also scored higher on all indexes than CBK Juniors.

CBK CDPS were retained and expanded from three CDPs to 7.5. And student interventions were tracked. 232 interventions were provided.

Transportation assistance	136
Child care assistance	14
Counseling/Mental Health/Substance Abuse	22
Homeless Assistance	13
Leave of Absence	20
Massing appointments	25
Other	2

meeting state operational requirements.	CDPs attended trainings throughout the year to support student attendance, engagement and retention. Get Focused Stay Focused, Foster Youth Summit, PBIS, MTSS.
i) Provide crisis counseling for students through Social Work Interns	
	All teachers were trained in MTSS during the SILK week of Aug. 8-12. There were nine MTSS Team meetings on Wed. PLCs during the school year.
j) Continue implementation of "Get Focused, Stay Focused Class" for students two or more grade levels below their expected grade in ELA and Math	
	All CBK staff, certificated and classified, participated in developing a CBK PBIS plan during the school year. There were three PBIS development meetings during the school year and PBIS Modules were added to the Teacher Haiku page to sustain the PBIS Plan. PBIS Matrices were posted at all CBK sites and the plan is at full implementation.
k) Provide coaching for students on SEL managed in an LMS, with weekly in-person teacher meetings. (Values and Decisions Class)	
l) Provide teachers with monthly attendance data to monitor and implement attendance incentives along with weekly attendance counseling sessions.	Both CBK Principals attended the California Consortium for Independent Studies Conference in Fall of 2016.
m) Purchase one day bus passes for students to improve attendance.	Eight social work interns provided crisis counseling for CBK students. 16 referrals were made to the social work interns.
	The Get Focused Stay Focused Intervention Class was offered at as a pilot at 4 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. 59 students were enrolled in the GFSF class.
	368 CBK students were enrolled in the Values and Decisions class designed to develop student SEL skills.
	Teachers were provided monthly attendance data. But due to budget constraints attendance incentive funds were cut.
	1,000 bus passes were purchased and distributed to students during the 2016-2017 school year.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	(See Goal 1. Action 1)	$27,850 plus include in Goal 1, Action 1

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 **2**

Actions/Services

PLANNED	ACTUAL
2.2 Provide high quality opportunities for student and stakeholder engagement.	Edulink automated phone system was implemented for schoolwide announcements. Teachers continued to use Remind, email and other forms of communication to promote attendance.
a) Improve school communication with students and parents by continuing implementation of Remind 101, email, and other forms of electronic communication to promote positive school attendance	$31,836.78 was spent on outreach materials including CBK Brochures, EZ Up Canopies, Student Leadership T-shirts, and promotional items for orientations and community events. CDPS represented CBK at 113 community outreach events
b) Purchase outreach materials for student orientations and community events.	
c) Form a committee of teachers, counselor, CDPs and Principals to update the Individual Learning Plan (ILP) Form to reflect College and Career Action Plan.	The ILP form was updated during Summer 2016 to include an expanded section for College and Career Action Plan. ILPs were updated each semester and students were encouraged to identify their educational support person.
d) Schedule meetings with students and parents or significant support person to develop Individual Learning Plans (ILP) for students and schedule mid-year progress monitoring meetings.	Student leaders were identified at the beginning of the 2016-2017 school year. A student leadership event was held at Calicento Ranch on 10/14/16 attended by 26 students. Students continued to meet either in person or by virtual meeting monthly throughout the school year.
e) Develop a Student Leadership Class to plan and promote student activities such as College Nights, College Visits, Prom, Peer Counseling, and Community Service activities.	CBK Tech Ninja class was implemented at one site. Students from other sites around the county were transported to Val Verde RLC once a month to participate in 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 in Scratch and for Raspberry Pi computers.
f) Develop a Student Technology Leadership Class to assist teachers with technology and to provide new student technology orientations.	
g) Identify a web-based gradebook and attendance monitoring portal for student and parent access.	Aeries Gradebook training was implemented at three PLCs during the 2016-2017 school year for full implementation in 2017-2018. Data accuracy, integrity, and access have improved with Aeries for CALPADS reporting.
h) Identify and begin development of student and staff dashboards to monitor student attendance, credit accrual and achievement measures	Student and staff dashboards have not been implemented at this time.
i) Involve students and parents in decision-making and advisory functions for the purpose of program review and	Students and parents were involved in the decision-making and advisory functions of CBK through the following committees and meetings.

improvement in support of academic accountability through the School Advisory Council.

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

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

l) Develop student support groups at individual CBK sites.

School Advisory Council	10/18/16, 3/28/17, 5/9/17
LCAP Focus Groups	2/9/17, 2/16/17, 2/23/17, 3/7/17, 3/14/17
Student Leadership Meetings	9/13/16, 10/11/16, 10/14/16, 11/8/16, 12/13/16, 1/10/17, 2/14/17, 3/14/17, 4/11/17, 5/19/17
School Site Council/ ELAC	2/28/17

A CBK Newsletter was published twice, once each semester. The newsletter was sent electronically to all stakeholders and was available on our website and Haiku page.

A yearly calendar was developed for all CBK activities during the 2016-2017 school year. The calendar was distributed to teachers and published to the CBK Haiku Page. This improved communication and coordination of activities between staff and sites.

Student support groups were created at the four sites which implemented the Get Focused Stay Focused Intervention Class.

Expenditures

BUDGETED
$37,000

ESTIMATED ACTUAL
Included in Goal1, Action1.

