LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Come Back Kids
CDS Code: 33103300128397
School Year: 2021-22
LEA Contact Information: Janice Delagrammatikas | jdelagrammatikas@rcoe.us | 9518266461

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).
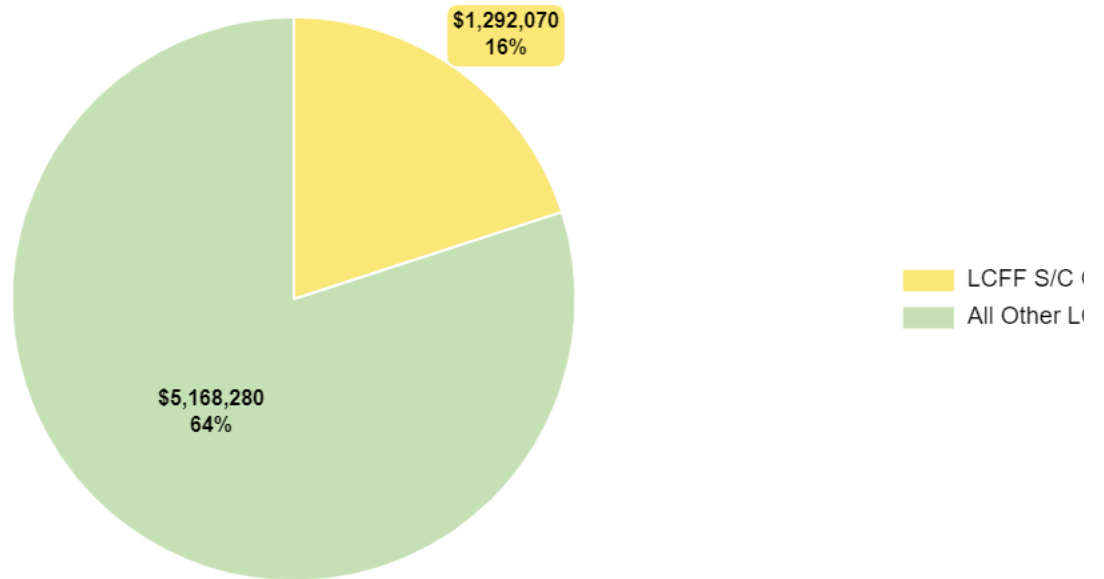
Budget Overview for the 2021-22 LCAP Year

Projected Revenue by Fund Source
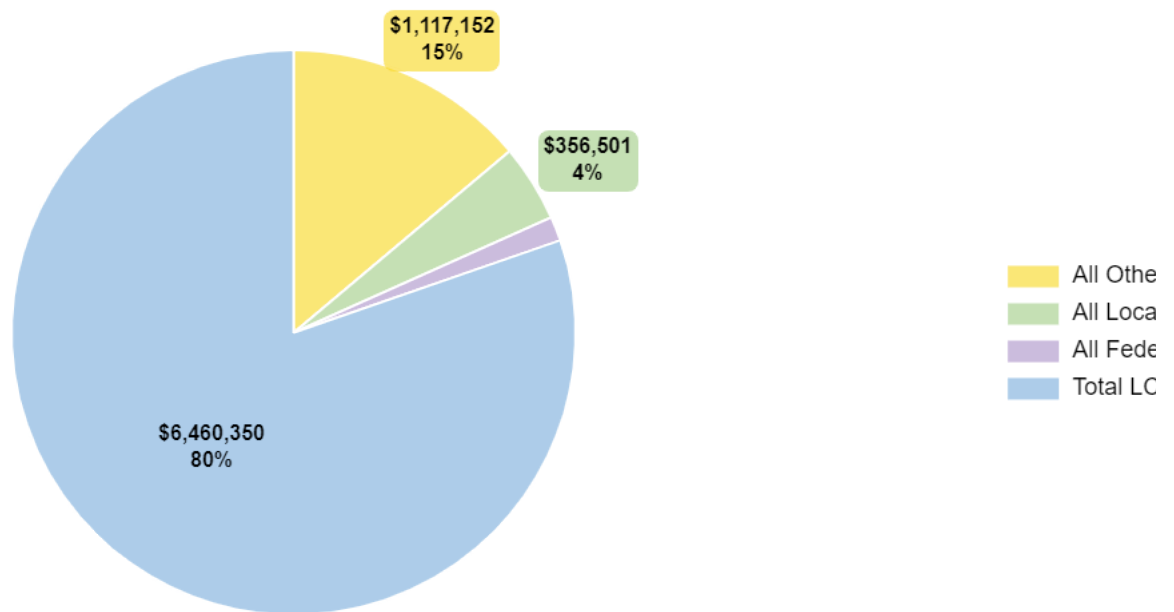
Source	Funds	Percentage
All Other State Funds	$1,117,152	15%
All Local Funds	$356,501	4%
All Federal Funds	$111,629	1%
Total LCFF Funds	$6,460,350	80%

