

Introduction:

CBK Charter School Background:

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. Currently, there are 20 CBK sites in easily-accessible locations throughout Riverside County and there are plans to add and expand sites in the 2015-2016 school year.

CBK is designed to serve the needs of students who are high school dropouts, credit deficient, not functioning well at a traditional high school campus, not passing one or both sections of the CAHSEE, needing to work full-time and/or part-time, and/or are pregnant and/or parenting teens.

CBK 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.

The school offers a combination of high-quality learning opportunities, a rigorous learning environment, and strong interagency collaboration. Many of the CBK sites are located in local youth opportunity centers, libraries, and school district settings. These partnerships provide guest speakers, mentors, field trips, career fairs, job shadowing, internships, and community service opportunities, including wrap-around services.

The CBK Charter School incorporates an individualized instruction/independent study model via a student-tailored standards-based curriculum as the primary plan. Students are also enrolled in on-line coursework to increase their technology experiences while completing credit recovery, CTE classes, elective classes, foreign language, a-g courses, and AP classes. A classroom-based instruction model is also used for intervention and CAHSEE preparation workshops.

CBK students prepare to earn their high school diploma, GED, or the California High School Proficiency Exam. The CBK College Connection Program offers students opportunities to visit colleges and trade schools to learn about financial aid and college matriculation processes.

Goals and actions in the Local Control Accountability Plan (LCAP) are aligned to the state priority areas with the exception of parent involvement. Eighty-six percent of the students enrolled in CBK during the 2013-2014 school year were 18 years or older. Due to the typical age of our students, many students are living independently of their parents and consequently our goals and actions are focused on teaching them adult life skills they need to be successful. However, parent involvement remains a priority for CBK and we strive to create meaningful opportunities for parent involvement in our school advisory council and in our direct services to students.

In the 2015-16 LCAP, data from 2014-15 was used to establish future targets for the LCAP goals. In some cases, data was unavailable or the data were based on small numbers so targets were continued pending the establishment of reliable baseline measures. Due to the nature of dropout prevention and recovery, the CBK program will continue to use the County Dropout and Graduation rates for the Come Back Kids Charter.

LEA: Come Back Kids **Contact:** Janice Delagrammatikas, Principal, jdellagrammatikas@rcoe.us, (951)826-6461 **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement Exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 was 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
<p>Students, parents, staff, and community stakeholders were involved in the development of the Come Back Kids 2015-2016 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 meetings (SAC), Student Leadership meetings, Staff meetings, a Google LCAP Survey, and parent breakfasts. Stakeholders reviewed 2013-2014 California High School Exit Exam (CAHSEE) English Language Arts (ELA) and Math data, Early Assessment Program (EAP) results, 2013-2014 graduation rates, 2013-2014 College Connection results, Annual Measurable Achievement results (AMAO) results for English Learners, and 2013-2014 Highly-Qualified Teacher (HQT) data.</p> <p>Stakeholders also reviewed qualitative data that included 2013-2014 HSGI RISE Student Satisfaction Survey results, LCAP parent surveys/written feedback, and responses from students. Staff stakeholders read current research/articles, engaged in discussions about best practices, and brainstormed ideas/actions for the LCAP.</p>	<p>Impact on LCAP identified by students, parents and community stakeholders:</p> <ul style="list-style-type: none"> • More classes • More activities including leadership activities • More teachers • More Tutoring Lab hours • Childcare options • More focus on CAHSEE • More computers • Extended hours • More sites • Incentives for attendance • Night classes • Bus passes

<p>A Google LCAP Survey was conducted in January and February 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 also invited to respond.</p> <p>The Come Back Kids staff reviewed the draft LCAP plan and commented on goals, targets, and actions on 11/12/14 and 3/12/15. The SACs and the CBK Student Leadership met on 3/12/2015 to review progress on the draft and met on May 12, 2015 for final review and consultation.</p> <p>The LCAP input meetings from November 2014 through May 2015 included teachers, classified staff members, counselors, students, and parents. Members from Riverside County RCOTA and CSEA were invited to comment on the document and they contributed input on April 27th. A public meeting was held on 6/15/15 for the final Come Back Kids 2015-2016 LCAP approval.</p>	<ul style="list-style-type: none"> • Science labs • More Career Technical Education classes • Include learning styles • Continue efforts to get students connected with college • More community outreach • Volunteer opportunities • Parent student conferences • More communication with parents and notice of activities • Recognition events • More Fine Art classes • An annual calendar of activities • A better web page • Opportunities for students to check out computers • More small group instruction • College Prep classes
<p>Annual Update: Staff, parents, and students were involved in the review and analysis of the LCAP Annual Update at meetings from December 2014 to January 2015. Stakeholders reviewed quantitative data, which included California High School Exit Exam (CAHSEE) English-language arts and math pass and proficiency rates, 2013-2014 Early Assessment Program (EAP) results, 2013-2014 graduation rates, 2013-2014 College Connection results.</p> <p>Stakeholders also reviewed qualitative data that included 2013-2014 RISE Student Satisfaction Survey responses. Stakeholders engaged in discussions about the progress of the implementation of actions in the LCAP Annual Update.</p> <p>The first Annual Update meeting was convened on November 11, 2014 at Moreno Valley Regional Learning Center with 23 present, including teachers, classified staff members, principal, and counselor. The second Annual Update meeting was held on March 12, 2015, with 16 present, including teachers, counselor, principal, and classified staff members.</p>	<p>Annual Update: Stakeholders suggested the following additions/changes:</p> <ul style="list-style-type: none"> • Combine LCAP Goals 1 and 2 into one goal because the actions are the same for each goal. • New goals were not recommended. Recommended that the 2015-2016 LCAP have five goals. • The development of lessons that integrate literacy in history-social science. • Continue providing Verification Process for Special Settings (VPSS) for teachers • Based on the CAHSEE and CELDT/ELPAC data for EL students, continue staff development on ELD instruction for integrated and designated ELD. • Teachers need specific professional development on instructional strategies for Integrated Math using the new textbook.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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 defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 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 schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

GOAL:	Goal 1: Students will demonstrate proficiency in the California State Standards in reading, writing, speaking listening, and math.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Identified Need :	<p>The Academic Performance Index and scores on the California Assessment of Student Performance and Progress (CAASPP) were not available for the development of the 2015-2016 LCAP. Students established a baseline for the newly created short-cycle assessments in English-language arts and mathematics in 2015. In 2014-2015, the Come Back Kids Charter implemented the California Standards in English-language arts and mathematics for the first time. The percent of students scoring 70% or higher on the California Standards short-cycle assessments was 40% in ELA and 50% in math. However the number of students tested was very low (40 in ELA and 28 in Math).</p> <p>To develop actions for Goal 1, stakeholders analyzed the progress on the Annual Update, preliminary short-cycle assessment data, and research/literature on instructional strategies and programs to meet student needs (Education Week, 2015; Watt, Huerta, & Alkan, 2011). Based on the data from the short-cycle assessments, the textbook sufficiency information, staff input, parent feedback (surveys and meetings), and student surveys and focus group discussions, to improve academic achievement, students need additional instructional strategies in math for the California Standards, increased access to technology for learning, and new textbooks aligned to the California Math Standards.</p> <p>Based on the data from the short-cycle assessments, staff input, parent feedback (surveys and meetings), student surveys and focus group discussions to improve academic achievement, low income students need intervention programs in English-language arts and math, increased learning time, and</p>	

differentiated instruction.

Based on surveys, staff input discussions, and Highly Qualified Teacher (HQT) data, teachers need professional development in Integrated Math, technology integration, and differentiated instruction. Teachers need time one Wednesday per month to analyze student achievement data in order to develop differentiated instructional strategies to meet student needs. Teachers (new and veteran) need the Verification Process for Special Settings in order to meet the highly-qualified teacher criteria under No Child Left Behind. In order to enhance teacher success and retention, teachers need in-class support from TOSAs and coaches and access to conferences that address individual teacher needs.

Goal Applies to: Schools: School wide
 Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

Use 2015 CAASPP data to set 2016 targets for measuring California State Standards in ELA and math proficiency.

By June 2016, 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 2016, 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 2016, the percentage of students who increase their lexile level at least two lexile levels as measured by Accucess post-tests will be at 20%.

By June of 2016, the percentage of students who pass the CAHSEE in ELA will increase from 38.5%.to 40.5%.

By June of 2016, students who score proficient in the CAHSEE in ELA will increase from 11% to 13%.

By June of 2016, the percentage of students who pass the CAHSEE in math will increase from 34% to 36%.

By June of 2016, students who score proficient in the CAHSEE in math will increase from 4% to 6%.

By June 2016, teachers will continue professional development in California State Standards and expand to include NGSS and social science literacy skills.

By June 2016, increase percent of HQT from 48.7% to 53.7%.

By June 2016, 90% of CBK teachers will be contracted employees of RCOE.

Maintain Textbook Sufficiency.

**** CAHSEE metrics will not apply if the assessment is discontinued by State of California.**

Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted
------------------	----------	--	----------

	Service		Expenditures
Update and implement the California State Standards maps, units of study, and short cycle assessments in ELA/ELD and math. Research: <i>California State Standards</i> . CDE, March 2013. <i>Formative Assessment & Standards-Based Grading</i> . Marzano, 2010. <i>Visible Learning for Teachers: Maximizing Impact on Learning</i> . Hatte, 2012.	All. School-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Extra duty hourly teacher pay July 9-15: \$20,000 CBK Budget. Key Data/OARS Inspect Contract: \$27,000 CBK Budget. Total: \$47,000
Implement ELD standards in ELA units of study with support from principal, TOSA/consultants, and collaboration during PLCs. Research: California State Standards. CDE, March 2013.	All. School-wide.	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost - Listed under staff development.
Develop standards maps and assessments for the next generation science standards. Research: California State Standards. CDE, March 2013.	All. School-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Extra duty hourly teacher pay: \$10,000 CBK Budget. Total: \$10,000
Adopt math textbooks and informational text (open source) and continue implementation of the staircase of text complexity based on the text complexity tool. Research: California State Standards. CDE, March 2013.	All. School-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Math Textbook adoption: \$85,000 CBK Budget. Total : \$85,000

<p>Purchase tablets/computers for instruction in the California State Standards in ELA and math.</p> <p>Research: <i>California eLearning Framework</i>. CCSESA, August 2013. <i>California State Standards</i>. CDE, March 2013.</p>	All. School-wide.	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<p>Tablets with keyboards: \$5,000 CBK Budget. Printers: \$3,000 CBK Budget.</p> <p>Total: \$8,000</p>
<p>Provide BTSA and VPSS to meet content area qualifications in the core subject areas. The teachers who need history-social-science certifications will be completed.</p> <p>Research: <i>Elementary and Secondary Education Act: Teacher Requirements Resource Guide</i>. CDE, November 2011.</p>	All. School-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<p>14 VPSS certifications: \$13,300. CBK Budget. BTSA for teachers: \$2,000 CBK Budget.</p> <p>Total: \$15,300</p>
<p>Provide staff development for teachers on Wednesdays each month during PLCs and through external conferences. Provide follow-up in-class support for teachers from TOSAs/consultants.</p> <p>Research: <i>Revisiting Professional Learning Communities at Work: New insights for improving schools</i>. Dufours & Eaker, (2008).</p>	All. School-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<p>Mileage to PLCs: \$11,385. Travel and conferences \$20,000.</p> <p>Total: \$31,385</p>
<p>Develop and implement learning activities that incorporate collaborative conversations, speaking and listening, and presentations using technology.</p> <p>Research: <i>California State Standards</i>. CDE, March 2013.</p>	All. School-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<p>Materials for instruction: \$2,000.</p> <p>Total: \$2,000</p>
<p>Coordinate with local colleges and universities to increase recruitment of teachers who are dual credentialed with a multiple subject, or single subject and a mild to moderate special education credential.</p> <p>Research: <i>Elementary and Secondary Education Act: Teacher Requirements Resource Guide</i>. CDE, November 2011,</p>	All. School-wide.	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities (SWD)</u>	<p>Materials for recruiting new teachers to RCOE: Edjoin \$500.</p> <p>Total: \$500</p>
<p>Integrate academic standards through technology that require research, problem solving, writing, speaking and listening, communication, and collaboration.</p>	All. School-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	<p>Materials for instruction: \$2,000.</p>

<p>Research: California State Standards. CDE, March 2013.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Total: \$2,000</p>
<p>Implement Technology Teacher Leaders at each site and train teachers on the Haiku Learning Management System and Google Classroom Apps one Wednesday PLC each month.</p> <p>Research: <i>California eLearning Framework</i>. CCSESA, August 2013.</p>	<p>All. School-wide.</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Four Tech Teacher Leaders (hourly pay): \$4,504.</p> <p>Total: \$4,504</p>
<p>Use data from PLC data teams meetings to identify students for extended learning time, small group instruction, reading intervention, math intervention, CAHSEE intervention, Plato credit recovery, and tutoring.</p> <p>Research: <i>Visible Learning. A synthesis of over 800 meta-analyses relating to achievement</i>. Hatte, 2009.</p> <p>Research: <i>Pyramid response to intervention. RTI</i>. Buffum, Mattos, & Weber, 2009.</p>	<p>All. School-wide.</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Subgroups:(Specify) <u>SWD</u></p>	<p>Plato Contract accounted for in Goal 4.</p>
<p>Modify lessons based on data and IEP goals during PLCs on the 4th Wednesday of the month and provide differentiated instruction with support from TOSAs.</p> <p>Research: <i>Lessons from California Districts Showing Unusually Strong Academic Performance for Students in Special Education</i>. WestEd, January 2011.</p>	<p>All. School-wide.</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Subgroups:(Specify) <u>SWD</u></p>	<p>Materials for monitoring: \$2,000</p> <p>Total: \$2,000</p>
<p>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).</p> <p>Research:<i>Pyramid response to intervention. RTI</i>. Buffum, Mattos, & Weber, 2009.</p>	<p>All. School-wide.</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p>	<p>Tutors (hourly pay): \$48,000.</p> <p>Total: \$24,000</p>
<p>Schedule CAHSEE, reading and math intervention, after school tutoring, and credit recovery for students who are not meeting grade-level standards as a component of Response to Intervention /Multi-Tiered System of Support.</p> <p>Research: <i>Visible Learning. A synthesis of over 800 meta-analyses relating to achievement</i>. Hatte, 2009.</p> <p><i>Pyramid response to intervention. RTI</i>. Buffum, Mattos, & Weber,</p>	<p>All. School-wide.</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p>	<p>Plato Contract accounted for in Goal 4.</p>

2009.			
Continue implementation of an online learning management system for students. (Haiku). Research: <i>California eLearning Framework</i> . CCSESA, August 2013.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Haiku Learning management system: \$4 per user. Total: \$3,000
Purchase and deploy additional textbooks to replace lost text books.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Replacement textbooks: \$50,000 Total: \$50,000

GOAL:	Goal 1: Students will demonstrate proficiency in the California State Standards in reading, writing, speaking listening, and math.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Identified Need :	Students need instructional strategies in reading, writing, and math for the California State Standards and to pass the CAHSEE, extended learning time, access to technology and informational text, experiential learning activities, differentiated instruction, and highly-qualified teachers prepared for the California State Standards.	
Goal Applies to:	Schools: School wide	
	Applicable Pupil Subgroups:	All
LCAP Year 2: 2016-17		
Expected Annual Measurable Outcomes:	<p><u>Use 2016 CAASPP data to set 2017 targets for measuring ELA and math proficiency.</u></p> <p><u>By June 2017</u>, 22% 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.</p> <p><u>By June 2017</u>, 22% 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.</p> <p><u>By June 2017</u>, the percentage of students who read at the 10th grade lexile level as measured by Accuaccess post-tests will increase from 20% to 22%.</p> <p><u>By June of 2017</u>, the percentage of students who pass the CAHSEE in ELA will increase from 40.5% to 42.5%.</p>	

By June of 2017, students who score proficient in the CAHSEE in ELA will increase from 13% to 15%.

By June of 2017, the percentage of students who pass the CAHSEE in math will increase from 36% to 38%.

By June of 2017, students who score proficient in the CAHSEE in math will increase from 6% to 8%.