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 **3**

	PLANNED	ACTUAL
Actions/Services	2. 3 Provide custodial services to maintain clean and safe facilities. **a)** Maintain building Leases and maintain sites **b)** Provide Security Staff at Independent CBK sites	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 Security was provided for the Grindstaff and Desert Hot Springs site. Corona Library security was provided by the library.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$166,789	$73,451

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 and corresponding sub-actions were implemented this year in order to improve the school environment, increase attendance, and increase the social emotional learning of CBK Students. A system of interventions and supports were implemented to increase student attendance and retention. Data was gathered on these efforts to inform targeted interventions and outreach. Principals, teachers, and CDP's closely monitored attendance and engagement. Targeted support was provided to students in the form of bus passes, counseling, academic intervention, childcare and other necessary services. All staff were trained in MTSS and PBIS and monthly MTSS PLC meetings were held. Courses designed to increase student engagement and school relevance were piloted and expanded. Opportunities for student engagement were increased in the form of school leadership, service learning, prom and experiential Learning opportunities. Communication and opportunities to have input in the school planning process also increased. Students and parents participated in the SAC, SSC, and ELAC. A school newsletter was produced each semester and a school activity calendar was published prior to the start of the new school year. Clean and safe facilities were maintained at all CBK sites.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Three actions were completed to improve student attendance, retention and engagement. Action 2.1 a-m provided a comprehensive system of student interventions and supports to improve student attendance and retention. The actions were effective, though a decrease in funding reduced transportation assistance and attendance incentive funds, which would have supported the Get Focused Stay Focused Course, were eliminated. Action 2.2, a-l were focused on providing engagement opportunities for students and community outreach. These actions were effective. However, the implementation of student gradebooks on Aeries was only partially completed and will be continued in the summer of 2017. Student dashboards are not implemented yet. Action 2.3 to provide safe and well maintained facilities was fully implemented.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Many of the actions for this goal either had no impact on the budget or they are accounted for elsewhere. Actions related to staff development, textbook purchases, and student data in Aeries are accounted for under Goal 1 Action 1. Other costs for this goal are accounted for under salaries which are not included in the LCAP. Actions such as school advisory council meetings, publishing a newsletter and activity calendar had no impact on the budget. The largest difference between the estimated and actual budgeted items was in the school security budget. CBK had planned to hire a school security officer, but that position was eliminated due to a decrease in expected revenues. School security was provided by contracting with an outside vendor.
	Two annual measurable outcomes were met, one increased and the baseline for retention was established ay 64.1%. The CBK attendance rate increased from 82.9% to 84.7%. CBK students continued to agree on the program support and relationship items in the student support survey at a greater than 95% rate; students who completed at least one semester of the Values and Decisions course reported increased SEL strategies related to dealing with frustration, being patient, feeling in control of their lives, and standing up for others who are being mistreated. Changes to the 2017-2020 LCAP are a result of analysis of the outcomes, actions and stakeholder input. Goal 2 has been revised to Students will be connected to school and educated in positive, safe, and healthy environments. Disaggregated metrics for student retention were added based on student credit accrual so that we could devise more effective retention interventions. To improve student attendance and retention the following actions will be implemented under Goal 2: • Targeted interventions based on data will be continued • Schoolwide system of supports based on PBIS and MTSS will be continued • Opportunities for students to develop as leaders and explore their interests will be expanded. • Community Outreach and stakeholder communication will be continued

Annual Update

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 3	Goal 3: All students will make satisfactory progress towards graduating well prepared for post-secondary education and the workforce.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
By June 2017, the percentages of all continuously enrolled students who begin the academic year with 150 or more credits will meet their graduation goal; the goal will maintain at 92%. By June 2017, the passage rate for students taking the high school equivalency exam will be 50%. By June 2017, the percentage of students who will score *Conditional Ready* or *Ready* on the ELA EAP will increase from 5% to 7%. By June 2017, the percentage of students who will score *Conditional Ready* or *Ready* on the Math EAP will increase from 0% to 4%. By June 2017, 70% of students with 150 credits or more will complete their FAFSA. By June 2017, students completing a CTE course will be 30%. By June 2017, 5% of students continuously enrolled will complete one UC a-g approved course.	As of June 2017, this metric has not been reported yet. As of June 2017, 60% of students who attempted the high school equivalency exam passed. (21 0f 35) As of 2017, not yet reported for 2017. As of 2017, not yet reported for 2017. As of 2017, we were not able to obtain accurate data on the percentage of students with 150 credits or more who completed their FAFSA. As of June, 2017, students completing a CTE course were 14.4%. As of June 2017, 38.9% of students completed a UC a-g approved course. As of June 2017, the percentage of students, with 149 credits or less, who are continuously enrolled for one semester who earn at least 25 credits toward high school graduation was 67.2%.

By June 2017, the percentage of students, with 149 credits or less, who are continuously enrolled for one semester who earn at least 25 credits toward high school graduation will increase from 50% to 55%.

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

Actions/Services	PLANNED	ACTUAL
	3.1 Prepare students for post-secondary education a) Continue to develop and submit UC a-g courses to UC Doorways for approval. b) Increase experiential learning activities to visit colleges/universities and high need businesses/industry-sectors. c) Continue to provide students with college and career guidance including FAFSA preparation and application assistance. d) Create and implement a FAFSA completion campaign. e) Hire additional Full-time Counselor. f) Continue to provide one full-time Student Resource Specialist. Continue to implement College Connection program.	In 2016-2017, 9 new UC a-g courses were approved and implemented in the following subjects 35 were approved the previous year. In 2016-2017, 118 students participated in experiential learning opportunities at the Vocademy, and 107 students participated in College visits during the fall and spring. 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. One hundred twenty one students met with the College Connection Coach to complete their FAFSA. <u>Fall</u> 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- 3:00pm David Long The Fall FAFSA campaign was partially implemented and tracked by the CBK Counselor through the use of a Senior Survey that was used to track all students within 50 credits or less of graduating. 130 students were tracked on the Senior Survey.