Breakdown of Total LCFF Funds

| Source	Funds	Percentage
LCFF S/C Grants	$1,292,070	16%
All Other LCFF Funds	$5,168,280	64%

These charts show the total general purpose revenue Come Back Kids expects to receive in the coming year from all sources.

The total revenue projected for Come Back Kids is $8,045,632, of which $6,460,350 is Local Control Funding Formula (LCFF), $1,117,152 is other state funds, $356,501 is local funds, and $111,629 is federal funds. Of the $6,460,350 in LCFF Funds, $1,292,070 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP
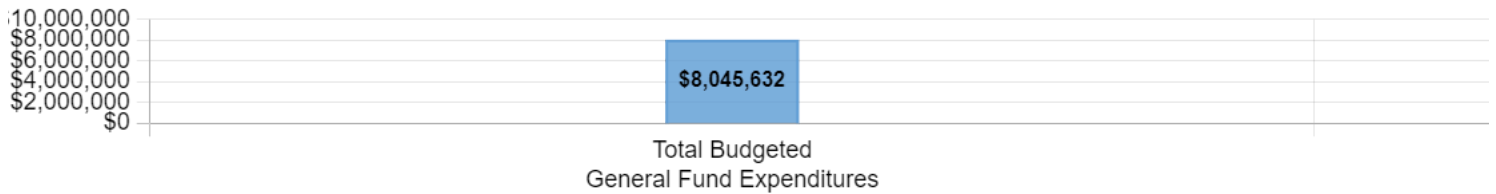
This chart provides a quick summary of how much Come Back Kids plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Come Back Kids plans to spend $8,045,632 for the 2021-22 school year. Of that amount, $4,612,104 is tied to actions/services in the LCAP and $3,433,528 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund expenditures not in the LCAP include routine operational costs, the contingency reserve, indirect costs, space allocation, the technology replacement plan, food service costs, and the Charter School oversite fee.

Increase or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Come Back Kids is projecting it will receive $1,292,070 based on the enrollment of foster youth, English learner, and low-income students. Come Back Kids must describe how it intends to increase or improve services for high needs students in the LCAP. Come Back Kids plans to spend $1,292,070 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students
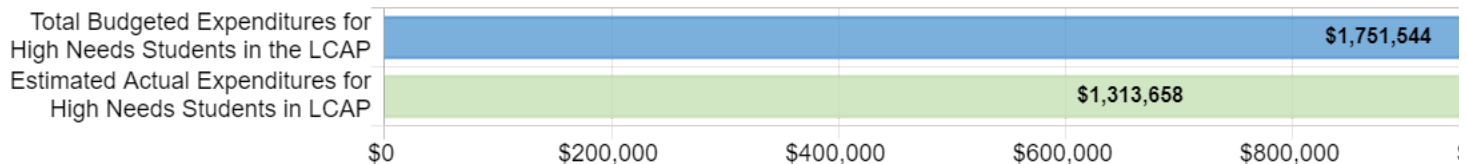
This chart compares what Come Back Kids budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Come Back Kids estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Come Back Kids's LCAP budgeted $1,751,544 for planned actions to increase or improve services for high needs students. Come Back Kids actually spent $1,313,658 for actions to increase or improve services for high needs students in 2020-21. The difference between the budgeted and estimated actual expenditures of $437,886 had the following impact on Come Back Kids's ability to increase or improve services for high needs students:

Due to the implementation of distance/online instruction for three quarters of the 2020-2021 school year in response to the COVID-19 pandemic, costs for instruction, professional development, and programs were less than the budgeted expenditures.

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.

LEA Information

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Coming School Year: This information is automatically generated.

Current School Year: This information is automatically generated.

Projected General Fund Revenue for the 2022–23 School Year

All amounts should be entered in the boxes below the corresponding amount title. The coming school year (as indicated above) means the fiscal year for which an LCAP is adopted or updated by July 1.

