



§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:
LEA: Come Back Kids Charter School Contact: Janice Delagrammatikas, Principal, jdellagrammatikas@rcoe.us (951) 826-6461 LCAP Year: 2014-2015

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 17 CBK sites in easily accessible locations throughout Riverside County and there are plans to add five more sites in the 2014-2015 school year.

CBK is designed to serve the needs of students who are behind in credits, 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, 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 and to learn about financial aid and college matriculation processes.

Goals and actions in the Local Control Accountability Plan (LCAP) were aligned to the state priority areas with the exception of parent involvement. Ninety three percent of the students enrolled in CBK during the 2013-2014 school year were 18 years or older. Due 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.

When available, baseline measures were used to establish future targets for the six LCAP goals. Those baselines were established using 2012 Community School (CS) data from RCOE’s Alternative Education, since CBK was a program within the Community School prior to becoming a Charter School in 2013. Measures will be established for new activities proposed in the LCAP during the first implementation year of the LCAP.

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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Priority Needs Identified
<p>Parents, students, community members and staff groups were involved in the development of the needs analysis and goal setting for the Come Back Kids Charter School Local Control Accountability Plan (LCAP). Parents, students, and community members were involved in the development of the needs analysis through surveys (144 responses) and discussions at School Advisory Council meetings (January 2014 and May 2014) and at Principal Coffees and Parent Breakfasts at each Regional Learning Center in December 2013 and January 2014. Regional Stakeholder meetings were held at Indio on February 5th, Arlington on February 11th, and Moreno Valley on February 14th (53 parents participated). During the meetings principals reviewed the 2012-2013 student data and survey results and facilitated discussions for input. On April 23rd, CBK teaching staff met to review and comment upon the LCAP goals and actions. Additional actions were added to the LCAP as a result of this meeting, particularly in the actions designated for English Language Learners, students with disabilities, and low income students. On May 29, 2014, students, teachers, and community partners participated in a Google Hangout meeting (15 representatives) to discuss and finalize the LCAP goals and budget.</p>	<p>Impact on LCAP identified by students, parents and community members:</p> <ul style="list-style-type: none"> • Access to technology • Access to UC A-G approved courses • More tutoring • Access to summer school • Separate facilities from Community School classrooms • More experiential learning opportunities • More electives • More extra-curricular activities • Art and music classes • More collaborative activities • School lunches • More supplemental material digital and print • More text books

Involvement Process	Priority Needs Identified
	<ul style="list-style-type: none"> • More project-based learning • More life skills and time management support. • Intensive teacher training for Algebra <p>Impact on LCAP identified by RCOTA (Approved by RCOTA President Mike Bochicchio June 13, 2014).</p> <p>Impact on LCAP identified by CSEA (awaiting input)</p> <p>These areas were incorporated in the LCAP:</p> <ul style="list-style-type: none"> • Access to technology • Access to UC A-G approved courses • More tutoring • More experiential learning opportunities • More electives • More extra-curricular activities • Art and music classes • More collaborative activities • More supplemental materials, both digital and print • More text books • More project-based learning • More life skills and time management support • Intensive Algebra teaching strategies for teachers. These areas were considered and may be addressed in either future revisions or by other means: • Access to summer school • Separate facilities from Community School classrooms at RLCs • School lunches at YOCs

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 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) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate “all” for all pupils.)	School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Needs: Students need instructional strategies in reading and writing for the CCSS and to pass the CAHSEE. Students need a reading intervention class, access to technology,	Goal 1: All students will become proficient in ELA Common Core State Standards: <ul style="list-style-type: none"> • Reading • Writing • Speaking & Listening 	Hispanic White African American REFEP EL Foster Youth SWD SED	Come Back Kids Charter School	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	By June of 2016 the percentage of students who pass the CAHSEE in ELA will increase from 39% to 44%. By June of 2016, students who score proficient	By June of 2017 the percentage of students who pass the CAHSEE in ELA will increase from 44% to 49%. By June of 2017, students who score proficient	Basic Services: Teachers of the school district are appropriately assigned, fully credentialed in the subject area and for the students they are teaching. Every student has sufficient access to standards-aligned	



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>expository text for reading and writing, differentiated instruction and extended learning time.</p> <p>Metric 2012-2013 2012 (CS) CAHSEE ELA scores: 34% passing 12% proficient</p> <p>ELA Short Cycle Assessments: Baseline will be established in 2014-2015.</p> <p>Mean Ren Learn Reading Score from Sample of CBK teachers during 12-13 School Year: 11% reading at 10th GE or above.</p> <p>Teacher Training- as measured on sign in sheets.</p>				<p>12% to 17%.</p> <p>By June 2015, 20% of all students and each subgroup will score a minimum of 70% on the short cycle assessments in ELA.</p> <p>By June 2015, the percentage of students reading at the 10th grade 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 Common Core State Standards, Units of Study and formative assessments.</p>	<p>in the CAHSEE in ELA will increase from 17% to 22%.</p> <p>By June 2016, 25% of all students and each subgroup will score a minimum of 70% on the short cycle assessments in ELA.</p> <p>By June 2016, the percentage of students who read at the 10th grade level as measured by Ren Learn post-tests will increase from 16% to 21%</p> <p>By June 2016, maintain professional development in CCSS and expand to include NGSS and social</p>	<p>in the CAHSEE in ELA will increase from 22% to 27%.</p> <p>By June 2017, 30% of all students and each subgroup will score a minimum of 70% on the short cycle assessments in ELA.</p> <p>By June 2017, the percentage of students who read at the 10th grade level as measured by Ren Learn post-tests will increase from 21% to 26%</p> <p>By June 2017, maintain professional development in CCSS and expand to include NGSS and social science literacy</p>	<p>instructional materials. (Priority1)</p> <p>Implementation of State Standards: Implementation of State Standards adopted by the state board (Common Core State Standards). (Priority 2)</p> <p>Student Achievement: Performance on standardized tests. (Priority 4)</p> <p>Other Student Outcomes: Other indicators of performance in required areas of study. (Priority 8)</p>	



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
						science literacy skills.	skills.	
<p>Needs: Students need instructional strategies in problem solving using real-world applications, strategic thinking, data analysis, and communicating reasoning skills for the CCSS Math Standards and CAHSEE. Students need intervention courses for Algebra and CAHSEE, differentiated instruction access to technology, and extended learning time.</p> <p>Metric 2012-2013 (CS) CAHSEE Math scores: 32% passing 7% proficient</p>	<p>Goal 2: All students will become proficient in Math Common Core State Standards.</p>	<p>Hispanic White African American REFEP EL Foster Youth SWD SED</p>	<p>Come Back Kids Charter School</p>		<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 Common Core State</p>	<p>By June of 2016, the percentage of students who pass the CAHSEE in math will increase from 37% to 42%.</p> <p>By June of 2016, students who score proficient in the CAHSEE in math will increase from 12% to 17%.</p> <p>By June 2016, 20%, of all students and each subgroup will score a minimum of 70% on the short cycle assessments in math.</p> <p>Maintain professional</p>	<p>By June of 2017, the percentage of students who pass the CAHSEE in math will increase from 42% to 47%.</p> <p>By June of 2017, students who score proficient in the CAHSEE in math will increase from 17% to 22%.</p> <p>By June 2017, 25%, of all students and each subgroup will score a minimum of 70% on the short cycle assessments in math.</p> <p>Maintain professional</p>	<p>Basic Services: Teachers of the school district are appropriately assigned, fully credentialed in the subject area and for the students they are teaching. Every student has sufficient access to standards-aligned instructional materials. (Priority1)</p> <p>Implementation of State Standards: Implement State Standards adopted by the state board (Common Core State Standards). (Priority 2)</p> <p>Student Achievement: Performance on standardized tests. (Priority 4)</p>