By June 2017, maintain professional development in California State Standards and expand to include NGSS and social science literacy skills.

Maintain Textbook Sufficiency.

**** CAHSEE metrics will not apply if the assessment is discontinued by State of California.**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Update and implement the California State Standards maps, units of study, and short cycle assessments in ELA/ELD and math. Research: California State Standards. CDE, March 2013. <i>Formative Assessment & Standards-Based Grading.</i> Marzano, 2010. <i>Visible Learning for Teachers: Maximizing Impact on Learning.</i> Hatte, 2012.	All. School-wide.	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Extra duty hourly teacher pay July 9-15: \$20,000 CBK Budget. Key Data/OARS Inspect contract: \$27,000 CBK Budget. Total: \$47,000
Implement ELD standards in ELA units of study with support from principal, Tosa/consultants, and collaboration during PLCs.. Research: California State Standards. CDE, March 2013.	All. School-wide.	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost - Listed under staff development.
Develop standards maps and assessments for the next generation science standards. Research: California State Standards. CDE, March 2013.	All. School-wide.	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Teacher hourly pay: \$10,000 CBK Budget. Total: \$5,950

<p>Adopt Science textbooks and informational text (open source) and continue implementation of the staircase of text complexity based on the text complexity tool.</p> <p>Research: <i>California State Standards</i>. CDE, March 2013.</p>	<p>All. School-wide.</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Science Textbook adoption: \$170,000 CBK Budget. Instructional Supplies: \$10,000 CBK Budget. Total: \$180,000</p>
<p>Purchase tablets/computers for instruction in the California State Standards in ELA and math.</p> <p>Research: <i>California eLearning Framework</i>. CCSESA, August 2013. <i>California State Standards</i>. CDE, March 2013.</p>	<p>All. School-wide.</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Tablets with keyboards: \$27,000 CBK Budget. Printers: \$5,000 CBK Budget. Technology support: \$28,819 and Technology Replacement Plan: \$2,584 CBK Budget. Infrastructure: 6,000 CBK Budget. Total: \$69,403</p>
<p>Provide BTSA and VPSS to meet content area qualifications in the core subject areas. The teachers who need history-social-science certifications will be completed.</p> <p>Research: Elementary and Secondary Education Act: Teacher Requirements Resource Guide. CDE, November 2011.</p>	<p>All. School-wide.</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>14 VPSS certifications: \$13,300 and BTSA for teachers: \$2,000 CBK Budget. Total: \$15,300</p>
<p>Provide staff development for teachers on Wednesdays each month during PLCs and through external conferences. Provide follow-up in-class support for teachers from TOSAs/ consultants.</p>	<p>All. School-wide.</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p>	<p>Mileage to PLCs: \$11,385. Travel and External</p>

<p>Research: <i>Revisiting Professional Learning Communities at Work: New insights for improving schools.</i> Dufours & Eaker, (2008).</p>		Subgroups:(Specify)_____	Conferences: \$30,000. Total: \$41,385
<p>Develop and implement learning activities that incorporate collaborative conversations, speaking and listening, and presentations using technology.</p> <p>Research: California State Standards. CDE, March 2013</p>	All. School-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Materials for instruction: \$12,000. Total: \$12,000
<p>Coordinate with local colleges and universities to increase recruitment of teachers who are dual credentialed with a multiple subject, or single subject and a mild to moderate special education credential.</p> <p>Research: Elementary and Secondary Education Act: Teacher Requirements Resource Guide. CDE, November 2011</p>	All. School-wide.	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other subbgroups:(Specify) <u>SWD</u> _____	Materials for introducing new teachers to RCOE Edjoin: \$500. Total \$500
<p>Integrate academic standards through technology that require research, problem solving, writing, speaking and listening, communication, and collaboration.</p> <p>Research: California State Standards. CDE, March 2013.</p>	All. School-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Materials for instruction: \$12,000. Total: \$12,000
<p>Implement Technology Teacher Leaders at each site and train teachers on the Haiku Learning Management System and Google Classroom Apps on one Wednesday PLC each month.</p> <p>Research: <i>California eLearning Framework.</i> CCSESA, August 2013.</p>	All. School-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Four Technology Teacher Leaders \$4,504 (hourly pay). Total: \$4,504
<p>Use data from PLC data team meetings to identify students for extended learning time, small group instruction, reading intervention, math intervention, CAHSEE intervention, Plato credit recovery, and tutoring.</p> <p>Research: <i>Visible Learning. A synthesis of over 800 meta-analyses relating to achievement.</i> Hattie, 2009.</p> <p><i>RTI Pyramid response to intervention.</i> RTI. Buffum, Mattos, & Weber, 2009.</p>	All. School-wide.	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> _____	Plato Contract accounted for in Goal 4.
<p>Modify lessons based on data and IEP goals during PLCs on the fourth Wednesday of the month and provide differentiated instruction with support from TOSAs.</p>	All. School-wide.	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Materials for monitoring: \$5,000

<p>Research: <i>Lessons from California Districts Showing Unusually Strong Academic Performance for Students in Special Education.</i> WestEd, January 2011.</p>		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	<p>Total: \$5,000</p>
<p>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).</p> <p>Research: <i>Pyramid response to intervention. RTI.</i> Buffum, Mattos, & Weber, 2009.</p>	All. School-wide.	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	<p>Tutors (hourly pay): \$48,000</p> <p>Total: \$48,000</p>
<p>Schedule CAHSEE, reading and math intervention, after school tutoring, and credit recovery for students who are not meeting grade-level standards as a component of Response to Intervention /Multi-Tiered System of Support.</p> <p>Research: <i>Visible Learning. A synthesis of over 800 meta-analyses relating to achievement.</i> Hatte, 2009. <i>Pyramid response to intervention. RTI.</i> Buffum, Mattos, & Weber, 2009.</p>	All. School-wide.	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	<p>Plato Contract accounted for in Goal 4.</p>
<p>Continue implementation of an online learning management system for students (Haiku).</p> <p>Research: <i>California eLearning Framework.</i> CCSESA, August 2013.</p>	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<p>Haiku Learning management system: \$4 per user.</p> <p>Total: \$3,000</p>
<p>Purchase and deploy additional textbooks to replace lost text books.</p>	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<p>Replacement textbooks: 100,000.</p> <p>Total: \$100,000</p>

GOAL:	Goal 1: Students will demonstrate proficiency in the California State Standards in reading, writing, speaking listening, and math.	<p>Related State and/or Local Priorities:</p> <p>1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify _____</p>
Identified Need :	Students need instructional strategies in reading, writing, and math for the California State Standards and to pass the CAHSEE, extended learning time,	

	access to technology and informational text, experiential learning activities, differentiated instruction, and highly qualified teachers prepared for the California State Standards		
Goal Applies to:	Schools:	School wide	
	Applicable Pupil Subgroups:	All	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p><u>Use 2017 CAASPP data to set 2018 targets for measuring California State Standards ELA and math proficiency.</u></p> <p><u>By June 2018</u>, 24% 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 and math.</p> <p><u>By June 2015</u>, 24% 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 and math.</p> <p><u>By June 2018</u>, the percentage of students who read at the 10th grade lexile level as measured Accuaccess post-tests will be increased from 22% to 24%.</p> <p><u>By June of 2018</u>, the percentage of students who pass the CAHSEE in ELA will increase from 42.5% to 45%.</p> <p><u>By June of 2017</u>, students who score proficient in the CAHSEE in ELA will increase from 13% to 15%.</p> <p><u>By June of 2018</u>, the percentage of students who pass the CAHSEE in math will increase from 38% to 40%.</p> <p><u>By June of 2017</u>, students who score proficient in the CAHSEE in math will increase from 6% to 8%.</p> <p><u>By June of 2018</u>, 90% of CBK teachers will work under a contract.</p> <p><u>By June 2018</u>, professional development in California State Standards and NGSS and social science literacy skills will be maintained.</p> <p>Maintain Textbook Sufficiency.</p> <p>** CAHSEE metrics will not apply if the assessment is discontinued by State of California.</p>
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Update and implement the California State Standards maps, units of study, and short cycle assessments in ELA/ELD and math. Research: California State Standards. CDE, March 2013. <i>Formative Assessment & Standards-Based Grading</i> . Marzano, 2010.	All. School-wide.	<u>✓</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Extra duty hourly teacher pay July 9-15: \$20,000 CBK Budget. Key Data/OARS

<p><i>Visible Learning for Teachers: Maximizing Impact on Learning.</i> Hatte, 2012.</p>			<p>Inspect Contract: \$27,000 CBK Budget.</p> <p>Total: \$57,000</p>
<p>Implement ELD standards in ELA units of study with support from principal, TOSA/ consultants, and collaboration during PLCs.</p> <p>Research: California State Standards. CDE, March 2013.</p>	<p>All. School-wide.</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>No Cost - Listed under staff development.</p>
<p>Develop standards maps and assessments for the next generation science standards.</p> <p>Research: California State Standards. CDE, March 2013.</p>	<p>All. School-wide.</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Teacher hourly pay: \$5,950 CBK Budget.</p> <p>Total: \$5,950</p>
<p>Adopt textbooks and informational text (open source) and continue implementation of the staircase of text complexity based on the text complexity tool.</p> <p>Research: California State Standards. CDE, March 2013.</p>	<p>All. School-wide.</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Math Textbook adoption: \$170,000 CBK Budget.</p> <p>Instructional Supplies: \$10,000 CBK Budget.</p> <p>Total: \$180,000</p>
<p>Purchase tablets/computers for instruction in the California State Standards in ELA and math.</p> <p>Research: <i>California eLearning Framework.</i> CCSESA, August 2013.</p> <p><i>California State Standards.</i> CDE, March 2013.</p>	<p>All. School-wide.</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Tablets with keyboards: \$27,000 CBK Budget. Printers: \$5,000 CBK Budget.</p> <p>Technology support: \$28,819 and Technology Replacement</p>

			Plan: \$2,584 CBK Budget. Infrastructure: \$6,000 CBK Budget. Total: \$64,403
Provide BTSA and VPSS to meet content area qualifications in the core subject areas. The teachers who need history-social-science certifications will be completed. Research: Elementary and Secondary Education Act: Teacher Requirements Resource Guide. CDE, November 2011.	All. School-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	14 VPSS certifications: \$13,300 and BTSA for teachers: \$2,000 CBK Budget. Total: \$15,300
Provide staff development for teachers on Wednesdays each month during PLCs and through external conferences. Provide follow-up in-class support for teachers from TOSAs/ consultants. Research: <i>Revisiting Professional Learning Communities at Work: New insights for improving schools.</i> Dufours & Eaker, (2008).	All. School-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Mileage to PLCs: \$11,385. Travel and External Conferences: \$30,000. Total: \$41,385
Develop and implement learning activities that incorporate collaborative conversations, speaking and listening, and presentations using technology. Research: <i>California State Standards.</i> CDE, March 2013	All. School-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Materials for instruction: \$12,000. Total: \$12,00
Coordinate with local colleges and universities to increase recruitment of teachers who are dual credentialed with a multiple subject, or single subject and a mild to moderate special education credential. Research: Elementary and Secondary Education Act: Teacher Requirements Resource Guide. CDE, November 2011.	All. School-wide.	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	Materials for introducing new teachers to RCOE EdJoin: \$500. Total: \$500
Integrate academic standards through technology that require research, problem solving, writing, speaking and listening, communication, and collaboration.	All. School-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Materials for instruction: \$12,000.

<p>Research: <i>California State Standards</i>. CDE, March 2013.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Total: \$12,000</p>
<p>Implement Technology Teacher Leaders at each site and train teachers on the Haiku Learning Management System and Google Classroom Apps on one Wednesday PLC each month.</p> <p>Research: <i>California eLearning Framework</i>. CCSESA, August 2013.</p>	<p>All. School-wide.</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Four Technology Teacher Leaders (hourly pay): \$4,504.</p> <p>Total: \$4,504</p>
<p>Use data from PLC data team meetings to identify students for extended learning time, small group instruction, reading intervention, math intervention, CAHSEE intervention, Plato credit recovery, and tutoring.</p> <p>Research: <i>Visible Learning. A synthesis of over 800 meta-analyses relating to achievement</i>. Hattie, 2009.</p> <p><i>Pyramid response to intervention. RTI</i>. Buffum, Mattos, & Weber, 2009.</p>	<p>All. School-wide.</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p>	<p>Plato Contract accounted for in Goal 4.</p>
<p>Modify lessons based on data and IEP goals during PLCs on the 4th Wednesday of the month and provide differentiated instruction with support from TOSAs.</p> <p>Research: <i>Lessons from California Districts Showing Unusually Strong Academic Performance for Students in Special Education</i>. WestEd, January 2011.</p>	<p>All. School-wide.</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p>	<p>Materials for monitoring: \$5,000.</p> <p>Total: \$5,000</p>
<p>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).</p> <p>Research: <i>Pyramid response to intervention. RTI</i>. Buffum, Mattos, & Weber, 2009.</p>	<p>All. School-wide.</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p>	<p>Tutor (hourly pay): \$48,000.</p> <p>Total: \$48,000</p>
<p>Schedule CAHSEE, reading and math intervention, after school tutoring, and credit recovery for students who are not meeting grade-level standards as a component of Response to Intervention/ Multi-Tiered System of Support.</p> <p>Research: <i>Visible Learning. A synthesis of over 800 meta-analyses relating to achievement</i>. Hattie, 2009.</p>	<p>All. School-wide.</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p>	<p>Plato Contract accounted for in Goal 4.</p>

<i>Pyramid response to intervention. RTI. Buffum, Mattos, & Weber, 2009.</i>			
Continue implementation of an online learning management system for students (Haiku). Research: <i>California eLearning Framework. CCSESA, August 2013.</i>	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Haiku Learning management system: \$4 per user. Total: \$3,000
Purchase and deploy additional textbooks to replace lost text books.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Replacement textbooks: 100,000. Total: \$100,000

GOAL:	Goal 2: All students will be engaged in a positive school environment that promotes regular attendance and social - emotional learning.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Students need programs to improve attendance and increase school engagement.		
Goal Applies to:	Schools: School wide		
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	By June 2016, the student attendance rate will increase from 82.9% to 84%. By June 2016, students who agree on the “program support and relationship” items on the RISE Student Satisfaction Survey will maintain at 95%. By June 2016, 90% of full time contracted teachers will be trained in SEL strategies such as PBIS, Capturing Kids Hearts, Developmental Assets, and Restorative Justice.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide teachers with monthly training on social-emotional	All. School-	<input type="checkbox"/> ALL	Teacher Training

<p>learning, emphasizing skills on decision-making, social-emotional behavior, and bullying prevention.</p> <p>Research: <i>The importance of being in school: A report on absenteeism in the nation's public schools.</i> Balfanz & Vaughan. Johns Hopkins University, School of Education, May 2012.</p>	wide	<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p>	<p>(8 sessions throughout school year).</p> <p>Total: \$10,000</p>
<p>Improve student attendance by building students motivation, self-discipline, and responsibility for their actions and performance. Provide coaching for students on SEL managed in an LMS, with weekly in-person teacher meetings, and a culminating event.</p> <p>Research: <i>The importance of being in school: A report on absenteeism in the nation's public schools.</i> Balfanz & Vaughan. Johns Hopkins University, School of Education, May 2012.</p>	All. School-wide	<p><u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p>	<p>Development of SEL course on LMS (8 modules with culminating event).</p> <p>Total:\$10,000</p>
<p>Provide crisis counseling and intervention for students and staff.</p>	All. School-wide	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Cost is included under Counselor salaries in goal 4.</p>
<p>Provide teachers with monthly attendance data to monitor and implement attendance incentives along with weekly attendance counseling sessions.</p> <p>Research: <i>The importance of being in school: A report on absenteeism in the nation's public schools.</i> Balfanz & Vaughan. Johns Hopkins University, School of Education, May 2012.</p>	All. School-wide	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Attendance incentives, leadership activities (22 teachers @ \$250).</p> <p>Total: \$1,100</p>
<p>Review the RISE Student Satisfaction Survey results with CBK stakeholders and gather suggestions for program improvement. Administer RISE Student Satisfaction Survey.</p> <p>Research: KeyData Systems RISE Survey Report. Riverside County Office of Education (2012).</p>	All. School-wide	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Administer RISE Student Satisfaction Survey: \$500.</p> <p>Total: \$500</p>
<p>Purchase one day bus passes for students to improve attendance.</p> <p>Research: <i>The importance of being in school: A report on absenteeism in the nation's public schools.</i> Balfanz & Vaughan. Johns Hopkins University, School of Education, May 2012.</p>	All. School-wide	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p>	<p>\$3,000 Bus Passes</p> <p>Total: \$3,000</p>