- *Total LCFF Funds:* This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California Education Code (EC) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).

- *LCFF Supplemental & Concentration Grants:* This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5), pursuant to EC sections 2574 and 42238.02, as applicable for the coming school year.

- *All Other State Funds:* This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.

- *All Local Funds:* This amount is the total amount of local funds and entitlements the LEA estimates it will receive.

- *All Federal Funds:* This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

- *Brief description for General Fund Expenditures:* Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan. The LEA's response for this prompt is limited to 450 characters.

Total Budgeted Expenditures for the 2022–23 School Year

- *Total Budgeted General Fund Expenditures:* This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- *Total Budgeted Expenditures in the LCAP:* This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.

- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07.

- *Expenditures Not in the LCAP:* This amount is automatically calculated.

- *Brief description for High Needs Students:* If the amount in "Total Budgeted Expenditures for High Needs Students in the LCAP" is less than the amount in "LCFF Supplemental & Concentration Grants", a prompt will appear and the LEA must provide a brief description of the additional

actions it is taking to meet its requirement to increase or improve services for high needs students.
Note: If no prompt appears, the LEA is not required to supply a description.

Expenditures for High Needs Students in the 2021–22 School Year

- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07 for the current school year.

- *Actual Expenditures for High Needs Students in the LCAP:* This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07, as reflected in the Annual Update for the current LCAP year.

- *Brief description for actual expenditures for high needs students:* If the amount in "Total Budgeted Expenditures for High Needs Students in the LCAP" for the 2021–22 school year is greater than the amount in "Actual Expenditures for High Needs Students in LCAP", a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to EC Section 42238.07.
  Note: If no prompt appears, the LEA is not required to supply a description.

California Department of Education December 2021

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Come Back Kids	Janice Delagrammatikas Principal	jdelagrammatikas@rcoe.us 9518266461

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);

- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and

- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents

- The 2021–22 Supplement

- The 2022–23 LCAP

- The Action Tables for the 2022–23 LCAP

- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in

the 2021–22 Local Control and Accountability Plan (LCAP)."

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff

providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp)for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and

Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Come Back Kids	Janice Delagrammatikas Principal	jdelagrammatikas@rcoe.us 9518266461

Plan Summary 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Come Back Kids (CBK) Charter School was first established in July 2013 to meet the academic needs
and behavior support of at-risk students ages 16 to 24, grades 10-12, including high school dropouts,
expelled students, foster youth, homeless, probation, and students with disabilities. The CBK Charter operates under the authority of the Riverside County Superintendent of Schools with the goal of preparing
students for future success by providing a supportive school environment that focuses on increasing
academic and pro-social skills, and foundational college and career experiences. Currently, there are 23
CBK sites in easily accessible locations throughout Riverside County. Come Back Kids is accredited by
the Western Association of Schools and Colleges (WASC) and provides students with curriculum,
instruction, and assessment to ensure that students graduate from high school well prepared for college, careers and civic engagement. In 2017-2018, the CBK received a six-year term of accreditation with a two-day midterm visit. In 20-21, the mid-term visit re-affirmed the accreditation through 23-24.

CBK staff developed the LCAP with the focus on the CBK Mission, Vision, Schoolwide learning
Outcomes, and the eight state priorities. The CBK vision is focused on preparing every student for success in college, career, and the

community. The CBK mission is centered on creating personalized learning opportunities for all students to prepare them to be future-ready through rigorous academics, post-secondary opportunities, and safe and supportive learning environments. The CBK Schoolwide Learning Outcomes (SLOs) are as follows: Students will be growth-minded, resourceful, actively engaged, determined, and socially responsible (GRADS).

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

The CBK College preparation program offers students opportunities to visit colleges and trade schools, to complete financial aid applications, and complete college enrollment. Students complete a postsecondary transition plan which includes opportunities for dual enrollment courses, work experience, leadership opportunities, CTE Pathways and industry-recognized certifications. Since 2009, over 2,500 CBK students have completed their high school education and the county grad rate in Riverside County is the highest for large counties in California at 90.1%.