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Math Short Cycle Assessments: Baseline will be established in 2014-2015.</p> <p>Teacher Training- Will be measured on sign-in sheets.</p>					Standards, Units of Study, and formative assessments.	development in Math CCSS.	development in Math CCSS.	<p>Course Access: Students have access to, and are enrolled in, a broad course of study that includes all of the subject areas. (Priority 7)</p> <p>Other Student Outcomes: Other indicators of performance in required areas of study. (Priority 8)</p>
<p>Needs: Students need programs to improve attendance, and increase school engagement. Metric 2012-2013</p> <p>Community School Attendance 2012-2013 - 80%.</p> <p>RISE Survey: Satisfied with school and school Services - 86%.</p> <p>Rise Survey:</p>	<p>Goal 3: All students will be engaged in a positive school environment that promotes regular attendance and social emotional learning.</p>	<p>Hispanic White African American REFEP EL Foster Youth SWD SED</p>	<p>Come Back Kids Charter School</p>		<p>By June 2015, the student attendance rate will increase from 80% to 82%.</p> <p>By June 2015, students who agree on the program support and relationship items on the RISE Survey will increase from 86% to 88%</p> <p>By June 2015, 80% of teachers will be trained in</p>	<p>By June 2016, the student attendance rate will increase from 82% to 84%.</p> <p>By June 2016, students who agree on the program support and relationship items on the RISE Survey will increase from 88% to 90%</p>	<p>By June 2017, the student attendance rate will increase from 84% to 86%.</p> <p>By June 2017 students who agree on the program support and relationship items on the RISE Survey will increase from 90% to 92%</p> <p>By June 2017,</p>	<p>Basic: School facilities are maintained in good repair. (Priority 1)</p> <p>School Climate: School Attendance rates, absenteeism rates, dropout rates, graduation rates. (Priority 5)</p> <p>School Climate: Other local measures including surveys of pupils, parents, and teachers on the sense of</p>



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Caring relationship with adult – 83%.</p> <p>Teacher training will be measured through sign-in sheets and training registration.</p>					SEL strategies such as PBIS, Capturing Kids Hearts, Developmental Assets, and Restorative Justice.	By June 2016, 90% of teachers will be trained in SEL strategies such as PBIS, Capturing Kids Hearts, Developmental Assets, and Restorative Justice.	95% of teachers will be trained in SEL strategies such as PBIS, Capturing Kids Hearts, Developmental Assets, and Restorative Justice.	safety and school connectedness. (Priority 6)
<p>Needs: 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> <p>Metric 2012-2013</p> <p>Graduation Rate: 82.4%</p> <p>Graduation rate for CBK students with 150+ credits based</p>	<p>Goal 4: All students will graduate from high school well prepared for post-secondary education and the workforce.</p>	<p>Hispanic White African American REFEP EL Foster Youth SWD SED</p>	<p>Come Back Kids Charter School</p>		<p>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%.</p> <p>June 2015, will establish the baseline for students passing the computerized CCSS version of the GED Exam.</p>	<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 increase from 60% to 65%.</p> <p>By June 2016, students passing the GED test will increase 5% over the previous year.</p>	<p>By June 2017, 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 increase from 65% to 70%.</p> <p>By June 2017, students passing the GED test will increase 5% over the previous year.</p> <p>June 2017,</p>	<p>Implementation of State Standards: Implement State Standards CCSS and SBAC... (Priority Area 2)</p> <p>Student Achievement: Performance on standardized tests. Score on Academic Performance index. Share of pupils that satisfy A-G requirements. Share of English learners that become English proficient English learner reclassification rate Share of pupils that</p>



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>on report from student information system.</p> <p>RCOE GED Pass 65% 62 passed/99 tested.</p> <p>EAP 0</p> <p>College Connection Transition Services. Students Served: 231 (33%).</p> <p>CTE Course Participation 8%.</p> <p>Teacher training measured by sign in sheets and minutes.</p> <p>Concurrent Enrollment 0</p> <p>A-G Courses completed 0</p> <p>AP Courses Completed 0 Biology Course measured by board approval of new</p>				<p>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%.</p> <p>By June 2015, graduating senior students with completed individualized transition plans to post-secondary education or the workforce will be 85%.</p> <p>By June 2015, percentage of teachers trained to enroll students in virtual and physical CTE courses will be 100%.</p> <p>By June 2015, students will be enrolled in concurrent college courses. Goal will be 5%.</p>	<p>By June 2016, the percentage of students who will score <i>Conditional Ready or Ready</i> on the EAP will increase from 5% to 10%.</p> <p>By June 2016, graduating senior students with completed individualized transition plans to post-secondary education or the workforce will increase from 85% to 90%.</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 5% to 8%.</p>	<p>the percentage of students who will score <i>Conditional Ready or Ready</i> on the EAP will increase from 10% to 15%.</p> <p>By June 2017, graduating senior students will completed individualized transition plans to post-secondary education or the workforce will increase from 90% to 95%.</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 8% to 10%.</p>	<p>pass Advanced Placement exams with a score of 3 or higher Share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)</p> <p>Student Engagement: Graduation Rates. (Priority 5)</p> <p>Course Access: Students have access to, and are enrolled in, a broad course of study that includes all of the subject areas. (Priority 7)</p> <p>Other Student Outcomes: Other indicators of performance in required areas of study. (Priority 8)</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
course description.					<p>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.</p> <p>By June 2015, 8 CBK students will complete an online AP Course.</p> <p>By June 2015, CBK will develop a Biology course (with wet labs).</p>	<p>By June 2016, students completing one UC A-G approved course. This is to support students who are enrolled and were previously following an A-G course sequence - Goal will be 10%.</p> <p>By June 2016, 10 CBK students will complete an online AP Course.</p> <p>By June 2016, CBK will implement a Biology course (with wet labs).</p>	<p>By June 2017, students completing one UC A-G approved course. This is to support students who are enrolled and were previously following an A-G course sequence - Goal will increase from 10% to 15%.</p> <p>By June 2015, 12 CBK students will complete an online AP Course.</p> <p>By June 2017, CBK will continue to implement a Biology course (with wet labs).</p>	
Needs: CBK is a re-engagement charter school for students who are over-aged and under-credited.	Goal 5: All Students will make satisfactory progress toward their graduation or high school completion goal.	Hispanic White African American REFEP EL Foster Youth	Come Back Kids Charter School		By June 2015, students who are continuously enrolled in CBK Charter for one semester will earn	By June 2016, students who are continuously enrolled in CBK Charter for one semester will	By June 2017, students who are continuously enrolled in CBK Charter for one semester will	Basic Services: Teachers of the school district are appropriately assigned, fully credentialed in the