<p>Purchase outreach materials for student orientations and community events.</p> <p>Research: <i>School, Family, and Community Partnerships: Your Handbook for Action, Third Edition.</i> Epstein, 2009.</p>	<p>All. School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Website, flyers, and other educational outreach supplies: \$5,000.</p> <p>Total: \$5,000</p>
<p>Review and revise the process for identifying students at risk of dropping out and the implementation of the tiered intervention system for supporting students' continuous enrollment. Monthly meetings will be used to monitor and evaluate process and student progress.</p> <p>Research: <i>The importance of being in school: A report on absenteeism in the nation's public schools.</i> Balfanz & Vaughan. Johns Hopkins University, School of Education, May 2012.</p>	<p>All. School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Dropout Prevention Specialist Salary: \$60,000. Materials: \$1,500.</p> <p>Total: \$61,500</p>
<p>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.</p> <p><i>Research: Multi-Cultural Partnerships: Involve All Families.</i> Epstein, 2012.</p>	<p>All. School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Materials for ILPs: \$500.</p> <p>Total: \$500</p>
<p>Develop a Student Leadership Class to plan and promote student activities such as College Nights, College Visits, Prom, Peer Counseling, and Community Service activities.</p> <p>Research: KeyData Systems RISE Survey Report. Riverside County Office of Education, (2012).</p>	<p>All. School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Teambuilding Retreat (30 students, 6 advisors): \$1000. Transportation and Materials: \$2,000. Yearly site activities: \$3000. Prom: \$8,800. Grad Night: \$2,000.</p> <p>Total: \$16,800</p>

Provide professional development for teachers 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 meeting State operational requirements.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Eight teachers to attend CCIS Conference: \$5,800. Total: \$5,800
Identify a web-based gradebook (parent portal). Research: Epstein's <i>Framework of Six Types of Parent Involvement</i> . Center on School, Family, and Community Partnerships, Johns Hopkins University, 2011.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Costs for system, \$10,000 Total: \$10,000
Involve students and parents in decision-making and advisory functions for the purpose of program review and improvement in support of academic accountability through the School Advisory Council. Research: <i>School, Family, and Community Partnerships: Your Handbook for Action, Third Edition</i> . Epstein, 2009.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Materials for meetings. Total: \$250
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. Research: Epstein's <i>Framework of Six Types of Parent Involvement</i> . Center on School, Family, and Community Partnerships, Johns Hopkins University, 2011.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Provide custodial services to maintain clean and safe facilities. Research: Williams requirement, CDE.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Building leases and maintenance. Total: \$71,961

GOAL:	Goal 2: All students will be engaged in a positive school environment that promotes regular attendance and social-emotional learning.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>
-------	---	--

Local : Specify _____

Identified Need :	Students need programs to improve attendance and increase school engagement.		
Goal Applies to:	Schools:	School wide	
	Applicable Pupil Subgroups:	All	

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	By June 2017, the student attendance rate will increase from 84% to 85%.		
	By June 2017, students who agree on the program support and relationship items on the RISE Student Satisfaction Survey will maintain at 95%.		
	By June 2017, 95% of full time contracted teachers will be trained in SEL strategies such as PBIS, Capturing Kids Hearts, Developmental Assets, and Restorative Justice.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide teachers with monthly training on social-emotional learning, emphasizing skills on decision-making, social-emotional behavior, and bullying prevention. Research: <i>The importance of being in school: A report on absenteeism in the nation's public schools.</i> Balfanz & Vaughan. Johns Hopkins University, School of Education, May 2012.	All. School-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Teacher Training (16 teachers/year). Total: \$10,000
Improve student attendance by building students' motivation, self-discipline, and responsibility for their actions and performance. Provide coaching for students on SEL managed in an LMS, with weekly in-person teacher meetings, and a culminating event. Research: <i>The importance of being in school: A report on absenteeism in the nation's public schools.</i> Balfanz & Vaughan. Johns Hopkins University, School of Education, May 2012.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	Development of SEL course on LMS. Total 10,000
Provide crisis counseling and intervention for students and staff.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Cost is included under counselor salaries in goal 4.
Provide teachers with monthly attendance data to monitor and	All. School-	<input checked="" type="checkbox"/> ALL	Attendance

<p>implement attendance incentives along with weekly attendance counseling sessions.</p> <p>Research: <i>The importance of being in school: A report on absenteeism in the nation's public schools.</i> Balfanz & Vaughan. Johns Hopkins University, School of Education, May 2012.</p>	wide	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>incentives, leadership activities (22 teachers @ \$250).</p> <p>Total: \$5,500</p>
<p>Review the RISE Student Satisfaction Survey results with CBK stakeholders and gather suggestions for program improvement. Administer RISE Student Satisfaction Survey.</p> <p>Research: KeyData Systems RISE Survey Report. Riverside County Office of Education, (2012).</p>	All. School-wide	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Administer RISE Student Satisfaction Survey: \$500.</p> <p>Total: \$500</p>
<p>Purchase one day bus passes for students to improve attendance.</p> <p>Research: <i>The importance of being in school: A report on absenteeism in the nation's public schools.</i> Balfanz & Vaughan. Johns Hopkins University, School of Education, May 2012.</p>	All. School-wide	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p>	<p>\$3,000 Bus Passes</p> <p>Total: \$3,000</p>
<p>Purchase outreach materials for student orientations and community events.</p> <p>Research: <i>School, Family, and Community Partnerships: Your Handbook for Action, Third Edition.</i> Epstein, 2009.</p>	All. School-wide	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Website, flyers, and other educational outreach supplies: \$5,000.</p> <p>Total: \$5,000</p>
<p>Review and revise the process for identifying students at risk of dropping out and the implementation of the tiered intervention system for supporting students' continuous enrollment. Monthly meetings to monitor and evaluate process and student progress.</p> <p>Research: <i>The importance of being in school: A report on absenteeism in the nation's public schools.</i> Balfanz & Vaughan. Johns Hopkins University, School of Education, May 2012.</p>	All. School-wide	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Dropout Prevention Specialist : \$60,000. Materials: \$1,500.</p> <p>Total: \$61,500</p>
<p>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.</p> <p>Research: <i>Multi-Cultural Partnerships: Involve All Families.</i> Epstein, 2012.</p>	All. School-wide	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Materials for ILPs: \$500.</p> <p>Total: \$500</p>

<p>Develop a Student Leadership Class to plan and promote student activities such as College Nights, College Visits, Prom, Peer Counseling, and Community Service activities.</p> <p>Research: KeyData Systems RISE Survey Report. Riverside County Office of Education, (2012).</p>	<p>All. School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Teambuilding Retreat (30 students, 6 advisors): \$1000. Transportation/Materials: \$2,000. Prom: \$8,800. Grad Night: \$2,000. Other yearly site activities: \$3000.</p> <p>Total \$16,800</p>
<p>Provide professional development to teachers 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 meeting state operational requirements.</p>	<p>All. School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Eight teachers to attend CCIS Conference: \$5,800.</p> <p>Total: \$5,800</p>
<p>Develop a web-based gradebook (parent portal).</p> <p>Research: Epstein's <i>Framework of Six Types of Parent Involvement</i>. Center on School, Family, and Community Partnerships, Johns Hopkins University, 2011.</p>	<p>All. School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Costs for system, \$-</p> <p>Total:</p>
<p>Involve students and parents in decision-making and advisory functions for the purpose of program review and improvement in support of academic accountability through the School Advisory Council.</p> <p>Research: <i>School, Family, and Community Partnerships: Your Handbook for Action, Third Edition</i>. Epstein, 2009.</p>	<p>All. School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Materials for meetings.</p> <p>Total \$250</p>
<p>Improve school communication with students and parents by continuing implementation of Remind 101, email and other forms of electronic communication to promote school attendance.</p> <p>Research: Epstein's <i>Framework of Six Types of Parent Involvement</i>. Center on School, Family, and Community Partnerships, Johns Hopkins University, 2011.</p>	<p>All. School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>No Cost</p>

Provide custodial services to maintain clean and safe facilities. Research: Williams’s requirement, CDE.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Building leases and maintenance. Total: \$71,961
--	------------------	--	--

GOAL:	Goal 2: All students will be engaged in a positive school environment that promotes regular attendance and social-emotional learning.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
--------------	---	--

Identified Need :	<p>The actions for Goal 3 were developed after stakeholder’s analyzed data on student attendance, dropout rates and graduation results. During the meetings, stakeholders reviewed stakeholder survey results along with current research/articles on improving school climate and student attendance while reducing absenteeism and drop outs (Sprague, 2013; Sprague, Wright, & Sadler, 2008; Balfanz & Vaughan, 2012; Harris, 2014; U.S. Department of Education and U.S. Department of Justice, December 2014; CDE, 2008).</p> <p>Based on the attendance rate 82.5%, student input on surveys and during focus group meetings, parent and staff feedback, the strategies implemented in 2014-2015 are making a difference. Based on surveys and staff input discussions, teachers need professional development in social-emotional learning. Teachers (new and veteran) need in-class support from TOSAs and coaches and access to conferences that address individual needs. In order to improve student engagement, programs such as the Student Leadership, experiential learning activities, and individualized student interventions will be continued to provide students and families with school information and opportunities for involvement to enhance student achievement.</p>		
Goal Applies to:	Schools:	School wide	
	Applicable Pupil Subgroups:	All	

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	<p>By June 2018, the student attendance rate will maintain at 85%.</p> <p>By June 2018, students who agree on the program support and relationship items on the RISE Student Satisfaction Survey will maintain 95%.</p> <p>By June 2018, the percent of full time contracted teachers will remain at 95% that will be trained in SEL strategies such as PBIS, Capturing Kids Hearts, Developmental Assets, and Restorative Justice.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide teachers with monthly training on social-emotional	All. School-	__ALL	Teacher Training

<p>learning, emphasizing skills on decision-making, social-emotional behavior, and bullying prevention.</p> <p>Research: <i>The importance of being in school: A report on absenteeism in the nation's public schools.</i> Balfanz & Vaughan. Johns Hopkins University, School of Education, May 2012.</p>	wide	<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p>	<p>(16 teachers/year).</p> <p>Total: \$10,000</p>
<p>Improve student attendance by building students motivation, self-discipline, and responsibility for their actions and performance. Provide coaching for students in SEL managed in an LMS, with weekly in-person teacher meetings, and a culminating event.</p> <p>Research: <i>The importance of being in school: A report on absenteeism in the nation's public schools.</i> Balfanz & Vaughan. Johns Hopkins University, School of Education, May 2012.</p>	All. School-wide	<p><u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p>	<p>Development of SEL course on LMS.</p> <p>Total: \$10,000</p>
<p>Provide crisis counseling and intervention for students and staff.</p>	All. School-wide	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Cost is included under counselor salaries in goal 4.</p>
<p>Provide teachers with monthly attendance data to monitor and implement attendance incentives along with weekly attendance counseling sessions.</p> <p>Research: <i>The importance of being in school: A report on absenteeism in the nation's public schools.</i> Balfanz & Vaughan. Johns Hopkins University, School of Education, May 2012.</p>	All. School-wide	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Attendance incentives, leadership activities (22 teachers @ \$250).</p> <p>Total: \$1,100</p>
<p>Review the RISE Student Satisfaction Survey results with CBK stakeholders and gather suggestions for program improvement. Administer RISE Student Satisfaction Survey.</p> <p>Research: KeyData Systems RISE Student Satisfaction Survey Report. Riverside County Office of Education, (2012).</p>	All. School-wide	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Administer RISE Student Satisfaction Survey: \$500.</p> <p>Total: \$500</p>
<p>Purchase one day bus passes for students to improve attendance.</p> <p>Research: <i>The importance of being in school: A report on absenteeism in the nation's public schools.</i> Balfanz & Vaughan. Johns Hopkins University, School of Education, May 2012.</p>	All. School-wide	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p>	<p>\$3,000 Bus Passes</p> <p>Total: \$3,000</p>

<p>Purchase outreach materials for student orientations and community events.</p> <p>Research: <i>School, Family, and Community Partnerships: Your Handbook for Action, Third Edition.</i> Epstein, 2009.</p>	<p>All. School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Website, flyers, and other educational outreach supplies: \$5,000.</p> <p>Total: \$5,000</p>
<p>Review and revise the process for identifying students at risk of dropping out and the implementation of the tiered intervention system for supporting students' continuous enrollment. Monthly meetings to monitor and evaluate process and student progress.</p> <p>Research: <i>The importance of being in school: A report on absenteeism in the nation's public schools.</i> Balfanz & Vaughan. Johns Hopkins University, School of Education, May 2012.</p>	<p>All. School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Dropout Prevention Specialist Salary: \$60,000. Materials: \$1,500.</p> <p>Total: \$61,500</p>
<p>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.</p> <p>Research: <i>Multi-Cultural Partnerships: Involve All Families.</i> Epstein, 2012.</p>	<p>All. School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Materials for ILPs: \$500.</p> <p>Total: \$500</p>
<p>Develop a Student Leadership Class to plan and promote student activities such as College Nights, College Visits, Prom, Peer Counseling, and Community Service activities.</p> <p>Research: KeyData Systems RISE Survey Report. Riverside County Office of Education, (2012).</p>	<p>All. School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Teambuilding Retreat (30 students, 6 advisors): \$1000. Transportation/ Materials: \$2,000. Prom: \$8,800. Grad Night: \$2,000. Other yearly site activities: \$3000.</p> <p>Total \$16,800</p>
<p>Provide professional development to teachers 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,</p>	<p>All. School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p>	<p>Eight teachers to attend CCIS Conference: \$5,800.</p>

involving stakeholders, and meeting state operational requirements.		Subgroups:(Specify)_____	Total: \$5,800
Begin implementation of a web-based gradebook (parent portal). Research: Epstein's <i>Framework of Six Types of Parent Involvement</i> . Center on School, Family, and Community Partnerships, Johns Hopkins University, 2011.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Costs for system, \$10,000 Total: 10,000
Involve students and parents in decision-making and advisory functions for the purpose of program review and improvement in support of academic accountability through the School Advisory Council . Research: <i>School, Family, and Community Partnerships: Your Handbook for Action, Third Edition</i> . Epstein, 2009.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Materials for meetings. Total: \$250
Improve school communication with students and parents by continuing implementation of Remind 101, email and other forms of electronic communication to promote school attendance. Research: Epstein's <i>Framework of Six Types of Parent Involvement</i> . Center on School, Family, and Community Partnerships, Johns Hopkins University, 2011.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Provide custodial services to maintain clean and safe facilities. Research: Williams's requirement, CDE.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Building leases and maintenance. Total: \$71,961

GOAL:	Goal 3: All students will graduate from high school well prepared for post-secondary education and the workforce.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Students need UC a-g approved courses, increased CTE course offerings, courses to build college and career readiness, science courses with lab components, and additional technology skills.	