Goals and actions in the Local Control Accountability Plan (LCAP) are aligned to the state priority areas
Parent involvement remains a priority for CBK and we strive to create meaningful opportunities for parent involvement in our school advisory council, our LCAP planning, and in our direct services to students.
The CBK Charter was founded in an effort to reduce the countywide dropout rate and increase the graduation rate. CBK works closely with the 23 Riverside County partner districts to engage students who drop out or who do not graduate with their cohort. CBK is under the California Dashboard Alternative School Status. Additional measures of student success are reported such as formative assessments, college and career readiness index, and standards implementation.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

CBK met the standards on the local performance indicators for Basics-Teachers, Instructional Materials, and Facilities (Priority 1), Implementation of Academic Standards (Priority 2), Parent Engagement (Priority 3), Local Climate Survey (Priority 6), and Access to a Broad Course of Study (Priority 7).

The CBK DASS graduation rate increased from 92.5% (blue) in 2018-2019 to 96.7% in 2019-2020. CBK staff will continue to implement grade classification by credit upon enrollment to provide 12th grade students with a timeline for graduation and to accurately define the students who are included in the cohort for the one year graduation rate. In addition, staff will use the the local Aeries dashboard and the individual student dashboards to closely monitor credit completion and graduation status for targeted realignment of resources to support student pathways to success.

The CBK suspension rate and expulsion remained at zero in 2019-2020 and 2002-2021. In order to maintain these outcomes, the use of other means of correction (counseling, mentoring), the implementation of PBIS with extensive incentives to improve behavior, and in-class support for behavior intervention will continue.

The CBK English Learner Progress indicator on the California Dashboard was at 76.3% making progress towards English language proficiency in 2018-2019, which met the very high (65% or higher) status.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CBK's performance on the California Dashboard Alternative School Status (DASS) was coded as red for academic achievement in ELA and math in 2018-2019. In 2019-2020, the Smarter Balanced Assessments in ELA and math (part of the CAASPP) were canceled due to the COVID-19 pandemic. In order to improve student achievement in ELA and math, CBK staff will continue to assess learning loss through multiple measures and addressed through a multi-tiered system of support to meet the different learning needs of students. Student learning and progress, as well as diagnosing learning loss, will be measured through Exact Path ELA, reading, and math pre-/post-tests, Interim Assessment Blocks (IABs), the Test of English Language Learners (TELL), classroom-based tests, student grades/credits, and state assessments (CAASPP and ELPAC).

At the classroom level, teachers will measure student learning and progress through multiple assessment methods that include online assignments, projects, quizzes, and teacher developed tests at the end of each unit. The Test of English Language Learners (TELL by Savvas) will be administered when an EL student enrolls in school and a post-test will be administered after 90 days to determine English language proficiency needs. Learning loss will also be identified in history-social science and science through in-class assessments in these subjects by teachers. Student grades will be used to provide authentic information to measure performance on assignments, projects, and tests. Teachers will monitor student participation in Plato/Edmentum to help with content/skills where students needed additional support in each subject.

At the school level, MTSS data teams will continue as a means to identify student needs. During MTSS collaborative meetings on Wednesday PLCs, teachers and principals will review student data on attendance, behavior, grades, credits, and standardized test scores to determine classroom and schoolwide interventions for students. Central office administrators and principals will conduct classroom observations, provide feedback on content and instruction and support teachers. Principals will monitor the instructional supports provided to English learners and students with disabilities. Principals will monitor student work completion and graded assignment/test as recorded by teachers in Aeries Gradebook. Administrators/Principals will continue to review the weekly automated grade reports that are received through email (generated from Aeries) in order to monitor student progress. Parents/Guardians will monitor their child's learning using Parent Portal.

At the district level, the Alternative Education Leadership Team will continue meeting twice each month to monitor student achievement data, program outcomes, and actions/services in the LCAP. The Leadership Team is made up of site and central office administrators. Monitoring and evaluating the effectiveness of the plan will continue to be integrated with processes for the LCAP Annual Update, WASC accreditation review, and SPSA development. The Leadership Team will continue to use our own local dashboard in Aeries to monitor student data in real time during the two meetings each month.

Improving academic achievement will be addressed through the multi-tiered system of support for students. Tier one supports/responses will include the implementation of Universal Design for Learning and differentiated instruction during class by the teachers, and credit recovery classes using Edmentum courseware (learning modules with pre-/post-tests). Tier two interventions/responses will include targeted in-class intervention from teachers, after school support from instructors, and online tutoring from contracted providers. Tier three supports/responses will include intervention courses, summer school, and the intensive tutoring. Intervention courses are additional ELA or math classes to provide extended time for learning. Summer school will be offered to all students who need intervention, support, or credit recovery from June 1 through July 30, 2021.