	An additional counselor was not hired due to changes in the CBK Budget. The student resource specialist was shared with RCOE Alternative Education and they provided the funding through a partnership with Riverside Community College. One College and Career Teacher was employed by CBK during the 2016- 2017 school year.

Expenditures	**BUDGETED**
	  (SEE Goal 2, Action 2)
		ESTIMATED ACTUAL
		  $54,203

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 **2**

	PLANNED 3.2 Provide introduction to post-secondary education **a)** Continue to offer and expand the Concurrent Guidance courses at regional CBK sites. **b)** Create and implement articulation agreement with MSJC to offer Child Development courses. Add an articulation agreement to offer a Computer course. **c)** Purchase textbooks for articulated courses. **d)** Implement College Information Night at all Regional Learning Centers each year.	**ACTUAL** Concurrent Enrollment Courses were offered at two sites during the spring semester. 29 Students enrolled in that class. The Child Development Course was created, but MSJC was no longer offering that class for articulation. No additional articulation agreements were added. The College Information Nights were implemented and details are reported in action one.
Actions/Services		

Expenditures	**BUDGETED**
	  (SEE Goal 2, Action 2)
		ESTIMATED ACTUAL
		  (SEE Goal 2, Action 2)

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 **3**

Actions/Services

PLANNED	ACTUAL
3.3 Provide access to career experiences a) Create and develop a CTE Pathway in 21st Century Manufacturing skills b) Continue Work Experience program. One work experience teachers. c) Continue to identify and develop community partnerships to provide students with project based STEM activities in high tech and high demand career areas, including Vocademy. d) Professional Development for teachers to participate in STEM lessons at Vocademy. e) Create a CTE binder with resources for students	The 21st Century Manufacturing Pathway was created, curriculum was developed for this course, and the curriculum is posted in Haiku. Thirty four students were enrolled in the 21st Century Manufacturing Concentration Course this year. Three students began the capstone internship program. One work experience teacher was continued for the 2016-2017 school year. 72 students were enrolled in the work experience class. The second work experience teacher was transferred to RCOE Alternative Education due to budget cuts. Four Community Partnerships Affiliate Agreements were completed to provide students with internship opportunities during the 2016-2017 school year. 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 21st Century Manufacturing Concentration Course. A CTE binder with student resources was created and the resource was posted in Haiku under the Career and College Readiness Tab.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$29,800	(SEE Goal 3, Action 1)

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 4

Actions/Services

PLANNED	ACTUAL
3.4 Provide alternative routes to high school completion a) Acquire high school equivalency exam-prep. b) Implement high school equivalency exam-prep, c) Administer high school equivalency exam.	The HiSET, high school equivalency exam was fully implemented. Preparation material was purchased for all CBK teachers. Teachers were trained on the preparation and registration of students for the test twice, once in the Summer SILK week and once in the first semester. 35 CBK students took the HiSET and 21 passed the test.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$5,400	(See 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.	Four actions and 18 corresponding sub-actions were implemented this year in order to improve the college and career preparation of CBK Students. Action 3.1 prepared students for college through activities which provided students with information, familiarized them with college experiences, and provided them with support for taking the steps necessary for transitioning to college. Action 3.2 focused on providing students with initial college experiences through articulated and concurrent enrollment courses. Action 3.3 focused on providing students with work related experiences such as work experience, internships, and experiential learning opportunities. Action 3.4 focused on providing students with alternative routes to high school completion.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The 18 sub-actions were implemented. However, there were some differences based on reductions in the CBK expected revenue. Only one College and Career Teacher was hired. A second academic counselor was not hired. There were two fewer cohorts in the 21st Century Manufacturing Pathway. The FAFSA campaign was only partially implemented; with only one counselor it was difficult for her to track all seniors as intensively as planned. We found that students relied on many different people to assist them with FAFSA and since they were not recorded in the national database we could not track who had completed a FAFSA. The child development course was not approved for articulation.

Overall, CBK students had access to college information and experiences throughout the school year and students who needed an alternative to earning their diploma were assisted with meeting their completion goal. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | The actions for this goal either had no impact on the budget or they are accounted for elsewhere. Actions related to staff development, textbook purchases, and student data in Aeries are accounted for under Goal 1 Action 1. Other costs for this goal are accounted for under salaries which are not included in the LCAP. The largest difference between what was budgeted for this goal and funds actually spent are in the area of salaries for the College and Career Teacher and counselor. There was also a significant reduction in funding for the 21st Century Manufacturing Cohort. These differences were a result in a reduction of anticipated revenues. |
| 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. | There were eight metrics for this goal; three measures have been met or exceeded, three are not reported yet, one metric was not met, and the data for one was not collected reliably. Changes to the 2017-2020 LCAP Goal 3 are a result of analysis of the outcomes, actions and stakeholder input. In 2017-2020 LCAP, one goal will outline the actions for academic achievement and college and career readiness based on the relationship between academic achievement in ELA and math and being prepared for post-secondary education and the workforce.