	<p>To develop actions for Goal 2, stakeholders analyzed scores from the California High School Exit Exam (CAHSEE), the Early Assessment Program (EAP), and the course enrollment data along with current research on college and career readiness (David Conley, 2010; Linda Murray, 2011; College Board Advocacy & Policy Center, Sept., 2012). Stakeholders also reviewed the literature and studies on workforce readiness (Husing, John. January 2015; Board of Governors of the Federal Reserve System, November 2014; Bae and Darling-Hammond, November 2014; CDE, 2013; Johnson, July 2013) which call attention to the need that “Educational programs and goals should align with labor market demands in order to prepare students for the workforce.”</p> <p>The percent of students scoring <i>Conditional Ready</i> on the Early Assessment Program (EAP) increased from zero in 2012-2013 to 3% in 2013-2014 and the percent of students scoring <i>Ready</i> on the Early Assessment Program (EAP) increased from zero in 2012-2013 to 1.9% in 2013-2014.</p> <p>Based on the EAP, Career Technical Education (CTE) course enrollment, student input (surveys and focus groups), parent input, and staff feedback, students need continued access to UC a-g courses Career Technical Education pathways, systems to assess college/career/workforce readiness skills and prepare students for college, continued opportunities to complete the High School Equivalency Exam (GED and HiSET), and experiential learning activities. Students need continued support through the College Connection program.</p> <p>The California High School Exit Exam will be replaced with the California Assessment of Student Performance and Progress in 2016-2017 and beyond as the metric to measure student academic achievement if CDE eliminates the CAHSEE.</p>				
Goal Applies to:	<table border="1"> <tr> <td data-bbox="359 743 506 776">Schools:</td> <td data-bbox="506 743 785 776">Schoolwide</td> </tr> <tr> <td data-bbox="359 776 785 812">Applicable Pupil Subgroups:</td> <td data-bbox="785 776 2011 812">All</td> </tr> </table>	Schools:	Schoolwide	Applicable Pupil Subgroups:	All
Schools:	Schoolwide				
Applicable Pupil Subgroups:	All				
LCAP Year 1: 2015-16					
Expected Annual Measurable Outcomes:	<p>By June 2016, 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%.</p> <p>By June 2016, the percentage of students passing the high school equivalency exam will remain at 50%.</p> <p>By June 2016, the percentage of students who will score <i>Conditional Ready</i> or <i>Ready</i> on the EAP will increase from 3% to 5%.</p> <p>By June 2016, graduating senior students with completed individualized transition plans to post-secondary education or the workforce will maintain at 100%.</p> <p>By June 2016, students completing a CTE course will be 25%.</p> <p>By June 2016, students enrolled in concurrent college courses will increase from 1.4% to 5%.</p> <p>By June 2016, 5% students will complete one UC a-g approved course.</p> <p>By June 2016, 5 CBK students will complete an online AP Course.</p>				

By June 2016, CBK will develop a Biology course (with wet labs).			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop UC a-g courses in math and submit to UC Doorways for approval. Research: <i>College and Career Readiness</i> . David Conley, 2010. <i>Diploma Matters: A Field Guide for College and Career Readiness</i> . Linda Murray, 2011.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Materials for submission to UC Doorways. Total: \$100
Offer Concurrent Guidance courses at regional CBK sites. Research: <i>The Invisible Achievement Gap</i> . WestEd, 2013.	All. School-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	Contract for Guidance 45 Course. Total: \$2,000
Develop and implement upper level math courses. Implement Expository Reading Writing Curriculum (ERWC). Research: <i>K-12 Postsecondary Alignment and School Accountability: Investigating High School Responses to California's Early Assessment Program</i> , College Board Advocacy & Policy Center, Sept., 2012.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Curriculum Committee (hourly teacher pay): \$3,378. Total: \$3,378
Acquire high school equivalency exam prep materials, implement high school equivalency exam-prep, and administer high school equivalency exam. Research: <i>College and Career Readiness Standards for Adult Education</i> . Pimentel, U.S. Dept. of Ed., 2013. <i>Career Clusters: Forecasting Demand for High School Through College Jobs, 2008-2018</i> . U.S. Dept. of Education, November, 2011.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Testing Material: \$2,000. Practice Tests: \$1,200. Tests: \$6,000. PD for Teacher training: \$750. Total: \$9,950
Implement experiential learning activities to visit colleges/universities and high need businesses/industry-sectors. Research: <i>A Short Review of School Field Trips: Key Findings from the Past and Implications for the Future</i> . DeWitt & Storksdieck, Institute for Learning Innovation, 2008.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Transportation, registration/entrance fees: \$4,000. Total: \$2,000

Implement Career Technical Education courses at all CBK sites. Research: <i>California Career Technical Education Standards and Framework</i> . CDE, 2013.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost included in Plato contract.
Provide one full-time Student Resource Specialist-implement College Connection program. Research: <i>The Invisible Achievement Gap</i> . WestEd, 2013.	All. School-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	Not Budgeted (No impact on LCFF)
Provide students with college and career guidance including FAFSA preparation and application assistance.	All. School-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	Cost is included under counselor salaries in goal 4.
Select and train staff on a web based career exploration curriculum.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Career Cruising Online Career Curriculum. Total: \$3,200
Develop and implement a Senior transition plan for college or the workforce. A committee of CBK teachers will create an elective course centered around “Beyond the Diploma” thinking. Research: <i>College and Career Readiness</i> . David Conley, 2010. <i>Diploma Matters: A Field Guide for College and Career Readiness</i> . Linda Murray, 2011.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Four teachers @ 8 hours: \$1,600. Materials : \$2,000 CBK Budget. Total: \$2,600
Identify and develop community partnerships to provide students with project based activities in high tech and high demand career areas, including Vocadoemy. Research: <i>College and Career Readiness</i> . David Conley, 2010. <i>Diploma Matters: A Field Guide for College and Career Readiness</i> . Linda Murray, 2011.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Tour and introduction to Vocadoemy Center (150 students): \$1,500. Total: \$1,500
Recruit and hire one full-time or two part-time Work Experience teachers. Research: <i>College and Career Readiness</i> . David Conley, 2010. <i>Diploma Matters: A Field Guide for College and Career</i>	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Two part time Work Experience teachers. Total: Not

<i>Readiness</i> . Linda Murray, 2011.			Budgeted (No impact on LCFF)
Establish contracts to provide fine art programs at six regional CBK sites, like Artery.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Artery Art Program (6 CBK sites). Total: \$4,000
Develop a biology course with wet labs. Recruit and hire one credentialed science teacher to provide labs. Research: <i>College and Career Readiness</i> . David Conley, 2010. <i>Diploma Matters: A Field Guide for College and Career Readiness</i> . Linda Murray, 2011.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Material for Labs: \$2,000. Total: \$2,000
Purchase child development curriculum. Continue articulation agreement with MSJC to offer Child Development and Computer courses. Research: <i>College and Career Readiness</i> . David Conley, 2010. <i>Diploma Matters: A Field Guide for College and Career Readiness</i> . Linda Murray, 2011.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Child Development Textbooks. Total: \$6,500

GOAL:	Goal 3: All students will graduate from high school well prepared for post-secondary education and the workforce.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Students need UC a-g approved courses, increased CTE course offerings, courses to build college and career readiness, science courses with lab components, and additional technology skills	
Goal Applies to:	Schools: Schoolwide	
	Applicable Pupil Subgroups:	All
LCAP Year 2: 2016-17		
Expected Annual	By June 2017, the percentage of all continuously enrolled students who begin the academic year with 150 or more credits will meet their graduation	

Measurable Outcomes:	<p>goal; the goal will remain at 92%.</p> <p>By June 2017, students passing the high school equivalency exam will increase from 50 to 55%.</p> <p>June 2017, the percentage of students who will score <i>Conditional Ready</i> or <i>Ready</i> on the EAP will increase from 10% to 15%.</p> <p>By June 2017, the percentage of graduating senior students will have completed individualized transition plans to post-secondary education or the workforce will maintain at 100%.</p> <p>By June 2017, students completing a CTE course will increase from 25% to 30%.</p> <p>By June 2017, students enrolled in concurrent college courses will increase from 6% to 7%.</p> <p>By June 2017, 6% of students will complete one UC a-g approved course.</p> <p>By June 2017, 7 CBK students will complete an online AP Course.</p> <p>By June 2017, CBK will begin to implement a Biology course (with wet labs).</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue UC a-g courses in math and submit to UC Doorways for approval.</p> <p>Research: <i>College and Career Readiness</i>. David Conley, 2010.</p> <p><i>Diploma Matters: A Field Guide for College and Career Readiness</i>. Linda Murray, 2011.</p>	All. School-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Materials for submission to UC Doorways.</p> <p>Total: \$100</p>
<p>Offer concurrent Guidance courses at regional CBK sites. Continue to increase number of students completing the course.</p> <p>Research: <i>The Invisible Achievement Gap</i>. WestEd, 2013.</p>	All. School-wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p>	<p>Contract for Guidance 45Course.</p> <p>Total: \$10,000</p>
<p>Develop and implement upper level math courses. Implement ERWC.</p> <p>Research: <i>K–12 Postsecondary Alignment and School Accountability: Investigating High School Responses to California’s Early Assessment Program</i>, College Board Advocacy & Policy Center, Sept., 2012.</p>	All. School-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Curriculum Committee Teacher extra duty (hourly pay): \$3,378. Materials for upper level math courses: \$3,250.</p>

			Total: \$6,628
Continue to implement high school equivalency exam-prep, and administer high school equivalency exam. Research: <i>College and Career Readiness Standards for Adult Education.</i> Pimentel, U.S. Dept. of Ed., 2013. <i>Career Clusters: Forecasting Demand for High School Through College Jobs, 2008-2018.</i> U.S. Dept. of Education, November, 2011.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Test Material: \$2,000. Practice Tests: \$1,200. Tests: \$12,000. PD for Teacher: \$750. Total: \$15,950
Increase experiential learning activities to visit colleges/universities and high need businesses/industry-sectors. Research: <i>A Short Review of School Field Trips: Key Findings from the Past and Implications for the Future.</i> DeWitt & Storksdieck, Institute for Learning Innovation, 2008. Continue Articulation agreement to offer Child Development and Technology courses through MSJC.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Transportation, registration/entrance fees: \$4,000. Total: \$4,000
Increase number of Career Technical Education courses at all CBK sites. Research: <i>California Career Technical Education Standards and Framework.</i> CDE, 2013.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost included in Plato contract
Continue to provide one full-time Student Resource Specialist- implement College Connection program. Research: <i>The Invisible Achievement Gap.</i> WestEd, 2013.	All. School-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	Total: \$Not Budgeted (No impact on LCFF)
Provide students with college and career guidance including FAFSA preparation and application assistance.	All. School-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	Cost is included under counselor salaries in goal 4.
Train new staff on a web-based career exploration curriculum. Research: <i>College and Career Readiness.</i> David Conley, 2010.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Career Cruising Online Career Curriculum.

<i>Diploma Matters: A Field Guide for College and Career Readiness</i> . Linda Murray, 2011.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Total: \$3,200
Continue implementing a Senior transition plan for college or the workforce. A committee of CBK teachers will create an elective course centered around “Beyond the Diploma” thinking. Research: <i>College and Career Readiness</i> . David Conley, 2010. <i>Diploma Matters: A Field Guide for College and Career Readiness</i> . Linda Murray, 2011.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Teacher pay (4 teachers 8 hours): \$1,600 Materials: \$2,000 CBK Budget. Total: \$3,600
Increase and develop community partnerships to provide students with project based activities in high tech and high demand career areas, like learning at Vocademy. Research: <i>College and Career Readiness</i> . David Conley, 2010. <i>Diploma Matters: A Field Guide for College and Career Readiness</i> . Linda Murray, 2011.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Tour and introduction to Vocademy 150 students: \$1, 500. Total: \$10,000
Continue to fund either one full-time or two part-time work experience teachers. Research: <i>College and Career Readiness</i> . David Conley, 2010. <i>Diploma Matters: A Field Guide for College and Career Readiness</i> . Linda Murray, 2011.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Total: Not Budgeted (No impact on LCFF)
Continue contracts to provide fine art programs at six regional CBK sites, like Artery.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Artery Art Program at 6 CBK sites. Total: \$16,000
Begin to implement a biology course with wet labs. Recruit and hire one credentialed science teachers to provide labs. Research: <i>K–12 Postsecondary Alignment and School Accountability: Investigating High School Responses to California’s Early Assessment</i> .	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Itinerant Science Teacher: Material for Labs: \$6,000. Mileage for teachers: \$4,000. Total: Not Budgeted (No impact on

			LCFF)
--	--	--	--------------

GOAL:	Goal 3: All students will graduate from high school well prepared for post-secondary education and the workforce.	Related State and/or Local Priorities: 1✓ 2✓ 3✓ 4✓ 5✓ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Students need UC a-g approved courses, increased CTE course offerings, courses to build college and career readiness, science courses with lab components, and additional technology skills	
Goal Applies to:	Schools: Schoolwide	
	Applicable Pupil Subgroups:	All
LCAP Year 3: 2017-18		
Expected Annual Measurable Outcomes:	<p>By June 2018, the percentage of all continuously enrolled students who begin the academic year with 150 or more credits will meet their graduation goal; the goal will remain at 92%.</p> <p>By June 2018, students passing the high school equivalency exam will increase from 55% to 60%.</p> <p>June 2018, the percentage of students who will score <i>Conditional Ready</i> or <i>Ready</i> on the EAP will increase from 9% to 11%.</p> <p>By June 2018, the percentage of graduating senior students who will have completed individualized transition plans to post-secondary education or the workforce will maintain at 100%.</p> <p>By June 2018, students completing a CTE course will increase from 30% to 35%.</p> <p>By June 2018, students enrolled in concurrent college courses will increase from 7% to 8%.</p> <p>By June 2018, students completing one UC a-g approved course will increase from 4-6%.</p> <p>By June 2018, 8 CBK students will complete an online AP Course.</p>	

By June 2018, CBK will continue to implement a biology course (with wet labs).			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop UC a-g courses in math and submit to UC Doorways for approval. Research: <i>College and Career Readiness</i> . David Conley, 2010. <i>Diploma Matters: A Field Guide for College and Career Readiness</i> . Linda Murray, 2011.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Materials for submission to UC Doorways. Total: \$100
Concurrent Guidance courses at regional CBK sites. Increase number of successful completions.	All. School-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	Contract for Guidance 45 Course. Total: \$10,000
Continue upper level math courses. Implement ERWC. Include TOSA for math. Research: <i>K-12 Postsecondary Alignment and School Accountability: Investigating High School Responses to California's Early Assessment Program</i> , College Board Advocacy & Policy Center, Sept., 2012.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Hourly pay for teachers on Curriculum Committee, \$3,378. Materials for upper level math courses: \$3,250. Total: \$6,628
Continue to provide high school equivalency exam prep materials, implement high school equivalency exam-prep, and administer high school equivalency exam. Research: <i>College and Career Readiness Standards for Adult Education</i> . Pimentel, U.S. Dept. of Ed., 2013. <i>Career Clusters: Forecasting Demand for High School Through College Jobs, 2008-2018</i> . U.S. Dept. of Education, November, 2011.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Test Material: \$2,000. Practice Tests: \$1,200. Tests: \$12,000. PD for Teachers: \$750 Total: \$15,950
Increase experiential learning activities to visit colleges/universities and high need businesses/industry-sectors. Research: <i>A Short Review of School Field Trips: Key Findings</i>	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	Transportation, registration/entrance fees: \$4,000.