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Students need to earn initial course credits and have credit recovery options. Students need other high school completion options such as GED.</p> <p>Metric 2012-2013</p> <p>55.35% of students earned 50 or more credits during the 12-13 school year.</p> <p>GED Pass Rate was 65%; 62 passed/99 tested.</p> <p>GED Readiness rate as measured by passage of Official GED Practice Test.</p>		SWD SED		<p>25 credits toward high school graduation. Goal will be 60%.</p> <p>June 2015, will establish the baseline for students passing the computerized CCSS version of the GED Exam.</p> <p>By June 2015, GED students who will demonstrate readiness for the official GED test will be 30%.</p>	<p>earn 25 credits toward high school graduation. Goal will increase from 60% to 65%.</p> <p>By June 2016, students passing the GED test will increase 5% over the previous year.</p> <p>By June 2016, GED students who demonstrate readiness for the official GED test will increase from 30% to 40%.</p>	<p>earn 25 credits toward high school graduation. Goal will increase from 65% to 70%.</p> <p>By June 2017, students passing the GED test will increase 5% over the previous year.</p> <p>By June 2017, GED students who demonstrate readiness for the official GED test will increase from 40% to 50%.</p>	<p>subject area and for the students they are teaching. Every student has sufficient access to standards-aligned instructional materials. (Priority1)</p> <p>Implementation of State Standards: Implementation of State Standards adopted by the state board (Common Core State Standards). (Priority 2)</p> <p>Student Achievement: Performance on standardized tests. (Priority 4)</p> <p>Course Access: Students have access to, and are enrolled in, a broad course of study that includes all of the subject areas. (Priority 7)</p> <p>Student Engagement:</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
								Graduation Rates. (Priority 5) Other Student Outcomes: Other indicators of performance in required areas of study. (Priority 8)
<p>Needs: Students need designated and integrated ELD services, ELD materials aligned to the new ELA and ELD standards, differentiated instruction, and intervention in reading and math. A reclassification process needs to be implemented for the CBK Charter School. CBK needs a process for identifying EL adult learners that do not CELDT test.</p> <p>Metric 2012-2013</p> <p>Metrics 2012-12013 Data</p>	<p>Goal 6: English Learners will acquire proficiency in English and demonstrate proficiency on the CCSS in ELA and math.</p>	English Learners	Come Back Charter School		<p>By June 2015, EL students in U.S. schools less than 5 years who will score Early Advanced. or Advanced on the CELDT will be 5%.</p> <p>By June 2015, EL students in U.S. schools more than 5 years who will score Early Advanced. or Advanced on the CELDT will be 20%.</p> <p>By June 2015, EL passing rate on the ELA CAHSEE will increase by</p>	<p>By June 2016, EL students in U.S. schools less than 5 years scoring Early Advanced. or Advanced on the CELDT will increase from 5% to 7%.</p> <p>By June 2016, EL students in U.S. schools more than 5 years scoring Early Advanced. or Advanced on the CELDT will increase from 20% to 22%.</p> <p>By June 2016, EL passing rate on the ELA</p>	<p>By June 2017, EL students in U.S. schools less than 5 years scoring Early Advanced. or Advanced on the CELDT will increase from 7% to 10%.</p> <p>By June 2017, EL students in U.S. schools more than 5 years scoring Early Advanced or Advanced on the CELDT will increase from 22% to 24%.</p> <p>By June 2017, EL passing rate on the ELA</p>	<p>Basics: Teachers are appropriately assigned and fully credentialed in the subject areas; every pupil in the school has sufficient access to standards aligned instructional materials. (Priority1)</p> <p>Implementation of State Standards: Implementation of academic content and performance standards. (Priority2)</p> <p>Student Achievement: English learners that become proficient on standardized test and English learner</p>



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>AMAO II scores 4 or 5 on CELDT less than 5 years 3.1%</p> <p>AMAO II scores 4 or 5 on CELDT more than 5 years will be 17.9%</p> <p>CAHSEE ELA 29% will pass CAHSEE Math 33% will pass</p> <p>Reclassification 0</p> <p>Math Short-cycle Assessments: Baseline will be established in 2014-2015.</p> <p>ELA Short-cycle Assessments: Baseline will be established in 2014-2015.</p> <p>Adult identification process measured by student information system report.</p>				<p>5% from 29% to 34%.</p> <p>By June 2015, EL passing rate on the Math CAHSEE will increase 5% from 33% to 38%.</p> <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</p>	<p>CAHSEE will increase from 34% to 39%.</p> <p>By June 2016, EL passing rate on the Math CAHSEE will increase from 38% to 43%.</p> <p>By June of 2016, EL students scoring a minimum of 70% on short cycle assessments in ELA will increase from 10% to 15%.</p> <p>By June of 2016, EL students scoring a minimum of 70% on short cycle assessments in math will increase from 10% to 15%.</p> <p>By May 2016, EL students</p>	<p>CAHSEE will increase by 39% to 44%.</p> <p>By June 2017, EL passing rate on the Math CAHSEE will increase from 43% to 48%.</p> <p>By June of 2017, 20% of EL students scoring a minimum of 70% on short cycle assessments in ELA will increase from 15% to 20%.</p> <p>By June of 2017, EL students scoring a minimum of 70% on short cycle assessments in math will increase from 15% to 20%.</p> <p>By May 2017, EL students</p>	<p>reclassification rate. (Priority 4)</p> <p>Other Student Outcomes: Other indicators of performance in required areas of study. (Priority 8)</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					students who qualify for re-classification will increase from 0% to 5%. By June of 2015, a process will be developed for identifying, assessing, monitoring, and reclassifying adult EL learners.	reclassified as RFEP will increase from 5% to 8%. By June of 2016, the process for identifying adult EL learners will be reviewed, revised, and continued.	reclassified as RFEP will increase from 8% to 10%. By June of 2017, the process for identifying adult EL learners will be reviewed, revised, and continued.	

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) 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?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, 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?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. hat annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1 and Goal 2: Proficiency in CCSS in reading writing and math. Goal 6: EL	Priorities 2, 4, 8 CCSS, Achievement and Other Student Outcomes	Develop Common Core State Standard Maps/Guides, Units of Study and short-cycle assessments in ELA and Math that are applicable in an Independent Study classroom. Research: CCSS, CDE, March 2013.	School-wide		Determine Math sequence of courses (traditional or integrated pathway), deconstruct math standards, and develop standards maps/units of study and short-cycle assessments in ELA and math for an Independent Study classroom.	Analyze and monitor ELA and Math units of study.	Analyze and monitor ELA and Math units of study.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Expenditures: Teacher hourly pay, \$30,000-CBK Budget. Total: \$30,000		
Goal 1 and Goal 2: Proficiency in CCSS in reading writing and math. Goal 6: EL	Priorities 2, 4, 8 CCSS, Achievement and Other Student Outcomes	Develop lessons that integrate CCSS literacy in history, social science and science that are applicable in an Ind. Study classroom. Research: CCSS, CDE, March 2013.	School-wide		Develop lessons that integrate CCSS 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	Develop standards maps and assessments for Next Generation Science Standards. (Summer 2015). Expenditures: Teacher hourly pay, \$5,950-CBK Budget. Total: \$5,950	Develop standards maps and assessments for history and social science. (Summer 2016). Expenditures: Teacher hourly pay, \$5,950-CBK Budget. Total: \$5,950
Goal 1 and Goal 2: Proficiency in CCSS in Reading, Writing and Math. Goal 6: EL	Priorities 2, 4, 8 CCSS, Achievement, Other Student Outcomes	Implement the Common Core State Standards Maps/Guides and Units of Study in ELA/ELD and math. Research: CCSS, CDE, March 2013.	School-wide		Fully implement CCSS 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.	Integrate ELD standards in ELA Units of Study with support from principal, and collaboration during PLCs. No Cost - Listed under staff development.	Integrate science and history-social science standards in CCSS Guides/Maps and 8 Units of Study in ELA/ELD and math with support from principal, , and collaboration during PLCs. No Cost - Listed under staff development.
Goal 1 and Goal 2: Proficiency in CCSS in Reading, Writing and Math. Goal 6: EL	Priorities 1, 2, 4, 8 Instructional Materials Priority CCSS, Achievement, Other Student Outcomes	Acquire instructional/digital materials/resources to implement the Common Core State Standards in ELA and math.	School-wide		Acquire informational text (open source and purchase) and begin implementation of the staircase of text complexity based on the text complexity tool.	Adopt math textbooks and informational text (open source and purchase) and continue implementation of the staircase of text complexity based on the text complexity tool.	Adopt science textbooks and updated informational text (open source and purchase) and continue implementation of the staircase of text