All students will receive the aforementioned academic intervention with concomitant strategies that differ for pupils who are English learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness. Low income students have unique needs based on access to resources. Due to these circumstances, low income students will be provided with instructional resources, access to technology at home, UDL and differentiated instruction, and tutoring. English learners have specific needs in understanding the English language in reading, writing, speaking and listening. Due to these needs, English learners will receive differentiated instruction based on Exact Path, ELPAC and TELL scores that range from support from translators, scaffolds during instruction, intervention courses, and tutoring. Foster youth have often endured multiple home and school transitions and will receive support with school connections and learning progressions to address partial courses completions. Homeless youth will receive access to online resources and tutoring. Students with disabilities (SWD) have individualized needs based on their IEPs and will receive modified instruction, intervention courses, tutoring, and educationally related mental health services.

In order to increase college and career readiness, CBK staff will continue Dual Enrollment courses with the University of California, Riverside, in academic and CTE courses and the YouthBuild Grant with the California Family Life Center.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

CBK is partnering with the University of California, Riverside-Extension Center, for the third consecutive year to implement Dual Enrollment courses in the Networking pathway for the Professional Certificate for Computer Technician. The Dual Enrollment courses (four courses with 140 total hours of instruction and 14 units of college coursework) in the Networking pathway include IT Fundamentals-ITF+ Certification (Introductory), Maintaining and Supporting Computers-A+ Certification (Concentrator), IT Help Desk Operations and Support (Concentrator), and Networking+ Certification (Capstone). Students who successfully complete the courses earn college credit from UCR. Students who pass the CompTIA® exams earn industry-recognized certifications (CompTIA® A+ certification, CompTIA® Network+ certificate, CompTIA® Security+certificate). The Dual Enrollment courses are offered at ARLC and through online learning at all CBK sites.

The YouthBuild Grant for CBK was submitted this year (CBK has received four grant awards since 2013). CBK, in partnership with the California Family Life Center (CFLC), Riverside County Workforce Development Board (WDB), and other valued community collaborators, implements the high impact Riverside County YouthBuild Construction Plus (RCYB+) project. CFLC serves as the primary operational partner to implement RCYB+, which provides education, leadership development, community service, and meaningful project-based occupational skills training in construction, logistics, and health care to disadvantaged youth between the ages of 16-24 in three cohorts over the performance period. A minimum of 85% of participants are high school dropouts, adjudicated juveniles, foster youth, parenting teens, homeless, or from a low-income family in accordance with Health and Human Services poverty guidelines. The remaining youth are those with basic skills deficiencies despite attainment of a high school diploma or state-recognized equivalency or referred by local secondary schools.

CBK students have enrollment options in five CTE pathways that include Networking for the Information and Communication Technologies Industry Sector, Welding and Materials Joining pathway for the Manufacturing and Product Development Industry Sector, Food Service and Hospitality pathway for the Hospitality, Tourism, and Recreation Industry Sector, Residential and Commercial Construction pathway for the Building and Construction Trades Industry Sector, and the Multi-Media Production pathway for the Arts Media and Entertainment Industry Sector. The courses for the Multi-Media Production pathway are articulated with RCC and students earn college credit after successfully completing the courses.

CBK is increasing opportunities for students to gain access to internships and expand industry and labor partnerships through the Welding and Materials Joining pathway at David L. Long Regional Learning Center in Murrieta. CBK is working with the California Family Life Center, the Constitutional Rights Foundation, and Cryoquip Cryogenics to implement internships in welding for students who complete the pathway. Cryoquip is an international private company located in Murrieta next door to the David L. Long Regional Learning Center campus.

Expanding partnerships and industry certifications are accomplished through the Residential and Commercial Construction pathway at Betty Gibbel Regional Learning Center in San Jacinto. Students engage in work-based learning through the Food Service and Hospitality pathway at Don F. Kenny Regional Learning Center in Indio and Palm Springs Community School and earn food handler certifications and skills that provide options for entry-level jobs. Additional programs to provide internships for students include WorkAbility for students with disabilities. Universal Design for Learning and Culturally Responsive Instruction are the focus of staff development and classroom approaches for the second consecutive year. UDL and Culturally Responsive Instruction reflect sociocultural and constituent-involving strategies that connect student's cultural assets and references to academic concepts and skills, employ curricula that encourages student reflection on their own lives and society, support student cultural competence by facilitating learning about their own and other cultures, pursue social justice through critiques of discourses of power, and address anti-racism.