<p>from the Past and Implications for the Future. DeWitt & Storksdieck, Institute for Learning Innovation, 2008.</p>		<p>Subgroups:(Specify)_____</p>	<p>Total: \$4,000</p>
<p>Increase Career Technical Education courses at all CBK sites.</p> <p>Research: <i>California Career Technical Education Standards and Framework</i>. CDE, 2013.</p>	<p>All. School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Cost included in Plato contract.</p>
<p>Continue to fund one full-time Student Resource Specialist-implement College Connection program.</p> <p>Research: <i>The Invisible Achievement Gap</i>. WestEd, 2013.</p>	<p>All. School-wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p>	<p>Not Budgeted (No impact on LCFF)</p>
<p>Provide students with college and career guidance including FAFSA preparation and application assistance.</p>	<p>All. School-wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p>	<p>Cost is included under counselor salaries in goal 4.</p>
<p>Train new staff on a web based career exploration curriculum.</p> <p>Research: <i>College and Career Readiness</i>. David Conley, 2010. <i>Diploma Matters: A Field Guide for College and Career Readiness</i>. Linda Murray, 2011.</p>	<p>All. School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Career Cruising Online Career Curriculum.</p> <p>Total: \$3,200</p>
<p>Continue to implement a senior transition plan for college or the workforce. A committee of CBK teachers will create an elective course centered around “Beyond the Diploma” thinking.</p> <p>Research: <i>College and Career Readiness</i>. David Conley, 2010. <i>Diploma Matters: A Field Guide for College and Career Readiness</i>. Linda Murray, 2011.</p>	<p>All. School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Teacher pay (4 teachers/ 8 hours): \$1,600. Materials: \$2,000. CBK Budget.</p> <p>Total: \$3,600</p>
<p>Increase community partnerships to provide students with project based activities in high tech and high demand career areas, like learning at Voademy.</p> <p>Research: <i>College and Career Readiness</i>. David Conley, 2010. <i>Diploma Matters: A Field Guide for College and Career Readiness</i>. Linda Murray, 2011.</p>	<p>All. School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Tour and introduction to Voademy for 150 students.</p> <p>Total: \$10,000</p>

Continue to fund two part-timework experience teachers. Research: <i>College and Career Readiness</i> . David Conley, 2010. <i>Diploma Matters: A Field Guide for College and Career Readiness</i> . Linda Murray, 2011.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Total: Not Budgeted (No impact on LCFF)
Continue contracts to provide fine art programs at six regional CBK sites, like Artery.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Artery Art Program at 6 CBK sites. Total: \$16,000
Increase access to biology course with wet labs. Recruit and hire one credentialed science teachers to provide labs. Research: <i>K–12 Postsecondary Alignment and School Accountability: Investigating High School Responses to California’s Early Assessment</i> .	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Itinerant Science Teacher: Material for Labs: \$6,000. Mileage for teacher: \$4,000. Total: Not Budgeted

GOAL:	Goal 4: All students will make satisfactory progress toward their graduation or high school completion goal.	Related State and/or Local Priorities: 1__ 2__ 3_ 4_ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	<p>CBK is a re-engagement charter school for students who are over-aged and under-credited. Students need to earn initial course credits and have credit recovery options. Students need other high school completion options such as a high school equivalency exam.</p> <p>The actions for Goal 4 were developed after stakeholder’s analyzed data on student credit accumulation, dropout rates and graduation results. During the meetings, stakeholders reviewed stakeholder survey results along with current research/articles on improving school climate and student attendance while reducing absenteeism and drop outs (Sprague, 2013; Sprague, Wright, & Sadler, 2008; Balfanz & Vaughan, 2012; Harris, 2014; U.S. Department of Education and U.S. Department of Justice, December 2014; CDE, 2008).</p> <p>The goal for a high school equivalency passing rate will continue at 50% based on the small number of students who took the exam in 2014-2015. Credit accumulation goals will also continue.</p>	
Goal Applies to:	Schools: Schoolwide	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	By June 2016, students with 149 credits or less, who are continuously enrolled in CBK Charter for one semester will earn at least 25 credits toward high school graduation. Goal will increase from 44.4% to 50%.		
	By June 2016, passage rate for the high school equivalency exam will remain at 50%.		
	By June 2016, students who demonstrate readiness for the high school equivalency exam will increase from 30% to 40%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review and practice procedures for accurately evaluating student transcripts and complete graduation checklists with application to the course reference guide.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Costs included in Summer PD, counselor and ART salaries.
Implement a timely and accurate entry of student credits from outside districts to determine necessary services and course offerings to prepare students for graduation and college enrollment.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Salary for ART: \$55,202.32. Total: \$55,202.32
Implement an evaluation and monitoring system to track senior students within 50 credits of graduation.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Salary for two Guidance Counselors: \$117,550 each. Total: \$235,100
Provide high school equivalency exam preparation, testing sites, and test administration. Research: <i>College and Career Readiness Standards for Adult Education.</i> Pimentel, U.S. Dept. of Education. 2013. <i>Career Clusters: Forecasting Demand for High School Through College Jobs, 2008-2018.</i> U.S. Dept. of Education, November, 2011.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Cost accounted for in Goal 3.
Purchase academic PE curriculum to supplement PE Logs and meet PE Standards.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Fitness for Life textbooks (\$36/each):

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,000. Total: \$3,000
Continue implementation of online credit recovery system.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Plato contract for credit recovery: \$29,289.56. Total: \$29,289.56

GOAL:	Goal 4: All students will make satisfactory progress toward their graduation or high school completion goal.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_ 5_✓ 6_✓ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	CBK is a re-engagement charter school for students who are under-credited for their age. Students need to earn initial course credits and have credit recovery options. Students need other high school completion options such as a high school equivalency exam.		
Goal Applies to:	Schools: Schoolwide	Applicable Pupil Subgroups: All	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	<p>By June 2016, students with 149 credits or less, who are continuously enrolled in CBK Charter for one semester, will earn at least 25 credits toward high school graduation. Goal will increase from 50% to 52%.</p> <p>By June 2017, students passing the high school equivalency exam will increase 5% over the previous year.</p> <p>By June 2017, students who demonstrate readiness for the high school equivalency exam will increase from 40% to 50%.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to review and practice procedures for accurately evaluating student transcripts and complete graduation checklists with application to the course reference guide.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Costs included in Summer PD, counselor, and ART salaries.

Continue to implement a timely and accurate entry of student credits from outside districts to determine necessary services and course offerings to prepare students for graduation and college enrollment.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Salary for ART: \$55,202.32 Total: \$55,202.32
Continue to implement an evaluation and monitoring system to track senior students within 50 credits of graduation.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Salary for two Guidance Counselors at \$117,550 each. Total: \$235,100
Provide high school equivalency exam preparation, testing sites, and test administration. Research: <i>College and Career Readiness Standards for Adult Education.</i> Pimentel, U.S. Dept. of Education., 2013. <i>Career Clusters: Forecasting Demand for High School Through College Jobs, 2008-2018.</i> U.S. Dept. of Education, November, 2011.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Cost accounted for in Goal 3.
Develop a system for monitoring credit accumulation for students.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Cost accounted for in Counselor and ART salaries
Implement academic PE curriculum to supplement PE Logs and meet state PE Standards.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Fitness for Life Textbooks (\$36 each): \$3,000. Total: \$3,000
Continue implementation of online credit recovery system.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Plato contract for credit recovery: \$29,289.56. Total: \$29,289.56

GOAL:	Goal 4: All students will make satisfactory progress toward their graduation or high school completion goal.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__✓ 6__✓ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	CBK is a re-engagement charter school for students who are over-aged and under-credited. Students need to earn initial course credits and have credit recovery options. Students need other high school completion options such as a high school equivalency exam.		
Goal Applies to:	Schools:	Schoolwide	
	Applicable Pupil Subgroups:	All	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	<p>By June 2016, students with 149 credits or less, who are continuously enrolled in CBK Charter for one semester, will earn at least 25 credits toward high school graduation. Goal will increase from 52% to 54%.</p> <p>By June 2018, students passing the high school equivalency test exam will increase 5% over the previous year.</p> <p>By June 2018, GED students who demonstrate readiness for the high school equivalency exam will increase from 40% to 45%.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to review and practice procedures for accurately evaluating student transcripts and complete graduation checklists with application to the course reference guide.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Costs included in Summer PD, counselor and ART salaries.
Continue to implement a timely and accurate entry of student credits from outside districts to determine necessary services and course offerings to prepare students for graduation and college enrollment.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Salary for ART: \$55,202.32. Total: \$55,202.32
Continue to implement an evaluation and monitoring system to track senior students within 50 credits of graduation.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Salary for each Guidance Counselor: \$117,550. Total: \$235,100

Provide high school equivalency exam preparation, testing sites, and test administration. Research: <i>College and Career Readiness Standards for Adult Education.</i> Pimentel, U.S. Dept. of Education., 2013. <i>Career Clusters: Forecasting Demand for High School Through College Jobs, 2008-2018.</i> U.S. Dept. of Education, November, 2011.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost accounted for in Goal 3.
Develop a system for monitoring credit accumulation for students.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost accounted for in Counselor and ART salaries.
Implement academic PE component to supplement PE Logs and meet PE Standards.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Fitness for Life Textbooks: \$36 each. \$3,000 Total: \$3,000
Continue implementation of online credit recovery system.	All. School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Plato contract for credit recovery: \$29,289.56. Total \$29,289.56

GOAL:	Goal 5: English Learners will acquire proficiency in English and demonstrate proficiency on the California State Standards in ELA and math.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	After analyzing the data for all subgroups, English learners emerged as a priority for Come Back Kids. To develop actions for Goal 4, stakeholders analyzed scores from the California English Language Development Test (CELDT/ELPAC), the California High School Exit Exam (CAHSEE), and the Reclassification rate along with current research on English Language Development and research-based instructional programs for English learners	

	<p>(California English Language Development Standards, CDE 2012; CDE, 2010; Olsen, 2010; Public Policy Institute, January 2014). As of the October annual CELDT/ELPAC test, CBK had 117 students test, with 73 scoring early advanced or advanced. Two students were re-designated as Fluent English Proficient. This was the first year that Come Back Kids tested adult students and implemented a Reclassification process. Designated ELD was implemented using Edmentum Reading Mate curriculum in 2014-2015, aligned to the ELD standards.</p> <p>EL student scores on the CAHSEE in ELA were 27% passed and 3 students (1%) were passed with a proficient score. On the Math CAHSEE, 21% passed but 0 students earned a proficient score.</p> <p>Based on the CELDT/ELPAC, the CAHSEE, student input (surveys and focus groups), parent input, and staff feedback, in order to improve EL student English language proficiency and academic achievement, English learner students need continued access to designated and integrated ELD class/time, ELD materials aligned to the new ELA/ELD standards, differentiated instruction, and intervention in reading and math. The reclassification process will be continued in the Come Back Kids Charter.</p> <p>The California English Language Development Test (CELDT/ELPAC) will be replaced by the English Language Proficiency Assessment for California (ELPAC) in 2016-2017 as the metric to measure English learner skills in the English language. The California High School Exit Exam will be replaced with the California Assessment of Student Performance and Progress in 2016-2017 and beyond as the metric to measure student academic achievement if CDE eliminates the CAHSEE.</p>		
Goal Applies to:	Schools:	Schoolwide	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<p>By June 2016, EL students in U.S. schools less than 5 years scoring Early Advanced or Advanced on the CELDT/ELPAC will maintain at 40%.</p> <p>By June 2016, EL students in U.S. schools more than 5 years scoring Early Advanced or Advanced on the CELDT/ELPAC will maintain at 69%.</p> <p>By June 2016, EL passing rate on the ELA CAHSEE will increase from 23.5% to 25.5%.</p> <p>By June 2016, EL passing rate on the Math CAHSEE will increase from 25% to 27%.</p> <p>By June of 2016, EL students scoring a minimum of 70% on short cycle assessments in ELA will increase from 10% to 12%.</p> <p>By June of 2016, EL students scoring a minimum of 70% on short cycle assessments in math will increase from 10% to 12%.</p> <p>By May 2016, EL students reclassified as RFEP will increase from 2% to 4%.</p> <p>By June of 2016, the process for identifying adult EL learners will be reviewed, revised, and continued.</p> <p>** CAHSEE metrics will not apply if the assessment is discontinued by State of California.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Integrate ELD (designated and integrated) standards into instruction with support from principals, other support staff, and collaboration during PLCs.</p> <p>Research: <i>Improving Education for English Learners: Research-Based Approaches</i>. CDE, 2010.</p>	All. School-wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Teacher hourly pay and ELD material: \$17,000.</p> <p>Online ESL Material: \$3,250.</p> <p>Total: \$20,250</p>
<p>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).</p> <p>Research: <i>Improving Education for English Learners: Research-Based Approaches</i>. CDE, 2010.</p>	All. School-wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Materials for differentiated instruction: \$2,000.</p> <p>Total: \$2,000</p>
<p>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.</p> <p>Research: <i>Reparable Harm: Fulfilling the un-kept promise of educational opportunity for California's long-term English learners</i>. Olsen, 2010.</p>	All. School-wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Materials for Reclassification: \$1,000.</p> <p>Total: \$1,000</p>
<p>Implement a two-year monitoring process for RFEP students using results from the CAHSEE, RCOE short-cycle assessments, and student grades.</p> <p>Research: <i>Reclassification of English Learner Students in California</i>. Public Policy Institute, January 2014.</p>	All. School-wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Materials for monitoring RFEP progress: \$5,000 Alt Ed Budget.</p> <p>Total: \$1,000</p>

GOAL:	<p>Goal 5: English Learners will acquire proficiency in English and demonstrate proficiency on the California State Standards in ELA and math.</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>
Identified Need :	<p>English Learners will acquire proficiency in English and demonstrate proficiency on the California State Standards in ELA and math.</p>	
Goal Applies to:	Schools:	Schoolwide

Applicable Pupil Subgroups:

All

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	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 passing rate on the ELA CAHSEE will increase from 25.5% to 27.5%.
	By June 2017, EL passing rate on the Math CAHSEE will increase from 27% to 29%.
	By June of 2017, EL students scoring a minimum of 70% on short cycle assessments in ELA will increase from 12% to 14%.
	By June of 2017, EL students scoring a minimum of 70% on short cycle assessments in math will increase from 12% to 14%.
	By May 2017, EL students reclassified as RFEP will increase from 4% to 6%.
	By June of 2017, the process for identifying adult EL learners will be reviewed, revised, and continued.

**** CAHSEE metrics will not apply if the assessment is discontinued by State of California.**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Integrate ELD (designated and integrated) standards into instruction with support from principals, other support staff, and collaboration during PLCs. Research: <i>Improving Education for English Learners: Research-Based Approaches.</i> CDE, 2010.	All. School-wide	__ALL	Teacher hourly pay and ELD material: \$17,000 Online ESL Material: \$3,250. Total: \$20,250
		OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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). Research: <i>Improving Education for English Learners: Research-Based Approaches.</i> CDE, 2010.	All. School-wide	__ALL	Materials for differentiation instruction: \$2,000. Total: \$2,000
		OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue implementation of a systematic assessment,	All. School-	__ALL	Materials for

reclassification, and progress monitoring process for English learners. Analyze data on EL students to monitor progress and use the reclassification process to reclassify students. Research: <i>Reparable Harm: Fulfilling the un-kept promise of educational opportunity for California's long-term English learners.</i> Olsen, 2010.	wide	OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Reclassification: \$1,000. Total: \$1,000
Implement a two-year monitoring process for RFEP students using results from the CAHSEE, RCOE short-cycle assessments, and student grades. Research: <i>Reclassification of English Learner Students in California.</i> Public Policy Institute, January 2014.	All. School-wide	__ ALL OR: __Low Income pupils __English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials for monitoring RFEP progress: \$5,000. Alt Ed Budget. Total: \$1,000

GOAL:	Goal 5: English Learners will acquire proficiency in English and demonstrate proficiency on the California State Standards in ELA and math.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	English Learners will acquire proficiency in English and demonstrate proficiency on the California State Standards in ELA and math.	
Goal Applies to:	Schools: Schoolwide	
	Applicable Pupil Subgroups:	All
LCAP Year 3: 2017-18		
Expected Annual Measurable Outcomes:	By June 2018, 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 2018, 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 2018, EL passing rate on the ELA CAHSEE will increase from 27.5% to 29.5%. By June 2018, EL passing rate on the Math CAHSEE will increase from 29% to 31%. By June of 2018, EL students scoring a minimum of 70% on short cycle assessments in ELA will increase from 14% to 16%. By June of 2018, EL students scoring a minimum of 70% on short cycle assessments in math will increase from 14% to 16%. By May 2018, EL students reclassified as RFEP will increase from 6% to 8%.	

By June of 2018, the process for identifying adult EL learners will be reviewed, revised, and continued.			
** CAHSEE metrics will not apply if the assessment is discontinued by State of California.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Integrate ELD (designated and integrated) standards into instruction with support from principals, other support staff, and collaboration during PLCs. Research: <i>Improving Education for English Learners: Research-Based Approaches</i> . CDE, 2010.	All. School-wide	<input type="checkbox"/> ALL	Teacher hourly pay and ELD material: \$17,000. Online ESL Material: \$3,250. Total: \$20,250
		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Develop lessons based on data during PLCs on one Wednesday each month to identify students for differentiated instruction (verbal scaffolding, procedural scaffolds, instructional scaffolds, performance feedback, teach-reteach, use of manipulatives in math). Research: <i>Improving Education for English Learners: Research-Based Approaches</i> . CDE, 2010.	All. School-wide	<input type="checkbox"/> ALL	Materials for differentiated instruction: \$2,000. Total: \$2,000
		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
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. Research: <i>Reparable Harm: Fulfilling the un-kept promise of educational opportunity for California's long-term English learners</i> . Olsen, 2010.	All. School-wide	<input type="checkbox"/> ALL	Materials for Reclassification: \$1,000. Total: \$1,000
		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Implement a two-year monitoring process for RFEP students using results from the CAHSEE, RCOE short-cycle assessments, and student grades. Research: <i>Reclassification of English Learner Students in California</i> . Public Policy Institute, January 2014.	All. School-wide	<input type="checkbox"/> ALL	Materials for monitoring RFEP progress: \$5,000. Alt Ed Budget Total: \$1,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 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 Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 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?