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Research: CCSS. CDE, March 2013.			Expenditures: Textbooks and materials, \$154,749 (based on \$80/book and expected student increase of 200 students) CBK Budget Total: \$154,749	Expenditures: Textbooks and materials, \$154,749 CBK Budget Total: \$154,749	complexity based on the text complexity tool. Expenditures: Textbooks and materials, \$154,749 CBK Budget Total: \$154,749
Goal 1 and Goal 2: Proficiency in CCSS in Reading, Writing and Math. Goal 6: EL	Priorities 2, 4, 8 CCSS, Achievement, Other Student Outcomes	Acquire technology equipment to implement the RCOE Common Core State Standards. Research: <i>California eLearning Framework.</i> CCSESA, August 2013. CCSS. CDE, March 2013.	LEA-wide		Purchase tablets or Chrome books for CBK student use. Expenditures: Tablets with keyboards, \$36,305- CCSS Budget; Printers, \$2,500 CBK Budget Total: \$38,805	Purchase additional tablets or Chrome books for CBK. Expenditures: Tablets with keyboards, \$36,305- CCSS Budget; Printers, \$2,500 CBK Total: \$38,805	Purchase updated technology tools. Expenditures: Tablets with keyboards, \$36,305- CCSS Budget; Printers, \$2,500 CBK Budget Total: \$38,805
Goal 1 and Goal 2: Proficiency in CCSS in Reading, Writing and Math. Goal 6: EL	Priorities 2, 4, 8 CCSS, Achievement, Other Student Outcomes	Acquire technology equipment to implement the RCOE Common Core State Standards. Research: <i>California eLearning Framework.</i> CCSESA, August 2013. CCSS. CDE, March 2013.	LEA-wide		Purchase laptops for CBK teacher use. Expenditures: Laptops, \$16,000 CBK Budget Total: \$16,000	Purchase additional laptops or chromebooks for CBK Teachers. Expenditures: Laptops, \$16,000 CBK Budget Total: \$16,000	Purchase updated technology tools. Expenditures: Laptops, \$16,000 CBK Budget Total: \$16,000



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1 and Goal 2: Proficiency in CCSS in Reading, Writing and Math. Goal 6: EL	Priorities 2, 4, 8 CCSS, Achievement, Other Student Outcomes	Measure student learning using the new RCOE SBAC-type short-cycle assessments (selected response, constructed response, and performance task) at the completion of each Unit of Study and the SBAC summative assessment in the spring. Research: <i>Formative Assessment & Standards-Based Grading.</i> Marzano, 2010. <i>Visible Learning for Teachers: Maximizing Impact on Learning.</i> Hatte, 2012.	School-wide		Implement assessments using computers and tablets in the CBK classrooms to monitor student learning. No Cost	Implement assessments using computers and tablets in the CBK classrooms to monitor student learning. No Cost	Implement assessments using computers and tablets in the CBK classrooms to monitor student learning. No Cost
Goal 1 and Goal 2: Proficiency in CCSS in Reading, Writing and Math. Goal 6: EL	Priorities 2, 4, 8 CCSS, Achievement, Other Student Outcomes	Provide Professional Development in close reading, text-dependent questioning, evidence-based writing, collaborative conversations, technology integration,	School-wide		Provide staff development for teachers on Wednesdays each month during PLCs. Provide conferences and workshops on CCSS for teachers.	Provide staff development for teachers on Wednesdays each month during PLCs. Provide conferences and workshops on CCSS for teachers.	Provide staff development for teachers on Wednesdays each month during PLCs. Provide conferences and workshops on CCSS for teachers.



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>problem solving strategies in math, PBIS, data analysis and lesson planning. 1st Wednesday: CCSS Strategies in Reading and Writing 2nd Wednesday: CCSS Strategies in Math 3rd Wednesday-Technology, PBIS 4th Wednesday-Data Analysis, Lesson Planning for Differentiated Instruction and Intervention Planning.</p> <p>Research: <i>Revisiting Professional Learning Communities at Work: New insights for improving schools.</i> Dufours & Eaker, (2008).</p>			<p>Expenditures: Mileage, \$20,000; materials for staff development, \$33,000; Conferences, \$17,000, and -CBK Budget.</p> <p>Total: \$70,000</p>	<p>Expenditures: Mileage, \$20,000; materials for staff development, \$33,000; Conferences, \$17,000, and -CBK Budget.</p> <p>Total: \$70,000</p>	<p>Expenditures: Mileage, \$20,000; materials for staff development, \$33,000; Conferences, \$17,000, and -CBK Budget.</p> <p>Total: \$70,000</p>
<p>Goal 1 and Goal 2: Proficiency in CCSS in Reading, Writing and Math. Goal 6: EL</p>	<p>Priorities 2, 4, 8 CCSS, Achievement, Other Student Outcomes</p>	<p>Develop and implement learning activities that incorporate close reading, text dependent questioning, evidence-based writing, collaborative conversations, speaking and listening; Strategic thinking and problem solving using real-world applications, modeling, data</p>	<p>School-wide</p>		<p>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.</p> <p>Included in Professional</p>	<p>Develop and implement learning activities that incorporate collaborative conversations, speaking and listening, and presentations using technology.</p> <p>Included in Professional</p>	<p>Develop and implement learning activities that incorporate research/inquiry to investigate topics and to analyze, integrate, and present information.</p> <p>Included in Professional</p>



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		analysis, and communicating reasoning in math. Research: CCSS. CDE, March 2013.			Developments costs for PLC.	Developments costs for PLC.	Developments costs for PLC.
Goal 1 and Goal 2: Proficiency in CCSS in Reading, Writing and Math. Goal 6: EL	Priorities 2, 4, 8 CCSS, Achievement, Other Student Outcomes	Integrate academic standards through technology that require research, problem solving, writing, speaking and listening, communication, and collaboration. Research: CCSS. CDE, March 2013.	School-wide		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.	Implement learning activities that require the use functions of a spreadsheet application (e.g., sort, filter, find, enter formulas and functions, use the auto-fill feature in a spreadsheet application) and the use of advanced formatting features of a spreadsheet application (e.g., reposition columns and rows, add and name worksheets), create links among worksheets to solve problems and create and use pivot tables. Included in Professional Development costs for PLC.	Implement learning activities that require online collaborative projects with peers, community members, and field experts as appropriate (e.g., bulletin boards, e-mail, discussion forums, listservs, podcasts, and Web conferencing) and projects that incorporate multi-media products, videos, animations, and simulations. Included in Professional Development costs for PLC.
Goal 1 and Goal 2: Proficiency in CCSS in Reading, Writing and Math. Goal 6: EL	Priorities 2, 4, 8 CCSS, Achievement, Other Student Outcomes	Continue to develop online PLCs using the Haiku Learning Management System for CBK schools. Research: <i>California eLearning Framework</i> . CCSESA, August 2013.	School-wide		Identify technology leaders to support integration at each school site, train technology leaders (CTAP), and institute tech trainings with Lead technology teacher each month.	Implement tech teacher leaders at each site and train teachers on the Haiku Learning Management System for CBK Schools on the 3 rd Wednesday each month. Provide educational technology professional	Implement the use of Skype, Google Hangouts, e-mail, discussion forums, groupware, interactive Web sites, video-conferencing on one Wednesday PLC each month.