Activities that will be expanded or continued are:
- Development of CTE courses, pathways and a-g courses
- Experiential learning opportunities
- Initial college experience (concurrent enrollment courses, articulated courses)
- Workforce experience and internships
- Micro certifications
- College Readiness Transition Activities
- High school Equivalency preparation and testing |

Annual Update

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 4	Goal 4: English Learners will acquire proficiency in English and demonstrate proficiency on the California State Standards in ELA and math.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
By June 2017, EL students in U.S. schools less than 5 years scoring Early Advanced or Advanced on the CELDT/ELPAC will maintain at 40%. By June 2017, EL students in U.S. schools more than 5 years scoring Early Advanced or Advanced on the CELDT/ELPAC will maintain at 69%. By June 2017, EL students scoring a minimum of 70% on short cycle assessments in ELA will increase from 10% to 12%. By June 2017, EL students scoring a minimum of 70% on short cycle assessments in math will increase from 10% to 12%. By May 2017, EL students reclassified as RFEP will increase from 2% to 4%. By June 2017, the process for identifying adult EL learners will be reviewed, revised, and continued.	As of June 2017, AMAO data are not available. According to CDE, "because of changes under the new Every Student Succeeds Act, 2014-15 is the final year AMAO data will be available. We hope to replace these graphs once the new measures of English learner progress are established." Growth on the CELDT was used due to the change with AMAO report. 14% of EL learners moved into proficiency, 22 percent showed growth, 73 percent stayed at prior level, 4 percent showed regression. As of, June of 2017, EL students scoring a minimum of 70% on short cycle assessments in ELA decreased from 17% to 8.7%. As of June of 2017, EL students scoring a minimum of 70% on short cycle assessments in math decreased from 3% to 1.3%. As of May 2017, 8, EL students were reclassified as RFEP an increase of less than 1% to 7.69%. As of June of 2017, the process for identifying adult EL learners was reviewed,

		revised, and continued. Completed 10/18/16.

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**

Actions/Services	PLANNED 4.1 Provide a comprehensive system of designated and Integrated ELD instruction across all curriculum areas. **a)** Integrate ELD (designated and integrated) standards into instruction with support from principals, other support staff, and collaboration during PLCs. **b)** Develop lessons based on data during PLCs on one Wednesday each month to identify students for in-class differentiated instruction (verbal scaffolding, procedural scaffolds, instructional scaffolds, performance feedback, teach-reteach, use of manipulatives in math).	ACTUAL The new ELA/ELD textbook was implemented. English 3D was utilized. The Reading Mate ELL program from Edmentum was continued. Designated ELD was implemented in the ELA/ELD intervention course for EL students with CELDT levels of 1 or 2. Integrated ELD was implemented in the ELA courses for EL students with CELDT levels of 3, 4, or 5. The ELA/ELD TOSA provided the following support. **ELA/ELD TOSA Support** / **# Sessions** / **# Teachers** Leading PLCs (RCOE, Zones, Sites) / 4 / 28 Students were identified for targeted instruction based on Accucess scores, CELDT scores, and Short Cycle assessments during Data Team PLCs. Teachers implemented strategic lessons using targeted instructional practices (e.g., close reading, structured academic discourse, response frames, scaffolding,) in ELA and math. (9 Data Team PLC Meetings)

The ELA/ELD TOSA support table within the Actual cell:

ELA/ELD TOSA Support	# Sessions	# Teachers
Leading PLCs (RCOE, Zones, Sites)	4	28

Expenditures	BUDGETED (SEE Goal 1, Action 1)	ESTIMATED ACTUAL (SEE Goal 1, Action 1)

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 2

Actions/Services	PLANNED	ACTUAL
	4.2 Continue implementation of a systematic assessment, reclassification, and progress monitoring process for English learners. a) Continue to assess students with state mandated assessment for English Language Learners. b) Analyze data on EL students to monitor progress and use the reclassification process to reclassify students. c) Implement a two-year monitoring process for RFEP students using results from the CASSPP, RCOE short-cycle assessments, and student grades.	All identified EL Students were CELDT tested. 175 tests were administered. EL students who meet the reclassification criteria are re-designated to RFEP. CBK has forms and a delineated process that includes CELDT levels of English proficiency, Accucess ELA grade equivalent scores, the CALP, and parent consultation. RFEP students were monitored for two years using the required process.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	(SEE Goal 1, Action 1)	(SEE 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.	Two actions and five corresponding sub-actions were implemented this year in order to increase the English Language Proficiency of EL Students. Teachers received support from the ELA/ELD TOSA to implement designated and integrated ELD. Teachers implemented individualized and small group instruction using strategies such as close reading, structured academic discourse, response frames, and scaffolding. Teachers received training on the ELD component that is embedded in the newly adopted ELA textbook. The criteria for redesignating EL students was reviewed and revised by the SAC.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	All actions were effectively implemented. Three actions focused on instructional materials, classroom support/coaching, and differentiated instruction. Reclassification and the EL monitoring process were completed in March 2017.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The actions for this goal either had no impact on the budget or they are accounted for elsewhere. Actions related to staff development, textbook purchases, and student data in Aeries are accounted for under Goal 1 Action 1. Other costs for this goal are accounted for under salaries which are not included in the LCAP.
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.	Changes to the 2017-2020 LCAP Goal 4 are a result of analysis of the outcomes, actions and stakeholder input. In 2017-2020 LCAP, The EL Language Acquisition Goal will become Goal 3. The measurable outcome for reclassification increased from less than 1% to 7.69%. AMAO measures were not collected due to changes in NCLB. Twenty two percent of EL students showed growth in CELDT scores and 14% moved into proficiency. Two measures were met or exceeded and two measurable outcomes for the short cycle assessments decreased. In order to improve the English language proficiency of EL students, the following will be implemented: - MTSS meetings will focus on interventions for English learner students. - Teachers will focus on differentiated instruction (scaffolding, Thinking Maps, small groups) in ELA and math. - Teachers will be provided with targeted coaching on ELD. - Instruction in English language acquisition will be enhanced in designated ELD classes. - Integrated ELD and literacy skills in reading comprehension, academic writing, and speaking will be implemented in all core content classes.

Stakeholder Engagement

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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, a 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, 2013-2014 graduation rates, 2013-2014 College Connection results, Smarter Balance Assessment data from 2015-2016, percentage of students completing a CTE Course, Annual Measurable Achievement results (AMAO) results for English Learners, and Highly-Qualified Teacher (HQT) data.