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	Goal 1: All students will become proficient in ELA California State Standards: <ul style="list-style-type: none"> • Reading • Writing • Speaking & Listening 	Related State and/or Local Priorities: 1✓ 2✓ 3__ 4✓ 5__ 6__ 7__ 8✓ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Come Back Kids		
	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	By June of 2015, the percentage of students who pass the CAHSEE in ELA will increase from 34% to 39%. By June of 2015, students who score proficient in the CAHSEE in ELA will increase from 12% to 17%. By June 2015, 20% of all students and each subgroup will score a minimum of 70% on the short cycle assessments in ELA. By June 2015, the percentage of students reading at the 10 th grade	Actual Annual Measurable Outcomes:	As of June of 2015, the percentage of students who pass the CAHSEE in ELA increased from 34% to 38.5%. EL ELA CAHSEE Pass Rate 23.5%, 11.8% Proficient NSLP ELA CAHSEE Pass rate 40.7%, 11% Proficient SWD ELA CAHSEE Pass Rate 19.4%, 3.2% Proficient Hispanic ELA CAHSEE Pass Rate 39.2%, 12.6% Proficient African American ELA CAHSEE Pass Rate 28.6%, Proficiency 0% White ELA CAHSEE Pass Rate 40.7%, Proficiency 11.1%

	<p>level as measured by Ren Learn post-tests will increase from 11% to 16%.</p> <p>By June 2015, 100% of teachers will be trained on California State Standards, Units of Study and formative assessments.</p>		<p>As of June of 2015, students who scored proficient in the CAHSEE in ELA decreased from 12% to 11%.</p> <p>As of June 2015, 40% of all students scored a minimum of 70% on the short cycle assessments in ELA. (16 of 40 tests)</p> <p>As of June 2015, the percentage of students reading at the 6.5 was 50% (454 of 890 tests). As of June 2015, the percentage of students reading at the 10th grade level or higher increased from 11% to 13% as measured by Ren Learn post-tests.</p> <p>Currently, 100% of Come Back Kids teachers have been trained on California State Standards, Units of Study and formative assessments.</p> <p>Subgroup scores could not be generated in OARS this year due to integration export issues with demographic data in the student information system (PROMIS). Come Back Kids will be changing from PROMIS to the Aeries student information system in 2015-2016 due to the limitations with PROMIS.</p> <p>Actions are rated on the following scale:</p> <ul style="list-style-type: none"> ✓ Developing-in progress: declined or maintained ✓ Improving: growth but did not meet target ✓ Effective-met or exceeded expected measureable target
--	--	--	---

Goal 1 Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Develop ELA standards maps/units of study and short-cycle assessments in ELA and math for an independent study classroom.	Expenditures: Teacher hourly pay, \$30,000-CBK Budget. Total: \$30,000	Effective. Integrated ELA and ELD into the eight standards maps/units of study and in ELA during Curriculum Committee meetings.	Part of week-long training 8/11/14 – 8/15/14 estimated actual cost: \$31,668.
Scope of service:	All School-wide	Scope of service:	All School-wide

<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
Develop lessons that integrate California State Standards literacy standards in history, social science, science and technical subjects for an independent study classroom during the summer of 2015.		Expenditures: Teacher hourly pay, \$5,950-CBK Budget. Total: \$5,950	Improving. Developed units of study during summer and additional planning time during the 14-15 school year and posted them on Haiku.		One day of week-long training 8/11/14 – 8/15/14 estimated actual cost: \$6,334.
Scope of service:	All School-wide		Scope of service:	All School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		

Goal 1: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Fully implement California State Standards Guides/Maps and 8 Units of Study in ELA and math with support from principal, and collaboration during PLCs.		No Cost- Listed under staff development.	Improving. Fully implemented California State Standards maps and 8 units of study in ELA/ELD with support from principals, TOSAs, and collaboration during PLCs.		PLCs estimated salary and benefit cost: \$71,340.
Scope of service:	All School-wide		Scope of service:	All School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
Acquire informational text (open source and purchase) and begin implementation of the staircase of text complexity based on the text complexity tool.		Expenditures: Textbooks and materials,	Effective. Acquired supplementary reading materials and informational text (open source and purchase) and implemented the staircase of text complexity based on the text complexity tool.		Estimated actual expenditures for textbooks:

		\$154,749 (based on \$80/book and expected student increase of 200 students) CBK Budget Total: \$154,749		\$149,637.
Scope of service:	All School-wide		Scope of service:	All School-wide
✓ALL			✓ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __SWD_____	
Goal 1 Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase tablets or Chromebooks for CBK student use.		Expenditures: Tablets with keyboards, \$36,305- CALIFORNIA STATE STANDARDS Budget; Printers, \$2,500 CBK Budget Total: \$38,805	Effective. 72 tablets purchased and deployed for Student use. Corona Library 4 tablets Rubidoux YOC 8 tablets ARLC 4 tablets EOC 4 tablets Riverside YOC 4 tablets Moreno Valley 8 tablets Val Verde 5 tablets DLRLC 6 tablets Empower Youth 4 tablets BGRLC 5 tablets DHS 5 tablets PSCS 5 tablets Indio 5 tablets Perris CBK 5 tablets	Estimated actual expenditures for Tablets: \$96,162. Printers: \$1,993. Total \$98,155
Scope of service:	All School-wide		Scope of service:	All School-wide

<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>		
Purchase laptops for CBK teacher use.		Expenditures: Laptops, \$16,000 CBK Budget Total: \$16,000	Effective. 16 Laptops for teacher use purchased and deployed.		Estimated actual expenditures for 16 laptops: \$24,209.
Scope of service:	All School-wide		Scope of service:	All School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>		

Goal 1 Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Implement assessments using computers and tablets in the CBK classrooms to monitor student learning.		No Cost	Improving. Began administering the new RCOE SBAC-type short-cycle assessments (selected response, constructed response, and performance task) in ELA and the SBAC summative assessment in the spring.		No Fiscal impact on LCFF
Scope of service:	All School-wide		Scope of service:	All School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
Provide staff development for teachers on Wednesdays each month during PLCs. Provide conferences and workshops on			Expenditures: Mileage, \$20,000;	Effective. Provided staff development for teachers through conferences and on Wednesdays each month during PLCs.	

CALIFORNIA STATE STANDARDS for teachers.		materials for staff development, \$33,000; Conferences, \$17,000, and - CBK Budget. Total: \$70,000	Provide follow-up in-class support for teachers from TOSAs. One Wednesday each month-CALIFORNIA STATE STANDARDS Strategies in Close Reading, Text-Dependent Questioning, Evidence-Based Writing, and Collaborative Conversations. One Wednesday each month-Real-World Problem Solving and Application Strategies in Math. One Wednesday each quarter-Technology Integration-Tablets for instruction. One Wednesday each quarter-PBIS. One Wednesday-WASC Self-Study, Data Analysis, Lesson Planning for Differentiated Instruction and Intervention Planning.	benefits estimated cost: \$17,835. Conferences estimated actual expenditures: \$11,955. Total \$29,790
Scope of service:	All School-wide		Scope of service:	All School-wide
✓ ALL			✓ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Goal 1 Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Develop and implement learning activities that incorporate close reading, text dependent questioning, evidence-based writing in ELA, and strategic thinking and problem-solving use real-world applications in math.		Included in Professional Developments costs for PLC.	Improving. Developed and implemented learning activities in ELA that incorporated close reading, text dependent questioning, evidence-based writing, and collaborative conversations. Posted on Haiku.	
Scope of service:	All School-wide		Scope of service:	All School-wide
✓ ALL			✓ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other	

__Other Subgroups:(Specify)_____			Subgroups:(Specify)_____	
Implement learning activities that require online research (evaluating the authenticity and accuracy of electronic resources, correct in-text citations, collecting and organizing information, selecting appropriate search engines and directories for research tasks, and linking information residing in different applications) and developing PowerPoint/Prezi presentations.		Included in Professional Development costs for PLC.	Improving. Implemented learning activities that require online research (evaluating the authenticity and accuracy of electronic resources, correct in-text citations, collecting and organizing information, selecting appropriate search engines and directories for research tasks, and linking information residing in different applications) and developing PowerPoint/Prezi presentations.	Included in PLC cost above. (No additional fiscal impact)
Scope of service:	All School-wide		Scope of service:	All School-wide
✓ALL			✓ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Goal 1 Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Identify technology leaders to support integration at each school site, train technology leaders (CTAP), and institute tech trainings with Technology Teacher Leaders each month. Provide educational technology professional development to teachers.	Expenditures: Three Tech Teacher Leaders hourly pay, \$3,000-CBK Budget. Technology Conferences and Trainings \$7,000 Total: \$10,000	Improving. Identified technology leaders to begin the second semester of 2014-2015 to support integration at each school site, train technology leaders (CTAP), and institute tech trainings with Lead technology teachers each month. Provided educational technology training to all teachers monthly.		Estimated actual expenditures for two teachers' salary and benefits: \$2,760.
Scope of service:	All School-wide	Scope of service:	All School-wide	
✓ALL		✓ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other		

__ Other Subgroups:(Specify) _____			Subgroups:(Specify) _____		
July 2014, develop ELA CALIFORNIA STATE STANDARDS lessons from Units of Study. Post electronically and is in print format. Analyze student data to recommend areas of improvement for instructional program.		Expenditures: Teacher hourly pay, \$30,000-CBK Budget. Materials – \$2,500 Total: \$32,500	Improving. ELA CALIFORNIA STATE STANDARDS lessons from Units of Study. Posted electronically and is in print format. Analyzed student data to recommend areas of improvement for instructional program.		Part of week-long training 8/11/14 – 8/15/14 estimated actual cost: \$31,668.
Scope of service:	All School-wide		Scope of service:	All School-wide	
✓ ALL			✓ ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		

Goal 1 Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Schedule CAHSEE, reading and math intervention, after school tutoring, and credit recovery for students who are not meeting grade-level standards as a component of Response to Intervention /Multi-Tiered System of Support.		Expenditures: Plato contract for credit recovery: \$29,289.56 CBK Budget. Total: \$29,289.56	Effective. Each site conducted CAHSEE and intervention classes on Weds. Mornings. Plato online courses were used for credit recovery and Edmentum Accucess was used for Intervention.		Estimated actual expenditures for salary and benefit cost for (1 hour on Wednesdays): \$35,670.
Scope of service:	All School-wide		Scope of service:	All School-wide	
ALL			_ ALL		
OR: ✓ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: ✓ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		

Provide AVID tutors for students for targeted assistance in the core subject areas.	Expenditures: 6 AVID tutors, \$36,000: CBK	Improving. Two AVID Tutors were hired for Rubidoux and MVRLC CBK. The hiring process is ongoing.	Estimated AVID Tutor actual cost: \$2,733.
Scope of service: All School-wide		Scope of service: All School-wide	
ALL		_ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Goal 1 Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Identify, purchase, and install hardware to provide internet access that supports 1:1 digital device usage at all independent sites.	Expenditures: \$8,000	Effective. Identified, purchased, and installed hardware to provide internet access that supports 1:1 digital device usage at 4 independent sites. Rubidoux YOC EOC Riverside YOC Perris CBK	Estimated actual expenditures at Riverside YOC and Perris CBK: \$7,210.
Scope of service: All School-wide		Scope of service: All School-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> • Three of five measurable outcomes were met. CAHSEE Passage rate outcome was met but the number of proficient tests declined by 1%. The % of student reading at the 10th grade level increased by 2%, but did not increase to 16%. Subgroup analysis of performance on short cycle assessments was not possible with the current student information system. • Goal 1 and Goal 2 in the Annual Update will be integrated in 2015-2016 LCAP. 		

- CALIFORNIA STATE STANDARDS History/ Social Science and Science lessons will be developed during the summer of 2016.
- Continue to update the units of study to develop a consistent format and pacing for better delivery across all course units.
- Teachers need training to implement the use of current digital devices effectively.
- Teachers will take Leading Edge Certification (LEC) to support implementation of technology.

Original GOAL from prior year LCAP:	Goal 2: All students will become proficient in Math California State Standards.		Related State and/or Local Priorities: 1✓ 2✓ 3__ 4✓ 5__ 6__ 7✓ 8✓ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	Come Back Kids	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>By June of 2015, the percentage of students who pass the CAHSEE in math will increase from 32% to 37%.</p> <p>By June of 2015, students who score proficient in the CAHSEE in math will increase from 7% to 12%.</p> <p>By June 2015, 15%, of all students and each subgroup will score a minimum of 70% on the short cycle assessments in math.</p> <p>By June 2015, 100% of teachers will be trained on Math California State Standards, Units of Study, and formative assessments.</p>	Actual Annual Measurable Outcomes:	<p>As of June of 2015, the percentage of students who passed the CAHSEE in math increased from 32% to 34%. (178 tests) EL Math CAHSEE Pass Rate 25%, 0% Proficient NSLP Math CAHSEE Pass rate 26.5%, 3% Proficient SWD Math CAHSEE Pass Rate 3%, 0% Proficient Hispanic Math CAHSEE Pass Rate 39.2%, 3.3% Proficient African American Math CAHSEE Pass Rate 25.%, 2.5 Proficiency 0% White Math CAHSEE Pass Rate 29%, Proficiency 0%</p> <p>As of June of 2015, students who score proficient in the CAHSEE in math decreased from 7% to 4%. (195 tests)</p> <p>As of June 2015, 50%, of all students scored a minimum of 70% on the short cycle assessments in math. (14 of 28 tests)</p> <p>Currently, 100% of Come Back Kids teachers have been trained on California State Standards, Units of Study and formative assessments.</p> <p>As of June 2015, 47% of students are at 6.5 grade level in math as assessed in Renaissance Learning STAR Math Tests. (359/751)</p>

Goal 2 Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Develop math standards maps/units of study and short-cycle assessments in math for an independent study classroom.	Expenditures: Teacher hourly pay, \$30,000-CBK Budget. Total: \$30,000	Effective. Developed math standards into the eight standards maps/units of study and in math during Curriculum Committee meetings.	Part of week-long training 8/4/14 – 8/8/14 estimated actual cost: \$16,628.17.
Scope of service:	All School-wide	Scope of service:	All School-wide
✓_ALL		✓_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Develop lessons that integrate CALIFORNIA STATE STANDARDS literacy in history, social science, science and technical subjects for an Independent Study classroom during the summer of 2014.	Expenditures: Teacher hourly pay, \$5,950-CBK Budget. Total: \$5,950	Improving. Developed lessons during summer and additional planning time during the 14-15 school year and posted them on Haiku.	Part of week-long training 8/11/14 – 8/15/14 estimated actual cost: \$31,668.
Scope of service:	All School-wide	Scope of service:	All School-wide
✓_ALL		✓_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Goal 2 Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Fully implement California State Standards Guides/Maps and 8 Units of Study in math with support from principal, and	No Cost- Listed under staff	Improving . Implemented California State Standards maps and 8 units of study in math with support from principals, TOSAs, and	PLCs estimated salary and benefit

collaboration during PLCs.		development.	collaboration during PLCs.	cost: \$71,340.
Scope of service:	All School-wide		Scope of service:	All School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Purchase tablets or Chromebooks for CBK student use.		Expenditures: Tablets with keyboards, \$36,305- CALIFORNIA STATE STANDARDS Budget; Printers, \$2,500 CBK Budget Total: \$38,805	Effective. 72 tablets purchased and deployed for Student use. Corona Library 4 tablets Rubidoux YOC 8 tablets ARLC 4 tablets EOC 4 tablets Riverside YOC 4 tablets Moreno Valley 8 tablets Val Verde 5 tablets DLRLC 6 tablets Empower Youth 4 tablets BGRLC 5 tablets DHS 5 tablets PSCS 5 tablets Indio 5 tablets Perris CBK 5 tablets	Estimated actual expenditures for Tablets: \$96,162. Printers: \$1,993. Total \$98,155
Scope of service:	All School-wide		Scope of service:	All School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