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					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	development to teachers. Expenditures: Three Tech Teacher Leaders hourly pay, \$3,000-CBK Budget. Technology Conferences and Trainings \$7,000 Total: \$10,000	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
Goal 1 and Goal 2: Proficiency in CCSS in Reading, Writing and Math. Goal 6: EL	Priorities 2, 4, 8 CCSS, Achievement, Other Student Outcomes	Data analysis and planning to implement CCSS and instructional program.	School-wide		July 2014, develop ELA CCSS 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	Develop Math CCSS 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	Develop NGSS and Social Science CCSS 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
Goal 1 and 2 Proficiency in CCSS in Reading, Writing and Math. Goal 4:	Priority 1,2, 4 Basic Services Implementation of CCSS. Acheivement on standardized tests.	Update and install digital infrastructure at independent CBK sites to support student access to internet and state testing	School- wide		Identify, purchase, and install hardware to provide internet access that supports 1:1 digital device usage at all independent sites.	Identify, purchase, and install hardware to provide internet access that supports 1:1 digital device usage at all independent sites.	Identify, purchase, and install hardware to provide internet access that supports 1:1 digital device usage at all independent sites.



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 6: EL					Expenditures: \$8,000	Expenditures: \$6,000	Expenditures: \$4,000
Goal 3: Positive school environment, school attendance and positive life skills.	Priorities 1,3,5,6 Basic Services. Parent Involvement, and School Climate	Implement programs to create positive learning environments and to connect students to school. Research: <i>School-Wide Positive Behavior Interventions and Supports and Restorative Discipline in Schools.</i> Sprague, 2013. <i>Best behavior: Building positive behavior supports in schools.</i> Sprague & Golly, 2004. <i>RTI and behavior: A guide to integrating behavioral and academic supports.</i> Sprague, Wright, & Sadler, 2008.	School-wide		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	Train teachers on the 40 Developmental Assets to support PBIS. Teachers will promote external assets under the categories of support, empowerment, boundaries and expectations, and constructive use of time. Teachers will build the internal assets under the categories of commitment to learning, positive values, social competencies, positive identity. Expenditures: Teacher Training for PBIS or SEL, 16 teachers/year - CBK Budget. Total: \$1,600	Implement projects such as Capturing Kids' Hearts, Restorative Justice, and Rachel's Challenge. Expenditures: Teacher Training for 16 teachers/year - CBK Budget. Total: \$1,600
Goal 3: Positive school environment, school attendance and positive life skills.	Priorities 1,3,5,6 Basic Services. Parent Involvement, and School Climate	Improve student attendance by building students motivation, self-discipline, and responsibility for their actions and performance. Research: <i>The importance of being in school: A report on absenteeism in the</i>	School-wide		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.	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.	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.



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<i>nation's public schools.</i> Balfanz & Vaughan. Johns Hopkins University, School of Education, May 2012.			Expenditures: Attendance incentives, contest, leadership activities 17 teachers @ \$250- CBK Budget. Total: \$4,250	Expenditures: Attendance incentives, contest, leadership activities 17 teachers @ \$250-CBK Budget. Total: \$4,250	Expenditures: Attendance incentives, contest, leadership activities 17 teachers @ \$250- CBK Budget. total: \$4,250
Goal 3: Positive school environment, school attendance and positive life skills.	Priorities 3,5,6,8 Family Engagement, Graduation rates, School Climate, Other Student Outcomes	Develop and implement a student intervention process to maintain ongoing continuous student enrollment. 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.	School-wide		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	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. Expenditures: Teacher hourly pay: \$9,100 CBK Budget. Dropout Prevention Specialist Hourly pay \$15,000 Materials: \$1,000 CBK Budget Total: \$25,650	Review and revise the process for identifying students at risk of dropping out and the implementation of 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 \$15,000 Materials: \$1,000 CBK Budget Total: \$25,650
Goal 3: Positive school environment, school	Priorities 1,3,5,6 Basic Services. Parent Involvement, and School Climate	Revise the RISE Student Engagemnet Survey to better reflect the CBK Charter School and to be	School-wide		Convene a committee of CBK stakeholders to revise the RISE Survey and convert it to a Google form.	Review the survey results with CBK stakeholders and gather suggestions for program improvement.	Review the survey results with CBK stakeholders and gather suggestions for program improvement.



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
attendance and positive life skills.		offered in a digital format. Research: KeyData Systems RISE Survey Report. Riverside County Office of Education, (2012)			Administer RISE Survey. Expenditures: No cost Use the SAC	Administer RISE Survey. Expenditures: No cost Use the SAC	Administer RISE Survey. Expenditures: No cost Use the SAC
Goal 4: Graduate well-prepared for post-secondary education and the workforce.	Priorities 2,3,4,5,7,8 Implement State Standards, Parent Involvement, Student Achievement, Student Engagement, Course Access, Other student outcomes	Train staff to accurately evaluate student transcripts and complete graduation checklists. Assign correct courses using the course reference guide.	School-wide		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.	Review and practice procedures for accurately evaluating student transcripts and complete graduation checklists with application to the course reference guide. Expenditures: Costs included in Summer Professional Development.	Review and practice procedures for accurately evaluating student transcripts and complete graduation checklists with application to the course reference guide. Expenditures: Costs included in Summer Professional Development.
Goal 4: Graduate well-prepared for post-secondary education and the workforce.	Priorities 4,5,7,8 Student Achievement, Student Engagement, Course Access, Other student outcomes	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. Manage referrals for student withdrawals.	School-wide		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	Employ two registration technicians to enter student transcripts for the CBK program. Expenditures: Salary for ART \$64,000 x 2 = \$128,000 Total: \$128,000	Employ two registration technicians to enter student transcripts for the CBK program. Expenditures: Salary for ART \$64,000 x 2 = \$128,000 Total: \$128,000
Goal 4: Graduate well prepared for post-secondary education and	Priorities 2,3,4,5,7,8 Implement State Standards, Parent Involvement, Student	Implement an evaluation and monitoring system to track senior students within 50 credits of graduation.	School-wide		CBK Counselor provides a senior graduation check for all students within 50 credits of graduation and monitors senior	CBK Counselor provides a senior graduation check for all students within 50 credits of graduation and monitors senior students on a	CBK Counselor provides a senior graduation check for all students within 50 credits of graduation and monitors senior



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
the workforce.	Achievement, Student Engagement, Course Access, Other student outcomes				students on a monthly basis. Students are tracked on Google Docs. Expenditures: Salary for Guidance Counselor \$117,550 Total: \$117,550	monthly basis. Students are tracked on Google Docs. Expenditures: Salary for Guidance Counselor \$117,550 Total: \$117,550	students on a monthly basis. Students are tracked on Google Docs. Expenditures: Salary for Guidance Counselor \$117,550 Total: \$117,550
Goal 4: Graduate well prepared for post-secondary education and the workforce. Goal 5: Satisfactory progress toward graduation or high school completion.	Priorities 2,3,4,5,7,8 Implement State Standards, Parent Involvement, Student Achievement, Student Engagement, Course Access, Other student outcomes	Provide GED test-prep, 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.	School-wide		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:	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 Material: \$2,000 GED Practice Tests: \$1,200	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 Material: \$2,000 GED Practice Tests: \$1,200