Stakeholders also reviewed qualitative data that included 2014-2015 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 2016 and January 2017 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 193 responses to the survey. Stakeholder Focus Group 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 3/28/17 and 5/09/17. The School Advisory Council and the CBK Student Leadership met on 3/28/17 to review progress on the draft and on May 9, 2017 for final review and consultation.

The LCAP input meetings from February through May 2016 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 5/18/16 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 2017.

The CBK LCAP Calendar 2016-2017 is attached in the appendix.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Stakeholders analyzed 2015-2016 data and revised the goals for 2017-2020. Goal one and three from the previous year were combined into goal one that focused on preparing students both academically and with career and college experiences that prepared them for college and career. Goal two remained the same and goal four became goal three.

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 (American Institute for Research, 2013, *Predictors of Post-Secondary Success;* Hanover Research, 2014, *Best Practices in K-12 College and Career Readiness*; Hanover Research, 2015, *Best Practices in Supporting 18-21 Year-Old Students in K-12 Education*; CDE, 2015, *Supporting High Quality Common Core Mathematics Instruction;* Hanover Research, 2015, *Closing the Achievement Gap*; Harvard University, 2015, *The Influence of Teaching*; National Council of Teachers of Mathematics, 2013, *Principles to Actions. Executive Summary*), parents, students (including students on SSCs), 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 Strategic 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
- Purchase new science textbooks and 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 (Hanover Research,

2013, *Equitable Discipline through Positive Behavioral Interventions and Supports*; Hanover Research, 2015, *The Impact of Arts and Athletics Participation on Student Success*), parents, students, community partners, and staff made the following recommendations:

- Continue PBIS.
- 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
  .

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☒ Modified	☐ Unchanged

Goal 1

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

CBK staff 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, 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.

In order to continue the progress in preparing students for college and careers, students need textbooks, materials, and equipment to engage in meaningful learning of the California ELA/ELD and math standards along with rigorous and relevant learning activities that include project-based learning, high-impact classroom strategies and routines, 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, including Career Technical Education pathways, work experience and internship programs, systems to assess college/career/workforce readiness skills and prepare students for college, continued opportunities to complete the High School Equivalency Test (GED and HiSET), and experiential learning activities.

In order to improve academic achievement for low income students, English learners, students with disabilities, and foster youth, staff will implement support/interventions that include extended learning time, differentiated instruction, credit recovery, and tutoring to address their specific learning needs. Low income students, English learners, students with disabilities, and foster youth need continued support through, school counselors, College Connections, and the Social Work Intern program.

In elective classes, students need the integration of job and work readiness skills that focus on the development of key learning skills and techniques, such as time management, goal setting, persistence, collaborative learning, and technology proficiency. In core classes, students need key cognitive strategies such as problem formulation, research,

interpretation, communication, and precision and accuracy.

Based on surveys, staff input discussions, and Highly Qualified Teacher (HQT) data, teachers need professional 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. Teachers need time on one Wednesday per month to analyze student achievement data in order to develop interventions for the Multi-tiered System of Response and to design differentiated instructional strategies to meet student needs. In order to enhance teacher success and retention, teachers need in-class support from administrators and coaches and access to conferences that address individual needs.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CBK Students Meeting/Exceeding Smarter Balanced Assessments in ELA	18% Meeting/Exceeding Smarter Balanced Assessments in ELA in 2015-2016. Scores for 2016-2017 have not been reported.	Improve by 5%	Improve by 5%	Improve by 5%
CBK Students Meeting/Exceeding Smarter Balanced Assessments in Math	0% Meeting/Exceeding Smarter Balanced Assessments in math in 2015-2016. Scores for 2016-2017 have not been reported.	Improve by 5%	Improve by 5%	Improve by 5%
CBK Low Income Students Meeting/Exceeding Smarter Balanced Assessments in ELA	19% Meeting/Exceeding Smarter Balanced Assessments in ELA in 2015-2016. Scores for 2016-2017 have not been reported.	Improve by 5%	Improve by 5%	Improve by 5%
CBK Low Income Students Meeting/Exceeding Smarter Balanced Assessments in math.	0% Meeting/Exceeding Smarter Balanced Assessments in ELA in 2015-2016. Scores for 2016-2017 have not been reported.	Improve by 5%	Improve by 5%	Improve by 5%
CBK Early Assessment Program (EAP) College Ready and College Conditional Ready in ELA	1% College Ready in 2015-2016. 17% College Conditional Ready in 2015-2016. Scores for 2016-2017 have not been reported.	Improve by 5%	Improve by 5%	Improve by 5%
CBK Assessment Program (EAP) College Ready and College	0% College Ready in 2015-2016. 0% College Conditional Ready in 2015-2016. Scores for 2016-	Improve by 5%	Improve by 5%	Improve by 5%

Conditional Ready in Math	2017 have not been reported.			
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. 2017 will be a new baseline measure.	New baseline	Improve by 5%	Improve by 5%
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.	New baseline	Improve by 5%	Improve by 5%
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 by 5%	Improve by 5%	Improve by 5%
CBK students who increase their math achievement levels by at least one grade level as measured by Accucess post-tests. %. (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%	Improve by 5%	Improve by 5%
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	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. Standards implemented in ELD, CTE, Health, History-Social Science, Physical Education, Visual and Performing Arts, and World Languages.	CCSS implemented in ELA and Mathematics. Third year NGSS. Standards implemented in ELD, CTE, Health, History-Social Science, Physical Education, Visual and Performing Arts, and World Languages.