Goal 2 Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Purchase laptops for CBK teacher use.		Expenditures: Laptops, \$16,000 CBK Budget Total: \$16,000	Effective. 16 Laptops for teacher use purchased and deployed.	Expenditures for 16 laptops: \$24,209.
Scope of service:	All School-wide		Scope of service:	All School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	
Implement assessments using computers and tablets in the CBK classrooms to monitor student learning.		No Cost	Improving. Began administering the new RCOE SBAC-type short-cycle assessments (selected response, constructed response, and performance task) in math and the SBAC summative assessment in the spring.	No Additional Cost. . (No additional fiscal impact)
Scope of service:	All School-wide		Scope of service:	All School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

Goal 2 Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide staff development for teachers on Wednesdays each month during PLCs. Provide conferences and workshops on CALIFORNIA STATE STANDARDS for teachers.	Expenditures: Mileage, \$20,000; materials for staff development, \$33,000; Conferences, \$17,000, and - CBK Budget.	Effective. Provided staff development for teachers and instructional assistants through conferences and on Wednesdays each month during PLCs. Provide follow-up in-class support for teachers from TOSAs. One Wednesday each month-Real-World Problem Solving and Application Strategies in Math. One Wednesday each quarter-Technology Integration-Tablets for	PLCs estimated salary and benefit cost: \$71,340. Mileage: \$6,303. Conferences: \$11,955. Total \$89,598

		Total: \$70,000	instruction. One Wednesday each quarter-PBIS. One Wednesday-WASC Self-Study, Data Analysis, Lesson Planning for Differentiated Instruction and Intervention Planning.	
Scope of service:	All School-wide		Scope of service:	All School-wide
✓ALL			✓_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Develop and implement learning activities that incorporate close reading, text dependent questioning, evidence-based writing in math, and strategic thinking and problem-solving use real-world applications in math.		Included in Professional Developments costs for PLC.	Developing. Developed and implemented learning activities in math that incorporated close reading, text dependent questioning, evidence-based writing in math, and strategic thinking and problem solving using real world applications in math. Posted on Haiku.	See PLC above. (No additional fiscal impact)
Scope of service:	All School-wide		Scope of service:	All School-wide
✓ALL			✓_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Goal 2 Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Annual Expenditures
Implement learning activities that require online research (evaluating the authenticity and accuracy of electronic resources, correct in-text citations, collecting and organizing information, selecting appropriate search engines and directories for research tasks, and linking information residing in different applications) and developing PowerPoint/Prezi presentations.	Included in Professional Development costs for PLC.	Improving. Implemented learning activities that require online research (evaluating the authenticity and accuracy of electronic resources, correct in-text citations, collecting and organizing information, selecting appropriate search engines and directories for research tasks, and linking information residing in different applications) and developing PowerPoint/Prezi presentations.	See PLC above. (No additional fiscal impact)
Scope of service: All School-wide		Scope of service: All School-wide	
✓ ALL		✓ ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Identify Technology Teacher Leaders to support integration at each school site, train technology leaders (CTAP), and institute tech trainings with Lead technology teacher each month. Provide educational technology professional development to teachers.	Expenditures: Three Tech Teacher Leaders hourly pay, \$3,000-CBK Budget. Technology Conferences and Trainings \$7,000 Total: \$10,000	Improving. Identified technology leaders to begin the second semester of 2014-2015 to support integration at each school site, train technology leaders (CTAP), and institute tech trainings with Lead technology teachers each month. Provided educational technology training to all teachers monthly.	Estimated actual salary and benefits Technology Teacher Leader: \$2,760. Conference: \$3,092. Total \$5,852
Scope of service: All School-wide		Scope of service: All School-wide	
✓ ALL		✓ ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Goal 2 Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Schedule CAHSEE, reading and math intervention, after school tutoring, and credit recovery for students who are not meeting grade-level standards as a component of Response to Intervention /Multi-Tiered System of Support.	Expenditures: Plato contract for credit recovery: \$29,289.56 CBK Budget. Total: \$29,289.56	Improving. Each site conducted CAHSEE and Intervention classes on Wed. mornings. Plato online courses were used for credit recovery and Edmentum Accucess was used for Intervention.	Estimated actual expenditures for salary and benefit cost (1 hour on Wednesdays): \$35,670.
Scope of service:	All School-wide	Scope of service:	All School-wide
ALL		_ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Provide AVID tutors for students for targeted assistance in the core subject areas.	Expenditures: 6 AVID tutors, \$36,000: CBK	Improving. Two AVID Tutors were hired for Rubidoux and MVRLC CBK. The hiring process is ongoing.	Estimated actual cost: \$2,733.
Scope of service:	All School-wide	Scope of service:	All School-wide
ALL		_ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

Goal 2 Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual

				Expenditures
Identify, purchase, and install hardware to provide internet access that supports 1:1 digital device usage at all independent sites.		Expenditures: \$8,000	Effective. Identified, purchased, and installed hardware to provide internet access that supports 1:1 digital device usage at 4 independent sites. Rubidoux YOC EOC Riverside YOC Perris CBK	Estimated actual expenditures at Riverside YOC and Perris CBK: \$7,210.
Scope of service:	All School-wide		Scope of service:	All School-wide
✓ALL			✓ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	
July 2014, develop ELA CALIFORNIA STATE STANDARDS lessons from Units of Study. Post electronically and in print format. Analyze student data to recommend areas of improvement for instructional program.		Expenditures: Teacher hourly pay, \$30,000-CBK Budget. Materials – \$2,500 Total: \$32,500	Effective. Used data to identify students for extended learning time, small group instruction, reading intervention, math intervention, CAHSEE intervention, Plato credit recovery, CAHSEE boot camp, and after school tutoring.	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> • Two of four measurable outcomes were met. The CAHSEE pass rate increased 2%, but was short 3% short of the target. The proficiency rate decreased from 7% to 4%. Subgroup analysis of the formative assessments was not possible due to an inadequate interface with the student information system. • Goal and 1 and Goal 2 in the Annual Update will be integrated in 2015-2016 LCAP. • Teachers need additional professional development on instructional strategies for teaching Integrated Math. • Devote time to scoring and grading short cycle assessments. • Continue to provide VPSS for teachers who need to meet NCLB requirements. • As identified in the needs assessment, revise tutoring job description to facilitate hiring tutors for every site. • Continue to train, review, and monitor implementation of short cycle assessments. • As identified in the needs assessment, continue to develop effective CAHSEE interventions for math. 		

Original GOAL from prior year LCAP:	Goal 3: All students will be engaged in a positive school environment that promotes regular attendance and social-emotional learning.	Related State and/or Local Priorities: 1✓ 2_ 3__ 4_ 5✓ 6✓ 7__ 8_ COE only: 9__ 10__
-------------------------------------	--	---

Local : Specify _____

Goal Applies to:		Schools: Come Back Kids		
		Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	By June 2015, the student attendance rate will increase from 80% to 82%.	Actual Annual Measurable Outcomes:	As of June 2015, the student attendance rate increased from 80% to 82.9%.	
	By June 2015, students who agree on the program support and relationship items on the RISE Student Satisfaction Survey will increase from 86% to 88%.		As of June 2015, students who agree on the program support and relationship items on the RISE Senior Survey increased from 86% to 95%.	
	By June 2015, 80% of teachers will be trained in Social-Emotional Learning strategies such as PBIS, Capturing Kids Hearts, Developmental Assets, and Restorative Justice.		As of June 2015, 84% of teachers have been trained in Social-Emotional Learning.	
Goal 3 Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Implement Positive Behavior Intervention Supports (PBIS) at CBK that focus on developing safe, trusting, self-managing classrooms.		Expenditures: Teacher Training for PBIS or SEL, 16 teachers/year - CBK Budget. Total: \$1,600	Effective. Continued implementation of PBIS. Teachers attended 4 PD sessions during the year that developed SEL strategies for the classroom. Estimated actual salaries and benefits: \$8,518.	
Scope of service:	All School-wide		Scope of service:	All School-wide
✓ ALL			✓ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
Use attendance data to monitor and implement attendance incentives along with weekly counseling sessions that provide students with skills on decision-making, social-emotional behavior, and bullying prevention.		Expenditures: Attendance incentives, contest, leadership	Effective. Teachers monitored attendance data and implemented attendance incentives through use of weekly one on one meetings that promoted student skills in the areas of decision-making, social-emotional behavior and bullying prevention. No Cost. (No additional fiscal impact)	

	activities 17 teachers @ \$250-CBK Budget. Total: \$4,250		
Scope of service:	All School-wide	Scope of service:	All School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Goal 3 Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Develop a process for identifying students at risk of dropping out and develop a tiered intervention system for supporting students' continuous enrollment. Monthly meetings to monitor and evaluate process and student progress.	Expenditures: Teacher hourly pay: \$9,100 CBK Budget. Dropout Prevention Specialist Hourly pay \$15,550 (6 CL 10 hours/month and initial planning meeting 7 hours) Materials: \$1,000 CBK Budget Total: \$25,650	Developing. Developed a process for identifying students at risk of dropping out and developed a tiered intervention system for supporting students' continuous enrollment. Monthly meetings to monitor and evaluate the process were not held.	Estimated actual salaries and benefits for Dropout Specialist: \$6,882.
Scope of service:	All School-wide	Scope of service:	All School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR:		OR:	

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify)_____		
Convene a committee of CBK stakeholders to revise the RISE Student Satisfaction Survey and convert it to a Google form. Administer RISE Student Satisfaction Survey.		Expenditures: No cost	Developing. The RISE Student Satisfaction Survey was administered, but it was not revised or converted to an online survey.		No cost. (No additional fiscal impact)
Scope of service:	All School-wide		Scope of service:	All School-wide	
✓ALL			✓_ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify)_____		

Goal 3 Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement an email system of communication with students and parents. Review RCOE Technology Agreement with teachers.		Expenditures: No Cost	Improved. An email system of communication with students and parents was implemented. The RCOE Technology Agreement with teachers was reviewed.
Scope of service:		Scope of service:	
✓ALL		✓_ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify)_____	
Implement School Advisory Council.		Expenditures: No Cost.	Effective. School Advisory Council was functioning. Meetings were held, in October, February and May.
			No cost. (No additional fiscal impact)

Scope of service:	All School-wide	Scope of service:	All School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Goal 3 Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Include student, parent or support person participation in the development of ILP to foster an understanding of the academic and transition goals the school will address.	Expenditures: No Cost.	Effective. Teachers began requesting all students bring a support person with them to ILP meetings to foster an understanding of the academic and transition goals the school will address.	No cost. (No additional fiscal impact)
Scope of service:	All School-wide	Scope of service:	All School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Plan a class for Peer Leadership as approved in the RCOE Course of Study. Select students and plan teambuilding events. Hold regular student meetings to plan student events and activities.	Expenditures: \$2,700 Teambuilding Retreat 30 students, 6 advisors. \$700 Transportation Materials: \$1,400 \$2,800 for yearly site activities. Total \$7,600	Effective. A Peer Leadership was created consisting of two representatives from each CBK site. Leadership students participated in a teambuilding event and held regular monthly meetings throughout the year. Meetings were held in person and by google hangout on alternating months. Students performed community outreach activities at Orientations, and RCOE events throughout the year including Safe Schools Summit, Road Trip Nation, First Generation College Movie Night, and the Youth Summit.	Estimated actual expenditures: \$1,950.00.

Scope of service:	All School-wide		Scope of service:	All School-wide	
✓ ALL			✓ ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide professional development training to independent study leaders at CCIS (California Consortium on Independent Study).	Expenditures: 8 teachers to CCIS Conferences: \$5,800 Total: \$5,800		Effective. Eight CBK teachers attended the California Consortium for Independent Study Conference in November 2014 for the purpose of professional development.		Estimated actual conference cost: \$8,047.
Scope of service:	All School-wide		Scope of service:	All School-wide	
✓ ALL			✓ ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> • Three of three measureable outcomes were met. • Goal 3 in the Annual Update will become Goal 2 in the 2015-2016 LCAP. • Teachers and students need more SEL training and opportunities to practice and implement SEL strategies. • Come Back Kids will purchase and implement a student information system that allows them to customize data reports specific to an independent study and drop out recovery program. • As identified in the needs survey, The RISE Survey will be conducted electronically. • With data from a new student information system, a segmentation analysis of CBK student retention will be conducted to identify a tiered intervention system for supporting students' continuous enrollment. 				

Original GOAL from prior year LCAP:	Goal 4: All students will graduate from high school well prepared for post-secondary education and the workforce.	Related State and/or Local Priorities: 1_ 2✓ 3_ 4✓ 5✓ 6__ 7✓ 8✓ COE only: 9__ 10__
-------------------------------------	--	--

Goal Applies to:		Schools: Come Back Kids		
		Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	By June 2015, the percentage of all continuously enrolled students who begin the academic year with 150 or more credits will meet their graduation goal; the goal will be 60%.	Actual Annual Measurable Outcomes:	As of May 2015, 92% percent of all continuously enrolled students who began the academic year with 150 or more credits met their graduation goal; (106 of 115).	
	June 2015, will establish the baseline for students passing the computerized CALIFORNIA STATE STANDARDS version of the GED Exam.		June 2015, two students attempted the computerized version of the GED Exam and one student passed (50%).	
	By June 2015, the percentage of students who will score <i>Conditional Ready or Ready</i> on the EAP will increase from 0% to 5%.		By June 2015, the percentage of students who will score <i>Conditional Ready or Ready</i> on the EAP will increase from 0% to 5%. Data not yet available.	
	By June 2015, graduating senior students with completed individualized transition plans to post-secondary education or the workforce will be 85%.		As of June 2015, graduating senior students with completed individualized transition plans to post-secondary education or the workforce is 100%.	
	By June 2015, percentage of teachers trained to enroll students in virtual and physical CTE courses will be 100%.		As of June 2015, the percentage of teachers trained to enroll students in virtual CTE courses is 100%.	
	By June 2015, students will be enrolled in concurrent college courses. Goal will be 5%.		As of June 2015, 11 (1.5%) students are enrolled in concurrent college courses (1.5%).	
	By June 2015, CBK will identify an online course of study that is UC a-g approved. 100% of teachers will know how to assign and support a student taking a UC a-g course sequence.		As of June 2015, CBK has identified and is using an online course of study that is UC A-G approved. 100% of teachers know how to assign and support a student taking a UC a-g course sequence.	
	By June 2015, 8 CBK students will complete an online AP Course.		By June 2015, 24 CBK students enrolled in an online AP Course.	
	By June 2015, CBK will develop a Biology course (with wet labs).		As of June 2015, CBK is in the process of developing and offering a Biology course (with wet labs).	

Goal 4 LCAP Year: 2014-15

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

Train teachers to accurately evaluate student transcripts and complete graduation checklists. Continue to train teachers on cross reference guide.		Expenditures: Costs included in Summer Professional Development.	Improving. Teachers were trained in Aug, 2014 to evaluate student transcripts and complete graduation check lists. Follow up training was provided during the school year by the CBK Instructional Specialist and Counselors.	No cost. (No additional fiscal impact)
Scope of service:	All School-wide		Scope of service:	All School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Employ one registration technician to enter student transcripts and refer student withdrawals for the CBK program.		Expenditures: Salary for ART \$64,000 Total: \$64,000	Effective. One registration technician was hired to enter student transcripts and refer student withdrawals for the CBK program.	Estimated actual cost of salaries and benefits: \$12,903.
Scope of service:	All School-wide		Scope of service:	All School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Goal 4 Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
CBK Counselor provides a senior graduation check for all students within 50 credits of graduation and monitors senior students on a monthly basis. Students are tracked on Google Docs.	Expenditures: Salary for Guidance Counselor	Effective. The CBK Counselor provided senior graduation checks for all students within 50 credits of graduation and monitored senior students. Students were tracked on Google Docs.	Estimated actual cost: \$133,061.