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					\$1,200 GED Test: \$12,000 PD for Teacher: \$750 CBK Budget Total: \$15,950	GED Test: \$12,000 PD for Teacher: \$750 CBK Budget Total: \$15,950	GED Test: \$12,000 PD for Teacher: \$750 CBK Budget Total: \$15,950
Goal 4: Graduate well prepared for post-secondary education and the workforce.	Priorities 2,3,4,5,7,8 Implement State Standards, Parent Involvement, Student Achievement, Student Engagement, Course Access, Other student outcomes	Identify and implement an online UC a-g sequence of courses.aligned to CCSS. 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.	School-wide		A committee of CBK teachers will be reviewing and piloting online course offerings by June of 2015. Expenditures: Costs included in Summer and PLC Professional Development.	Teachers will be trained for online course offerings selected and identify 1-3 eligible students to participate. Expenditures: Costs included in purchase of online learning provider.	Trained teachers will select 3 or more students to participate. New teachers will be trained for online course offerings selected and identify 1-3 students to participate Expenditures: Costs included in purchase of online learning provider.
Goal 4: Graduate well prepared for post-secondary education and the workforce.	Priorities 2,3,4,5,7,8 Implement State Standards, Parent Involvement, Student Achievement, Student Engagement, Course Access, Other student outcomes.	Implement a biology course (with t wet lab), ERWC, upper level math and science courses, and AP courses. Research: <i>K-12 Postsecondary Alignment and School Accountability: Investigating High School Responses to California's Early Assessment</i>	School-wide		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	Develop and implement upper level math courses. Implement ERWC. Expenditures: Hourly pay for teachers on Curriculum Committee, \$2,000: Mmaterials for upper level math courses, \$2,600: CBK Budget.	Continue to monitor the implementation of biology and upper level math courses with professional development support to teachers. Expenditures: Hourly pay for teachers \$5,600: CBK Budget



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<i>Program, College Board Advocacy & Policy Center, Sept., 2012.</i>			biology: \$2,600 CBK Budget.		
					Total: \$4,600	Total: \$4,600	Total: \$5,600
Goal 4: Graduate well prepared for post-secondary education and the workforce.	Priorities 2,3,4,5,7,8 Implement State Standards, Parent Involvement, Student Achievement, Student Engagement, Course Access, Other student outcomes	Develop and implement a Senior transition plan for college or the workforce. 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.	School-wide		Develop a committee of CBK teachers who will create an elective course centered around “Beyond the Diploma” thinking. Expenditures: Hourly Teacher pay 4 teachers 8 hours; total 32 hours. \$1,600 Materials – \$2,000 CBK Budget	Teachers will pilot the course with 1-3 seniors. Expenditures: Materials \$2,000	Teachers will implement course with all seniors needing 50 credits or less. Expenditures: Materials \$2,000
					Total: \$3,600	Total \$2,000	Total \$2,000
Goal 4: Graduate well prepared for post-secondary education and the workforce.	Priorities 2,3,4,5,7,8 Implement State Standards, Parent Involvement, Student Achievement, Student Engagement, Course Access, Other student outcomes.	Identify and implement virtual and real time CTE courses.	School-wide		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	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.	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



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					PLATO online learning. Expenditures: No Cost	Expenditures: No Cost	PLATO online learning. Expenditures: No Cost
Goal 4: Graduate well prepared for post-secondary education and the workforce.	Priorities 4,5,7,8 Student Achievement, Student Engagement, Course Access, Other student outcomes	Implement Work Experience classes at all sites.	School-wide		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 consultant on Work Experience Course Material: \$350. Total: \$850	Continue to provide Work Experience course. Expenditures: No Cost	Continue to provide Work Experience course. Expenditures: No Cost
Goal 4: Graduate well prepared for post-secondary education and the workforce.	Priorities 2,3,4,5,7,8 Implement State Standards, Parent Involvement, Student Achievement, Student Engagement, Course Access, Other student outcomes	Identify a process for and offer Concurrent enrollment college courses at selected regional CBK sites	School-wide		Coordinate with RCC, MSJC, and COD liaison to assist with offering Concurrent Guidance courses at 4 regional CBK sites. Expenditures: Teacher consultant cost @\$2,000 per consultant \$8,000 Student materials – \$ 2,000	Offer Concurrent Guidance courses at regional CBK sites. Expenditures: Teacher consultant cost @\$2,000 per consultant \$8,000 Student materials – \$ 2,000	Offer Concurrent Guidance courses at regional CBK sites. Expenditures: Teacher consultant cost @\$2,000 per consultant \$8,000 Student materials – \$ 2,000



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Total: \$10,000	Total: \$10,000	Total: \$10,000
Goal 5: Satisfactory progress toward graduation or high school completion.	Priorities 1,2,4,5,7,8 Basic Services, Implement State Standards, Student Achievement, Student Engagement, Course Access, Other student outcomes	Develop a system for monitoring credit accumulation for students.	School-wide		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	Continue training with teachers to implement consistent grading and credit accumulation practices. Expenditures: No Cost	Continue training with teachers to implement consistent grading and credit accumulation practices. Expenditures: No Cost
Goal 5: Satisfactory progress toward graduation or high school completion.	Priorities 2,4,5,7,8 Implement State Standards, Student Achievement, Student Engagement, Course Access, Other student outcomes.	Purchase academic PE component to supplement PE Logs and meet state PE Standards.	School-wide		Identify, purchase and implement an academic component to PE curriculum. Expenditures: Fitness for Life Textbooks \$36 \$12,300 Total \$12,300	Purchase and implement an academic component to PE curriculum. Expenditures: Fitness for Life Textbooks \$36 \$3,000 Total \$3,000	Purchase and implement an academic component to PE curriculum. Expenditures: Fitness for Life Textbooks \$36 \$3,000 Total \$3,000
Goal 5: Satisfactory progress toward graduation or high school completion.	Priorities 2,4,5,7,8 Implement State Standards, Student Achievement, Student Engagement, Course Access, and other student outcomes.	Purchase and implement an online learning management system for students. (Haiku)	School-wide		Identify, purchase and implement a learner management system. Expenditures: Haiku 4.95/student. \$4,207 – CBK Budget Total: \$4,207	Identify, purchase and implement a learner mangamnet system. Expenditures: Haiku 4.95/student. \$4,207 – CBK Budget Total: \$4,950	Identify, purchase and implement a learner mangamnet system. Expenditures: Haiku 4.95/student. \$4,207 – CBK Budget Total: \$5,940
Goals: 1, 2, 3, 4, 5, 6,	Priority 3	Implement a two-way system of communication with students and parents	School-wide		Implement an email system of communication with students and parents.	Train teachers and use technology to meet with students, parents, and other support people	Train teachers and use technology to meet with students, parents, and other support



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		using email. Research: Epstein's <i>Framework of Six Types of Parent Involvement</i> . Center on School, Family, and Community Partnerships, Johns Hopkins University, 2011.			Review RCOE Technology Agreement with teachers. Expenditures: No Cost	virtually or in person by using Google Hangouts or Skype. Review RCOE Technology Agreement with teachers. Expenditures: No Cost	people virtually or in person by using Google Hangouts or Skype. Review RCOE Technology Agreement with teachers. Expenditures: No Cost
Goals: 1, 2, 3, 4, 5, 6,	Priority 3	Involve students and parents in decision-making and advisory functions for the purpose of program review and improvement in support of academic accountability. <i>Research: School, Family, and Community Partnerships: Your Handbook for Action, Third Edition.</i> Epstein, 2009.	School-wide		Implement School Advisory Council. Expenditures: No Cost.	Implement School Advisory Council. Expenditures: No Cost	Implement School Advisory Council. Expenditures: No Cost.
Goals: 1, 2, 3, 4, 5, 6,	Priority 3	Schedule meetings with students and parents to develop Individual Learning Plans (ILP) for students and schedule mid-year progress monitoring meetings. <i>Research: Multi-Cultural Partnerships: Involve All Families.</i> Epstein, 2012.	School-wide		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.	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.	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.