	Science, Science, Physical Education, Visual and Performing Arts, and World Languages.			
Textbook Sufficiency	All students have textbooks	Textbook Sufficiency will be 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%.	Improve by 5%	Improve by 5%	Improve by 5%
Career Technical Education Course Completion	June, 2017, students completing a CTE course were 14.4%.	Improve by 5%	Improve by 5%	Improve by 5%
CBK students continuously enrolled students who begin the academic year with 150 or more credits who meet their graduation goal	June 2017, __of all continuously enrolled students who began the academic year with 150 or more credits met their graduation goal. (Data not reported yet)	Will maintain above 95%.	Will maintain above 95%.	Will maintain above 95%.
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.	Increase by 5%	Maintain at 85%	Maintain at 85%
CBK Students enrolled in work experience or internship courses.	By June 2017, 75 students were enrolled in work experience or internship courses.	Improve by 5%	Improve by 5%	Improve by 5%
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).	Maintain at no mis-assignments.	Maintain at no mis-assignments.	Maintain at no mis-assignments.
Standards Reflection Tool	Maintain	Maintain	Maintain	Maintain

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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income	
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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 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 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

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$47,107.00	Amount	$47,107.00	Amount	$47,107.00

Source	Resources 0000,1100,1400	Source	Resources 0000,1100,1400	Source	Resources 0000,1100,1400
Budget Reference	4100, 4300, 5800	Budget Reference	4100, 4300, 5800	Budget Reference	4100, 4300, 5800

Action   **2**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Acquire materials, equipment, and technology to enhance student learning and performance.	Acquire materials, equipment, and technology to enhance student learning and performance.	Acquire materials, equipment, and technology to enhance student learning and performance.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$196,925	Amount	$196,925	Amount	$196,925
Source	Resources 0000, 1100, 6300	Source	Resources 0000, 1100, 6300	Source	Resources 0000, 1100, 6300

Budget Reference	4100, 4300, 5800, 5700	Budget Reference	4100, 4300, 5800, 5700	Budget Reference	4100, 4300, 5800, 5700

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☒ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	(Included on Goal 1 , Action 1)	Amount	(Included on Goal 1 , Action 1)	Amount	(Included on page 34, Action 1)
Source	(Included on Goal 1, Action 1)	Source	(Included on Goal 1, Action 1)	Source	(Included on page 34, Action 1)

Budget Reference		Budget Reference		Budget Reference	

Action   **4**

<table>
<tr><td colspan="2">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____</td></tr>
<tr><td>Location(s)</td><td>☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____</td></tr>
</table>

OR

<table>
<tr><td colspan="2">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☐ English Learners   ☐ Foster Youth   ☐ Low Income</td></tr>
<tr><td>Scope of Services</td><td>☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Location(s)</td><td>☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____</td></tr>
</table>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$23,800	Amount	$23,800	Amount	$23,800
Source	Resources 0000,7338	Source	Resources 0000,7338	Source	Resources 0000,7338

Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue and expand work experience and internship program that aligns with CTE Pathway Development.	Continue and expand work experience and internship program that aligns with CTE Pathway Development.	Continue and expand work experience and internship program that aligns with CTE Pathway Development.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	(Included on Goal 1, Action 4)	Amount	(Included on Goal 1, Action 4)	Amount	(Included on Goal 1, Action 4)
Source	(Included on Goal 1, Action 4)	Source	(Included on Goal 1, Action 4)	Source	(Included on Goal 1, Action 4)
Budget Reference		Budget Reference		Budget Reference	

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: _____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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

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

Action 7

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:__ _____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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

	2017-18		2018-19		2019-20
Amount	$32,000	Amount	$32,000	Amount	$32,000
Source	Resource 0000, 7338	Source	Resource 0000, 7338	Source	Resource 0000, 7338

Budget Reference	4300, 5200, 5800	Budget Reference	4300, 5200, 5800	Budget Reference	4300, 5200, 5800

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_ _____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Implement data teams and MTSS collaborative groups during Wednesday PLCs to target instruction and intervention for students. Implement interventions for students (i.e., tutoring).	Implement data teams and MTSS collaborative groups during Wednesday PLCs to target instruction and intervention for students. (i.e., tutoring).	Implement data teams and MTSS collaborative groups during Wednesday PLCs to target instruction and intervention for students. (i.e., tutoring).

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	(Included on Goal 1 , Action 1)	Amount	(Included on Goal 1 , Action 1)	Amount	(Included on Goal 1 , Action 1)
Source	(Included on Goal 1, Action 1)	Source	(Included on Goal 1, Action 1)	Source	(Included on Goal 1, Action 1)

Budget Reference		Budget Reference		Budget Reference	

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:___ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	(Included on Goal 1 , Action 1)	Amount	(Included on Goal 1 , Action 1)	Amount	(Included on Goal 1 , Action 1)
Source	(Included on Goal 1, Action 1)	Source	(Included on Goal 1, Action 1)	Source	(Included on Goal 1, Action 1)

Budget Reference		Budget Reference		Budget Reference	

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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

2017-18		2018-19		2019-20	
Amount	(Included on Goal 1, Action 1 and Action 2)	Amount	(Included on Goal 1, Action 1 and Action 2)	Amount	(Included on Goal 1, Action 1 and Action 2)
Source	(Included on Goal 1, Action 1 and Action 2)	Source	(Included on Goal 1, Action 1 and Action 2)	Source	(Included on Goal 1, Action 1 and Action 2)
Budget		Budget		Budget	

Reference		Reference		Reference	

Action   11

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	Implement tutoring program at all sites. Provide tutors for students for targeted assistance in the core subject areas.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$13,270	Amount	$13,270	Amount	$13,270
Source	Resource 3010	Source	Resource 3010	Source	Resource 3010
Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