		\$117,550			
		Total: \$117,550			
Scope of service:	All School-wide		Scope of service:	All School-wide	
✓ ALL			✓ ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Purchase GED materials aligned to the current GED Exam. Assign students to online GED Preparation courses. Purchase online official GED practice tests. Align instruction to include real world and career based applications. Provide professional development on GED Preparation for CBK teachers. Administer GED Exam.		Expenditures: GED Test Prep Material: \$2000 GED Practice Tests: \$1,200 GED Test: \$12,000 PD for Teacher: \$750 CBK Budget Total: \$15,950	Developing GED materials aligned to the current GED Exam were not purchased. Online GED Preparation was used instead. Students were assigned online GED Preparation courses. Official GED practice tests were administered to students in the YouthBuild Program. The Construction application curriculum was not implemented As the YouthBuild grant was not funded during this cycle. However, the curriculum will be implemented when the new cohort begins next October. Limited professional development on GED Preparation was provided to CBK teachers during Aug. 2014 and during Plato trainings. The GED Exam was administered to YouthBuild Students during the 14-15 school year.		No expenditures. (No additional fiscal impact)
Scope of service:	All School-wide		Scope of service:	All School-wide	
✓ ALL			✓ ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

Goal 4 Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
			Budgeted Expenditures	Estimated Actual Annual Expenditures	
A committee of CBK teachers will review and pilot online course offerings by June of 2015.			Expenditures: Costs included in Summer and PLC Professional Development.	Effective. CBK teachers reviewed and piloted Plato online course offerings including CTE, a-g, and AP courses	
Scope of service:	All School-wide			Scope of service:	All School-wide
✓ ALL				✓ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____				OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Develop and implement biology (with wet lab) courses, and AP courses.			Expenditures: Hourly pay for teachers on Curriculum Committee, \$2,000; Materials for wet lab experiments in biology: \$2,600 CBK Budget. Total: \$4,600	Developing. The biology course with wet labs has not been implemented. Work on this goal is in progress. We have decided to hire an itinerant teacher to teach the labs rather than provide kits to teachers for the labs.	No expenditures/ not implemented.
Scope of service:	All School-wide			Scope of service:	All School-wide
✓ ALL				✓ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____				OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Goal 4 Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Develop a committee of CBK teachers who will create an elective course "Beyond the Diploma" thinking.	Expenditures: Hourly Teacher pay 4 teachers 8 hours; total 32 hours. \$1,600 Materials – \$2,000 CBK Budget Total: \$3,600	This elective course, "Beyond the Diploma" has not been developed. This goal will carry over to the new LCAP year.	No expenditures/ not implemented.
Scope of service: All School-wide		Scope of service: All School-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide students a list for CTE course options within their various communities. Invite CTE student service representatives to visit CBK classroom each semester to explain course offerings and register students. Encourage all CBK students who need careers or elective credits to take CTE offerings through PLATO online learning.	Expenditures: No Cost	Effective. All teachers were provided with the names and phone numbers for the CTE Student Service representatives and course offerings in their area.	No cost. (No additional fiscal impact)
Scope of service: All School-wide		Scope of service: All School-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Goal 4 Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Research trainers and material for teacher Work Experience training. Train teachers to provide Work Experience courses. Develop Units of study for Work Experience course.	Expenditures: Training: \$500 for Work Experience Course Material: \$350. Total: \$850	Developing. Upon further research, it was decided to hire either one full time or two part time work experience teachers to provide this course for students. The goal has been updated in the current year plan.	No expenditures.
Scope of service: All School-wide <input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: All School-wide <input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Coordinate with RCC, MSJC, and COD liaison to assist with offering Concurrent Guidance courses at four regional CBK sites.	Expenditures: Teacher cost @\$2,000 per \$8,000 Student materials - Total: \$8,000	Improving. A concurrent enrollment Guidance course was offered at one regional CBK site this year. Next year, the program will be expanded to other sites.	Estimated actual expenditures: \$3,000.
Scope of service: All School-wide <input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: All School-wide <input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> • Five out of nine measureable outcomes were met. The concurrent enrollment outcome was not met due the delay in starting concurrent enrollment classes at the CBK sites. MOU's are now in place and CBK will expand the course offerings next year. EAP results are not yet available. Twenty four students were enrolled in AP courses. • CBK is continuing to look at options for implementing a Biology course with wet labs. • Goal 4 in the Annual Update will become Goal 3 in the 2015 -2016 LCAP. • Additional CTE courses and pathways will be added. • The number of concurrent enrollment courses will be increased. • Add an orientation day the week prior to the start of the concurrent enrollment courses to assist students in completing the college application process. • Utilize our new student information system to track the successful completion of honors, a-g, and CTE courses. • Increase teacher training on the accurate review and evaluation of transcripts. • Come Back Kids will investigate the most appropriate exam for earning a high school equivalency certificate.
---	--

Original GOAL from prior year LCAP:	Goal 5: All students will make satisfactory progress toward their graduation or high school completion goal.	Related State and/or Local Priorities: 1_ 2✓ 3__ 4✓ 5✓ 6__ 7✓ 8_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Come Back Kids Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<p>By June 2015, students who are continuously enrolled in CBK Charter for one semester will earn 25 credits toward high school graduation. Goal will be 60%.</p> <p>June 2015, the baseline for students passing the computerized version of the GED Exam will be established.</p> <p>By June 2015, GED students who will demonstrate readiness for the official GED test will be 30%.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>As of June 2015, 44.8% of CBK students who were continuously enrolled for 90 days earned 25 credits toward high school graduation.</p> <p>As of May 2015, two students have attempted the computerized version of the GED Exam and one student has passed (50%).</p> <p>By June 2015, 3 of 4 GED students enrolled in GED preparation class have demonstrated readiness for the official GED test (75%).</p>
LCAP Year: 2014-15		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures

Identify or develop with Promis a report that groups students as above, below or on target for credit accumulation. Review credit accumulation data to review and implement best practices.	Expenditures: No Cost	Developing. Promis was unable to develop a report that would allow us to access this data. We will be changing to a new student information system and looking at our data needs from the beginning.	No cost
Scope of service: All School-wide		Scope of service: All School-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Identify, purchase and implement an academic component to PE curriculum.	Expenditures: Fitness for Life Textbooks \$36 \$12,300 Total \$12,300	Effective. An academic PE text was identified and purchased. The textbooks have not been sent to teachers yet. The curriculum will be implemented in the next school year.	Estimated actual expenditures: \$8,424
Scope of service: All School-wide		Scope of service: All School-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Goal 5 Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Identify, purchase and implement a learner management system.	Expenditures: Haiku 4.95/student. \$4,207 – CBK Budget	Effective. The Haiku learner management system was identified, purchased and implementation was begun. All CBK teachers have been trained and have a Haiku class page. Curriculum has been developed and posted on the Haiku CBK page. There are also Haiku pages for Teacher Resources and Student Leadership.	Estimated actual expenditures: \$5,029

		Total: \$4,207			
Scope of service:	All School-wide		Scope of service:	All School-wide	
✓ ALL			✓ ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> • Goal 5 in the Annual Update will become Goal 4 in the 2015 -2016 LCAP. • Come Back Kids will purchase and implement a student information system that allows them to customize data reports specific to an independent study and drop out recovery program. • Come Back Kids will continue to develop curriculum on the Haiku Learner Management system. • The goal for credit accrual will be adjusted to 50%. Increased familiarity with new Standards and textbooks should increase student credit accrual. 			

Original GOAL from prior year LCAP:	Goal 6: English Learners will acquire proficiency in English and demonstrate proficiency on the CALIFORNIA STATE STANDARDS in ELA and math.		Related State and/or Local Priorities: 1✓ 2✓ 3_ 4✓ 5__ 6__ 7__ 8✓ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Come Back Kids		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	By June 2015, EL students in U.S. schools less than 5 years who will score Early Advanced. or Advanced on the CELDT/ELPAC will be 5%. By June 2015, EL students in U.S. schools more than 5 years who will score Early Advanced. or Advanced on the CELDT/ELPAC will be 20%. By June 2015, EL passing rate on the ELA CAHSEE will increase by 5% from 29% to 34%. By June 2015, EL passing rate on the Math CAHSEE will increase 5% from 33% to 38%.		Actual Annual Measurable Outcomes:	As of June 2015, EL students in U.S. schools less than 5 years who scored Early Advanced or Advanced on the CELDT was 40%. As of June 2015, EL students in U.S. schools more than 5 years who scored Early Advanced. or Advanced on the CELDT was 69%. As of June 2015, EL passing rate on the ELA CAHSEE decreased from 29% to 23.5%, Proficiency rate 11.8%. As of June 2015, EL passing rate on the Math CAHSEE decreased from 33% to 25%, Proficiency rate 0%. As of June of 2015, EL students scoring a minimum of 70% on short cycle assessments in ELA will be 10%. Data unavailable.

	<p>By June of 2015, EL students scoring a minimum of 70% on short cycle assessments in ELA will be 10%.</p> <p>By June of 2015, EL students scoring a minimum of 70% on short cycle assessments in math will be 10%.</p> <p>By May 2015, EL students who qualify for re-classification will increase from 0% to 5%.</p> <p>By June of 2015, a process will be developed for identifying, assessing, monitoring, and reclassifying adult EL learners.</p>		<p>As of June of 2015, EL students scoring a minimum of 70% on short cycle assessments in math will be 10%. Data unavailable.</p> <p>As of May 2015, EL students who qualified for re-classification increased from 0% to 2%.</p> <p>Currently, a process is in place for identifying, assessing, monitoring, and reclassifying adult EL learners.</p>
--	--	--	--

Goal 6 LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Analyze data on EL students to monitor progress and use the district reclassification process to reclassify students.	Expenditures: Materials for Reclassification, \$2,000: CBK Budget. Total: \$2,000	Effective. Data on EL students was analyzed to monitor progress and use the district reclassification process to reclassify students.	No estimated actual expenditures.
Scope of service:	All School-wide	Scope of service:	All School-wide
__ALL		__ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Investigate and develop a process for identifying, assessing, monitoring, and reclassifying adult EL learners.	Expenditures: Committee to identify process: \$100. Inservice for teachers 2 hours x 20 teachers =	Effective. A process was developed and implemented for monitoring and reclassifying adult EL students. 117 EL students were tested and 73 scored early advanced or advanced.	Estimated actual cost of salaries and benefits for ½ day training in February and March: \$8,518.

	\$2,000. Materials: \$2,500: CBK Budget. Total: \$4,600		
Scope of service:	All School-wide	Scope of service:	All School-wide
__ALL		__ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Goal 6 Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement a two-year monitoring process for RFEP students using results from the CAHSEE, RCOE short-cycle assessments, and student grades.	Expenditures: Materials for Reclassification: \$1,000: CBK Budget. Total: \$1,000	Effective. A two-year monitoring process for RFEP students using results from the CAHSEE, RCOE short-cycle assessments, and student grades was implemented.	No cost. (No additional fiscal impact)
Scope of service:	All School-wide	Scope of service:	All School-wide
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to	<ul style="list-style-type: none"> Of the eight measurable outcomes, 3 were met or exceeded. The EL data for the short cycle assessments were not available due to difficulties with the student information system. We did increase our re-classification of students from 0 to 2%; the goal was 5%. The CAHSEE passage rate for both the math and ELA decreased. 		

goals?	<ul style="list-style-type: none"> • Goal 6 in the Annual Update will become Goal 5 in the 2015 -2016 LCAP. • Based on the CAHSEE and CELDT/ELPAC data for EL students, Come Back Kids will continue staff development on ELD instruction. • Come Back Kids will continue the implementation of Reading Mate ELD instruction. • Come Back Kids will provide continuing professional development on differentiated instruction.
--------	--

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 166,700
<p>Using the required LCFF calculation, the increase in funding is \$166,700 for 2015-2016, which is based on 47.62% of unduplicated pupils (low income, English learners, and Foster Youth), and therefore all expenditures will be district-wide and school-wide, to benefit all students. Services from the LCFF/Come Back Kids Budget (identified in Section 3A of this document) are provided on a school-wide basis to improve and increase services for students.</p> <p>Highly qualified teachers and the implementation of the California State Standards are essential for student success. To achieve these factors, teachers will provide students with informational and literary text and math resources in order to engage in learning activities that meet the rigor of the California State Standards. Funds will be used to provide students with California State Standards aligned instructional materials (textbooks and informational text) and tablets/technology for classroom instruction (Priority 1). Teachers will be provided with professional development in English-language arts and mathematics and will create standards guides, units of study, and short-cycle assessments during the summer of 2015. Teachers will engage in professional development on instructional strategies during two Wednesday PLCs each month and receive in-class support from Instructional Coaches. Teachers will be provided with professional development on technology integration one day each month. Technology Teacher Leaders will be selected and trained to support technology integration at each school site (Priority 2, 4, and 8). In order to increase student access to highly-qualified teachers, the Beginning Teacher Support and Assessment (BTSA) and the Verification Process in Special Settings (VPSS) will be provided for teachers who need the certification (Priority 1).</p>	

The active support of parents in decision-making and learning at home is a key factor for student success. To promote this, services will be provided to increase home to school communication through a web-based grade book, and the development of Individual Learning Plans (Priority 3). Come Back Kids will continue to involve parents and students in decision-making through the School Advisory Council. Schools will continue to involve parents in the development of Individual Learning Plans (ILP) for their children to foster an understanding of the academic and transition goals that the school will address.

In order to improve student attendance, engagement, and graduation rates while reducing dropout rates (Priority 5 and 6), SEL, anti-bullying programs, and extended learning opportunities will be implemented. Administrators and teachers will participate in SEL workshops each month in order to develop safe, trusting, and self-managing classrooms. Attendance incentives will be implemented, along with weekly counseling sessions that provide students with skills on decision-making, social-emotional behavior, and bullying prevention.

In order to improve student college and career readiness, counseling will be restructured and courses in Career Technical Education (CTE) and UC a-g approved courses (including biology with wet labs, elective courses in Plato, Expository Reading and Writing) will be implemented (Priority 4 and 7). The Curriculum Committee will develop a biology course (with the wet lab) and UC a-g courses aligned to CALIFORNIA STATE STANDARDS for implementation in 2015-2016. Schools will provide high school equivalency exam-prep, testing sites, and test administration. CTE, synchronous and asynchronous online core and elective courses and computer-based industry-sector courses will be developed along with experiential learning activities.

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

3.34	%
------	---

Using the required LCFF proportionality calculation, the minimum proportionality percentage is 3.34%. Services are specifically directed toward meeting Come Back Kids' goals for subgroups (Section 3B of this document for low income, English learners, and foster youth) and are increased and improved for unduplicated students as compared to the services provided to all pupils by more than 1.35%.

Services for low income students include tutoring, core curriculum intervention, CAHSEE intervention, credit recovery, and increased access to technology devices. Low income students will be scheduled in intervention/support classes during the school day, based on assessment scores. Support classes will include reading and math intervention classes, CAHSEE intervention, Plato credit recovery, and tutoring. Tutors will be hired to facilitate weekly tutorials in ELA, math, history-social science, and science. Teachers will be trained in writing, inquiry, collaboration, organization, and reading (WICOR) strategies in order to engage students in rigorous and relevant learning activities. Teachers will develop lessons with differentiated instructional strategies for students using data from the short-cycle assessments in ELA and math one day each month during Wednesday PLCs and receive in-class support from instructional coaches.

Services for English learners include implementation of the new ELD standards, designated and integrated ELD time and curriculum, instructional scaffolding, and a systematic reclassification process. English learners will receive instruction in English language development (ELD) using the new Edmentum Reading Mate ELD program, as well as integrated ELD in their English-language arts class in order to enhance their acquisition of English and increase their reading and writing skills. Teachers will analyze data on EL students every month during collaboration time on Wednesdays, in order to develop lessons and identify students for in-class differentiated instruction using scaffolding and performance feedback. Teachers will implement instructional scaffolding for comprehensibility of content (verbal scaffolds, procedural scaffolds, and instructional scaffolds). The reclassification process that was developed in 2013-2014 will be continued in 2015-2016.