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goals: 1, 2, 3, 4, 5, 6,	Priority 3	Develop a Student Leadership Cadre to plan and promote student activities such as College Nights, College Visits, Prom, Peer Counseling and Community Service Activities.	School-wide		<p>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.</p> <p>Expenditures: \$2,700 Teambuilding Retreat 30 students, 6 advisors. \$700 Transportation Materials: \$1,400 \$2,800 for yearly site activities.</p> <p>Total \$7,600</p>	<p>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.</p> <p>Expenditures: \$2,700 Teambuilding Retreat 30 students, 6 advisors. \$700 Transportation Materials: \$1,400 \$2,800 for yearly site activities.</p> <p>Total \$7,600</p>	<p>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.</p> <p>Expenditures: \$2,700 Teambuilding Retreat 30 students, 6 advisors. \$700 Transportation Materials: \$1,400 \$2,800 for yearly site activities.</p> <p>Total \$7,600</p>
Goals: 1, 2, 3, 4, 5, 6,	Priority 2, 3, 5, 6, 8	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.	School-wide		<p>Provide professional development training to independent study leaders at CCIS (California Consortium on Independent Study).</p> <p>Expenditures: 8 teachers to CCIS Conferences: \$5,800</p> <p>Total: \$5,800</p>	<p>Provide professional development training to independent study leaders at CCIS (California Consortium on Independent Study).</p> <p>Expenditures: 8 teachers to CCIS Conferences: \$5,800</p> <p>Total: \$5,800</p>	<p>Provide professional development training to independent study leaders at CCIS (California Consortium on Independent Study).</p> <p>Expenditures: 8 teachers to CCIS Conferences: \$5,800</p> <p>Total: \$5,800</p>



B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 1 and Goal 2: Proficiency in CCSS in Reading, Writing and Math. Goal 6: EL</p>	<p>Priorities 2, 4, 8 CCSS, Achievement, and other Student Outcomes.</p>	<p>Low Income Students: 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. 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>	<p>School-wide</p>		<p>Use data from PLC data teams meetings to identify students, CAHSEE, reading, and math intervention, Plato credit recovery, CAHSEE boot camp, and after school tutoring. Use Plato Accucess for math reading and CAHSEE Intervention. CAHSEE Prep material from CDE.</p> <p>Expenditures: Plato contract for credit recovery: \$29,289.56 CBK Budget.</p> <p>Total: \$29,289.56</p>	<p>Use data from PLC data teams meetings to identify students, CAHSEE, reading, and math intervention, Plato credit recovery, CAHSEE boot camp, and after school tutoring. Use Plato Accucess for math reading and CAHSEE Intervention. CAHSEE Prep material from CDE.</p> <p>Expenditures: Plato contract for credit recovery: \$29,289.56 CBK Budget.</p> <p>Total: \$29,289.56</p>	<p>Use data from PLC data teams meetings to identify students, CAHSEE, reading, and math intervention, Plato credit recovery, CAHSEE boot camp, and after school tutoring. Use Plato Accucess for math reading and CAHSEE Intervention. CAHSEE Prep material from CDE.</p> <p>Expenditures: Plato contract for credit recovery: \$29,289.56 CBK Budget.</p> <p>Total: \$29,289.56</p>
<p>Goal 1 and Goal 2: Proficiency in ELA and Math.</p>	<p>Priorities 2, 4, 5, 8, CCSS, Achievement, and Dropouts.</p>	<p>Low Income Students: Implement the AVID tutoring program. Research: <i>Identifying predictors of college success through an examination of AVID graduates’ college preparatory achievements.</i> Watt,</p>	<p>School -wide</p>		<p>Provide AVID tutors for students for targeted assistance in the core subject areas.</p> <p>Expenditures: 6 AVID tutors, \$36,000: CBK</p>	<p>Provide AVID tutors for students for targeted assistance in the core subject areas.</p> <p>Expenditures: AVID tutors, \$36,000: CBK</p>	<p>Provide AVID tutors for students for targeted assistance in the core subject areas.</p> <p>Expenditures: AVID tutors, \$36,000: CBK</p>



Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Huerta, & Alkan, 2011. <i>Journal of Hispanics in Higher Education</i> . 10(2), 120-133.			Budget. Total: \$36,000	Budget. Total: \$36,000	Budget. Total: \$36,000
Goal 1 and Goal 2: Proficiency in ELA and Math.	Priorities 2, 4, 8 CCSS, Achievement, and other Student Outcomes	Low Income Students: Purchase tablets for use with online learning classes, intervention activities in ELA, Math, CAHSEE, and Haiku LMS. 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.	School-wide		Purchase tablets or Chrome books for CBK student use. Expenditures: Tablets with keyboards, \$36,305: CBK Budget. Total: \$38,805	Purchase tablets or Chrome books for CBK student use. Expenditures: Tablets with keyboards, \$36,305: CBK Budget. Total: \$38,805	Purchase tablets or Chrome books for CBK student use. Expenditures: Tablets with keyboards, \$36,305: CBK Budget. Total: \$38,805
Goal 6: EL Proficiency in English & proficiency in ELA.	Priorities 2, 4, 5, 8, CCSS, Achievement, Dropouts, and other Student Outcomes	English Learners: Implement the new California ELD standards. Research: <i>Improving Education for English Learners: Research-Based Approaches.</i> CDE, 2010.	School-wide		Integrate new integrated ELD standards into ELA Units of Study, research and purchase ELD materials, and train teachers. Expenditures: Teacher hourly pay \$10,000, Textbooks or ELD material either online or print \$20,000: CBK Budget Total \$30,000	Integrate ELD standards into instruction with support from principals, and collaboration during PLCs. Expenditures: ELD materials, \$20,000: CBK Budget.	Integrate ELD standards into instruction with support from principals, and collaboration during PLCs. Expenditures: ELD materials, \$20,000: CBK Budget.
Goal 6: EL Proficiency	Priorities 2, 4, 5, 8, CCSS,	English Learners: Implement instructional	School-wide		Develop lessons based on data during	Develop lessons based on data during	Develop lessons based on data during



Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
in English & proficiency in ELA and Math.	Achievement, Dropouts, and other Student Outcomes	scaffolding for comprehensibility of content (verbal scaffolding, Procedural scaffolds, instructional scaffolds). Research: <i>Improving Education for English Learners: Research-Based Approaches.</i> CDE, 2010.			PLCs on the 4 th Wednesday of the month to identify students for differentiated instruction on scaffolding and performance feedback. Expenditures: Materials for differentiation, \$1,000: CBK Budget. Total: \$1000	PLCs on the 4 th Wednesday of the month to identify students for differentiated instruction on teach-reteach and use of manipulatives in math. Expenditures: Materials for differentiation, \$5,000: CBK Budget. Total: \$1,000	PLCs on the 4 th Wednesday of the month to identify students for in-differentiated instruction on the use of Thinking Maps and graphic organizers. Expenditures: Materials for differentiation, \$5,000: CBK Budget. Total: \$1,000
Goal 6: EL Proficiency in English & proficiency in ELA.	Priorities 2, 4, 5, 8, CCSS, Achievement, Dropouts, and other Student Outcomes	English Learners: Implement a systematic assessment, reclassification, and progress monitoring process for English Learners. <i>Research: Repairable Harm: Fulfilling the un-kept promise of educational opportunity for California's long-term English learners. Olsen, 2010.</i>	School-wide		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	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	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
Goal 6: EL Proficiency in English & proficiency in ELA.	Priorities 2, 5, 8, CCSS, Dropouts, and other Student Outcomes	English Learners: Identify and implement a systematic identification, assessment, reclassification, and progress monitoring process for adult English learners.	School-wide		Investigate and develop a process for identifying, assessing, monitoring, and reclassifying adult EL learners. Expenditures:	Review data and Monitor process for identifying, assessing, monitoring, and reclassifying adult EL learners. Expenditures:	Review data and Monitor process for identifying, assessing, monitoring, and reclassifying adult EL learners. Expenditures:



Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<i>Research: Reparable Harm: Fulfilling the un-kept promise of educational opportunity for California's long-term English learners. Olsen, 2010.</i>			Committee to identify process: \$100. In-service for teachers 2 hours x 20 teachers = \$2,000. Materials: \$2,500: CBK Budget. Total: \$4,600	Committee to review data and process: \$100. In-service for teachers 2 hours x 20 teachers = \$2,000. Materials: \$2,500: CBK Budget. Total: \$4,600	Committee to review data and process: \$100 In-service for teachers 2 hours x 20 teachers = \$2,000. Materials: \$2,500: CBK Budget. Total: \$4,600
Goal 1 and Goal 2: Proficiency in ELA and Math.	Priorities 4, 5, 8, Achievement, Dropouts, and other Student Outcomes	RFEP Students: Implement a systematic monitoring and support process using grades, short-cycle assessments, and CAHSEE results for RFEP students. <i>Research: Reclassification of English Learner Students in California. Public Policy Institute, January 2014.</i>	School-wide		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	Continue implementation of two-year monitoring process for RFEP students using results from the CAHSEE, RCOE short-cycle assessments, and student grades. Expenditures: Materials for Reclassification: \$5,000: CBK Budget. Total: \$1,000	Continue implementation of two-year monitoring process for RFEP students using results from the CAHSEE, RCOE short-cycle assessments, and student grades. Expenditures: Materials for Reclassification: \$5,000: CBK Budget. Total: \$1,000
Goal 1 and Goal 2: Proficiency in ELA and Math.	Priorities 2, 4, 5, 8, CCSS, Achievement, Dropouts, and other Student Outcomes	Students with Disabilities: Implement a monthly student monitoring system to check on student progress toward IEP goals related to grades, attendance, and behavior. <i>Research: Lessons from California Districts</i>	School-wide		Modify lessons based on IEP goals and data during PLCs on the 4 th Wednesday of the month. Expenditures: No Cost	Modify lessons based on IEP goals and data during PLCs on the 4 th Wednesday of the month. Expenditures: No Cost	Modify lessons based on IEP goals and data during PLCs on the 4 th Wednesday of the month. Expenditures: No Cost



Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<i>Showing Unusually Strong Academic Performance for Students in Special Education.</i> WestEd, January 2011.					
Goal 1 Goal 2 Goal 4 Goal 5 Goal 6	Priorities 2, 4, 7,8 CCSS, Achievement, Course access, Dropouts, and other Student Outcomes	Low Income Students: English Learners: Students with Disabilities: Implement weekly planning meetings to analyze data, plan strategic interventions, and differentiated instruction for student subgroups. Research: <i>Visible Learning. A synthesis of over 800 meta-analyses relating to achievement.</i> Hattie, 2009. <i>Pyramid response to intervention. RTI.</i> Buffum, Mattos, & Weber, 2009.	School-wide		Analyze data and plan intervention workshops and differentiated instruction for students achieving below grade level or who have not passed CAHSEE. Expenditures: Teacher hourly pay, \$61,200: CBK Budget. Total: \$61,200	Analyze data and plan intervention workshops and differentiated instruction for students achieving below grade level or who have not passed CAHSEE. Expenditures: Teacher hourly pay, \$61,200: CBK Budget. Total: \$61,200	Analyze data and plan intervention workshops and differentiated instruction for students achieving below grade level or who have not passed CAHSEE. Expenditures: Teacher hourly pay, \$61,200: CBK Budget. Total: \$61,200



- C. Describe the LEA’s increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

The Come Back Kids Charter School, for the Riverside County Office of Education, has an enrollment of unduplicated pupils in excess of 55 percent of the total student enrollment. The supplemental and concentration grant funding in the LCAP year is calculated at \$214,393, based on the number and concentration of low income, students with disabilities, and English learners. The Come Back Kids Charter School is expending funds to improve services for all students, including low income, foster youth, and English learners on a district-wide basis since the majority of our students are identified as low income.

Services totaling \$2,989,919 from the Come Back Kids Charter School budget are provided on a school-wide basis for all students and low income, English learners, and students with disabilities, and includes student access to CCSS aligned instructional materials (textbooks and informational text), tablets/technology for classroom instruction (Priority 1), professional development (development of standards guides, units of study, and short-cycle assessments, and instructional strategies and differentiation) for the Common Core State Standards (Priority 2, 4, and 8) and qualified teachers (Priority 1). Services are provided to increase student engagement, increase attendance, reduce dropout and increase graduation rates (Priority 5 and 6), through e-mail, a learning management system and Individual Learning Plan, college nights, experiential learning opportunities events, development of Individual Learning Plans, transition plans, PBIS, anti-bullying programs. Extracurricular programs are implemented along with access to CTE classes, a-g courses including biology with wet labs, upper level math and science courses, elective courses in Plato, Expository Reading and Writing, and Advanced Placement classes (Priority 4 and 7).

- D. 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). 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). 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.



The estimated LCFF funds expended on Unduplicated Pupils in 13-14 was \$0. The total supplemental and concentration funds of 764,324, multiplied by .2805 equal \$214,393. Eligible pupils added to gap funding is \$214,393. Total 2014-2015 LCFF funding is \$2,989,919. Subtracting the gap of \$214,393 equals \$2,775,526. Increased or improved services LCAP calculation (\$214,393 divided by \$2,775,526) is 7.72%.

Come Back Kids Charter School is increasing school-wide and targeted services to low income, students with disabilities, and English learners by more than 7.72%. Services totaling \$206,895 from the Come Back Kids Charter School Budget are specifically directed toward meeting goals for subgroups (low income, English learners, and students with disabilities). Services for low income students include tutoring, CAHSEE intervention, reading and math intervention, credit recovery, after school tutoring, increased access to both digital and internet devices (Priority 1 and 4). Services for English learners include implementation of the new ELD standards, and integrated ELD time and curriculum, instructional scaffolding, and a systematic reclassification process (Priority 1, 2, 4, and 8). Services for students with disabilities include instructional scaffolding, tutoring, intervention for CAHSEE, reading and math, monthly progress monitoring on IEP goals, and grades and attendance.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.