Action   **12**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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

2017-18		**2018-19**		**2019-20**	
Amount	$3,355	Amount	$3,355	Amount	$3,355
Source	Resource 0000	Source	Resource 0000	Source	Resource 0000
Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

Action 13

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

| Students to be Served | ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____ |

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide 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

2017-18		2018-19		2019-20	
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Resource 7338	Source	Resource 7338	Source	Resource 7338
Budget Reference	5800 and included in Goal 1 Action 4	Budget Reference	5800 and included in Goal 1 Action 4	Budget Reference	5800 and included in Goal 1 Action 4

Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income	
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide extended learning opportunities for students through online learning, learning management system, student computing devices, and wireless connectivity devices.	Provide extended learning opportunities for students through online learning, learning management system, student computing devices, and wireless connectivity devices.	Provide extended learning opportunities for students through online learning, learning management system, student computing devices, and wireless connectivity devices.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$44,003	Amount	$44,003	Amount	$44,003
Source	Resource 0000	Source	Resource 0000	Source	Resource 0000
Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

Action   **15**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Implement CTE classes, CTE Pathways, and YouthBuild classes, including opportunities for students to earn micro-certifications.	Implement CTE classes, CTE Pathways and YouthBuild classes, including opportunities for students to earn micro-certifications.	Implement CTE classes, CTE Pathways and YouthBuild classes, including opportunities for students to earn micro-certifications.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$6,000	Amount	$6,000	Amount	$6,000
Source	Resource 0000	Source	Resource 0000	Source	Resource 0000
Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

☐ New	☒ Modified	☐ 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 ☒ 1 ☒ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

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), 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 MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CBK student attendance rate.	June 2017, the student attendance rate was 84.7%	Increase to 85%	Maintain at 85%	Maintain 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%.	Maintain at 95% or higher.	Maintain at 95% or higher.	Maintain 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	Maintain SEL Strategies	Maintain SEL Strategies	Maintain SEL Strategies
CBK Student Engagement as measured by the Gallup Student Poll Engagement Index.	Fall 2016 Engagement Index 	CBK	U.S. Overall
---	---
4.15	3.88		Maintain higher than U.S. Overall score.	Maintain higher than U.S. Overall score.	Maintain higher than U.S. Overall score.
CBK Student Hope as measured by the Gallup Student Poll Hope Index.	Fall 2016 Hope Index 	CBK	U.S. Overall
---	---
4.45	4.25		Maintain higher than U.S. Overall score.	Maintain higher than U.S. Overall score.	Maintain higher than U.S. Overall score.
CBK Student Retention Rate Overall (Current enrollment/ Students with ADA-grads)	By June 2017, the overall retention rate was 64.1%.	Increase by 2%	Increase by 2%	Increase by 2%
CBK Student Retention Rate 150 credits or more.	By June 2017, the retention rate was75.4% for students with 150 credits or more.	Increase by 2%	Increase by 2%	Increase by 2%
CBK Student Retention Rate 149 credits or less.	By June 2017, the retention rate was 62.6% for students with 149 credits or less.	Increase by 2%	Increase by 2%	Increase by 2%
CBK Students who persist from one year to the next, if not completed.	By June 2017, the persistence from one year to the next was rate was 81.7%.	Increase by 2%	Increase by 2%	Increase by 2%

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 — ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s) — ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served — ☐ English Learners   ☐ Foster Youth   ☐ Low Income
Scope of Services — ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)
Location(s) — ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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 Interventio Supports (PBIS) that focus on developing safe, trustin managing classrooms. Administer Gallup Student Po

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No impact on CBK Budget	Amount	No impact on CBK Budget	Amount	No impact on CBK Budget
Source		Source		Source	
Budget Reference		Budget		Budget	

	Reference		Reference	

Action   **2**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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 CF

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$124,182	Amount	$166,789	Amount	$166,789
Source	Resource 0000	Source	Resource 0000	Source	Resource 0000
Budget Reference	5600, 5700	Budget Reference	5600, 5700	Budget Reference	5600, 5700

Action 3

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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

	2017-18		2018-19		2019-20
Amount	No impact on CBK Budget	Amount	No impact on CBK Budget	Amount	No impact on CBK Budget
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action   **4**

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

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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](#)

2017-18		2018-19		2019-20	
Amount	(Included on page 44, Goal 1,Action 12)	Amount	(Included on page 44, Goal 1,Action 12)	Amount	(Included on page 44, Goal 1,Action 12)
Source	(Included on page 44, Goal 1,Action 12)	Source	(Included on page 44, Goal 1,Action 12)	Source	(Included on page 44, Goal 1,Action 12)
Budget Reference		Budget Reference		Budget Reference	

Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income	
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

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

Action   **6**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue implementation of MTSS, with staff development, monthly meetings, and online support.	Continue implementation of MTSS, with staff development, monthly meetings, and online support.	Continue implementation of MTSS, with staff development, monthly meetings, and online support.

BUDGETED EXPENDITURES

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

Action   **7**

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

[Students to be Served](#)	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

[Students to be Served](#)	☒ English Learners ☒ Foster Youth ☒ Low Income
[Scope of Services](#)	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	Continue implementation of Get Focused Stay Focused Course, and Values and Decisions Course to support student retention.

[BUDGETED EXPENDITURES](#)

2017-18		2018-19		2019-20	
Amount	(Included on page Goal 1, Action 1)	Amount	(Included on page Goal 1, Action 1)	Amount	(Included on page Goal 1, Action 1)
Source	(Included on page Goal 1, Action 1)	Source	(Included on page Goal 1, Action 1)	Source	(Included on page Goal 1, Action 1)
Budget Reference		Budget Reference		Budget Reference	

Action   **8**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

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

Students to be Served	☐ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide 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

2017-18		**2018-19**		**2019-20**	
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	Resource 0000	Source	Resource 0000	Source	Resource 0000
Budget Reference	4300	Budget Reference	4300	Budget Reference	4300

Action   **9**

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

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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](#)

	2017-18		**2018-19**		**2019-20**
Amount	$7,000	Amount	$7,000	Amount	$7,000
Source	Resource 000	Source	Resource 000	Source	Resource 000
Budget Reference	4300	Budget Reference	4300	Budget Reference	4300

Action | **10**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Review and revise Individual Learning Plan to reflect PBIS and Schoolwide learning outcomes.	Review Individual Learning Plan to reflect PBIS and Schoolwide learning outcomes.	Review Individual Learning Plan to reflect PBIS and Schoolwide learning outcomes.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	No impact on Budget	Amount	No impact on Budget	Amount	No impact on Budget
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action   **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
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

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

Action | **12**

<table>
<tr><td colspan="2">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td align="right">Students to be Served</td><td>☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____</td></tr>
<tr><td align="right">Location(s)</td><td>☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____</td></tr>
</table>

<p align="center">OR</p>

<table>
<tr><td colspan="2">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td align="right">Students to be Served</td><td>☐ English Learners   ☐ Foster Youth   ☐ Low Income</td></tr>
<tr><td align="right">Scope of Services</td><td>☐ LEA-wide   ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td align="right">Location(s)</td><td>☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____</td></tr>
</table>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue implementation of a Student Technology Leadership Class to assist teachers with technology and to provide new student technology orientations.	Continue implementation of a Student Technology Leadership Class to assist teachers with technology and to provide new student technology orientations.	Continue implementation of a Student Technology Leadership Class to assist teachers with technology and to provide new student technology orientations.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$3,900	Amount	$3,900	Amount	$3,900
Source	Resource 0000	Source	Resource 0000	Source	Resource 0000
Budget Reference	4300	Budget Reference	4300	Budget Reference	4300

Action   13

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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

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

Action   14

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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

2017-18		**2018-19**		**2019-20**	
Amount	No impact on budget.	Amount	No impact on budget.	Amount	No impact on budget.
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action   **15**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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

	2017-18		**2018-19**		**2019-20**
Amount	No impact on budget.	Amount	No impact on budget.	Amount	No impact on budget.
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action   16

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide Security Staff at CBK sites.	Provide Security Staff at CBK sites.	Provide Security Staff at CBK sites.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$32,718	Amount	$32,718	Amount	$32,718
Source	Resource 0000	Source	Resource 0000	Source	Resource 0000
Budget Reference	2000/3000	Budget Reference	2000/3000	Budget Reference	2000/3000

☐ New   ☐ Modified   ☒ Unchanged

Goal 3

English Learners will acquire proficiency in English.

<u>State and/or Local Priorities Addressed by this goal:</u>

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

<u>Identified Need</u>

Come Back Kids Stakeholders utilized student data from the CAASPP, Short Cycle Assessments, Accucess Pre and Post-tests, California English Language Development Test (CELDT), and reclassification information to identify needs for this goal.

In order to improve EL student English language proficiency, English learner students need instructional materials, continued access to designated and integrated ELD class/time, ELD materials aligned to the new ELA/ELD standards, and differentiated instruction. The reclassification process will be continued.

The California English Language Development Test (CELDT) will be replaced by the English Language Proficiency Assessment for California (ELPAC) in 2017-2018 as the metric to measure English learner skills in the English language.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pearson Education ELA/ELD Textbook English Language Development Assessment	No Data for this year.	Establish Baseline	Improve by 5%	Improve by 5%
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 were 8.7%.	New baseline	Improve by 5%	Improve by 5%
EL students reclassified as RFEP.	May 2017, 7.69% (8) EL students reclassified as RFEP.	Improve by 2%	Improve by 2%	Improve by 2%
EL students scoring a minimum of 70% on short cycle assessments in math .	June 2017, EL students scoring a minimum of 70% on short cycle assessments in ELA were 1.3%.	New baseline	Improve by 5%	Improve by 5%

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	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide 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, TOSA, and collaboration during PLCs.	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, TOSA, and collaboration during PLCs.	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, TOSA, and collaboration during PLCs.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$9804	Amount	$9804	Amount	$9804
Source	Resource 4203	Source	Resource 4203	Source	Resource 4203

Budget Reference	4300	Budget Reference	4300	Budget Reference	4300

Action 2

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

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

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Implement universal design for learning (UDL) and personalized learning.	Implement universal design for learning (UDL) and personalized learning.	Implement universal design for learning (UDL) and personalized learning.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	(Included on Goal 1, Action 1)	Amount	(Included on Goal 1, Action 1)	Amount	(Included on Goal 1, Action 1)
Source	(Included on Goal 1, Action 1)	Source	(Included on Goal 1, Action 1)	Source	(Included on Goal 1, Action 1)

Budget Reference		Budget Reference		Budget Reference	

Action   **3**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

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 Student Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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

2017-18		**2018-19**		**2019-20**	
Amount	$1000	Amount	$1000	Amount	$1000
Source	Resource 0000	Source	Resource 0000	Source	Resource 0000

Budget Reference	4300	Budget Reference	4300	Budget Reference	4300

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

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 (see instructions).

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.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

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

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

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

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

Budget Summary

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

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

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

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

Expected Annual Measurable Outcomes

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

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

[Planned Actions/Services](#)

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

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

[Students to be Served](#)

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

[Location(s)](#)

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

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

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

[Students to be Served](#)

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

[Scope of Service](#)

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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

Location(s)

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

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

Actions/Services

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

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