Multi-tiered Systems of Support for Students are a central focus. The CBK local dashboard along with individual student dashboards monitor student outcomes in real time. School-site data teams meet every month to analyze student attendance, behavior, and evidence of student learning from assessments in order to differentiate instruction and implement classroom interventions to address gaps in learning. The CBK professional learning matrix is focused on ELA and math instruction, Universal Design for Learning/differentiated instruction, and social-emotional learning.

Programs and services to connect students to school in positive and safe learning environments include college and career readiness support, behavioral/mental health counseling, and assistance with transitions between schools. Programs to provide parents with support for their students include College Success, Nurturing Parenting classes, and the Parent Engagement Leadership Initiative workshops.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

CBK is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

CBK is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

CBK is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Stakeholder engagement is an ongoing process for CBK every year. Meetings are held with our stakeholders to gain input and feedback on our programs and services as a part of our continuous improvement process. Although the submission of the LCAP was canceled last year by CDE, the input from last year and the input from the Learning Continuity and Attendance Plan stakeholder meetings were integrated in this year's school program. Staff, parents/guardians, students, and community partners were involved in LCAP stakeholder meetings during the 2020-2021 school year along with stakeholder meetings for the Learning Continuity and Attendance Plan in the summer of 2020.

On August 25th, Learning Continuity and Attendance Plan stakeholder meetings were held with staff, parents/guardians, and students by Zoom.

On September 8, 2020 and December 8, 2020, LCAP stakeholder meetings were held on Zoom with staff, parents, students, and community members. Stakeholders also responded to surveys administered during December and January. Stakeholders examined Exact Path ELA, reading, and math pre-/post test results, enrollment in CTE and UC ag courses, dual Enrollment, grad rate data at meetings and provided input for the development of actions for Goal 1. Stakeholders studied the data on student engagement and school climate (attendance, chronic absenteeism, survey results at meetings and provided input for the development of actions for Goal 2. Stakeholders analyzed the English learner data from assessments (ELPAC, reclassification, and scores on the CAASPP in ELA and math at site and partner meetings and provided input for the development of actions for Goal 3.

During the 2020-2021 school year, the CBK School Advisory Council and ELAC/DELAC Councils reviewed quantitative data and provided input on the LCAP at meetings on September 8, October 8, March 2, and May 13 at their respective meetings. The SAC met for final review on May 13th and approval on June 1st. The ELAC is made up of parents of English learner students and adult students. The District English Learner Advisory Committee (DELAC) reviewed quantitative data and provided input on the LCAP at meetings that ran concurrently to the ELAC.

In addition to the LCAP school advisory council stakeholder meetings, staff members (certificated and classified employees) provided input for LCAP actions through various meetings during the school year. Input for the LCAP was discussed at the quarterly (September 1, November 3, February 2, and April 6-Zoom meetings) Program Services Quality Review Committee (8 teachers selected by RCOTA and 7-central office administrators, principals, counselor).

The Staff Development Planning Committee (Teachers, Principals, and Administrators) met on February 4, 2020 to examine student data and teacher needs in order to prioritize staff development actions for 20202021.

Community partners provided input into the LCAP at bimonthly community partner meetings with the CFLC
The Riverside County Office Teachers Association (RCOTA) and representatives of Chapter 693 of the California School Employees Association met to review the LCAP in May. The Riverside County Board of Education reviewed the components of the LCAP at the meeting on April 7, 2021 (Annual Update for the LCAP and Learning Continuity and Attendance Plan). The LCAP was presented to the Riverside County Superintendent of Schools and Cabinet in June.

A summary of the feedback provided by specific educational partners.

Based on data, the information from the stakeholders meetings and the LCAP Annual Update process, and feedback from the WASC visiting committees, Goal 1 was revised to align with RCOE's revised pledge: Students will graduate from high school academically and socially prepared for college, the workforce, and civic responsibility.

Based on data, the information from the stakeholders meetings and the LCAP Annual Update process, and feedback from the WASC visiting committees, Goal 2 was revised to clearly define the social-emotional domains of learning: Students will develop skills in self-management, self-awareness, social awareness, responsible decision making, and relationship building in positive, safe, and healthy learning environments.

Goal 3 was maintained due to the needs of English learners: English learners will acquire proficiency in English.

CBK prioritized the proposed actions/services based on the metrics for the state priorities and the needs of the students. The actions/services for each of the goals were revised to varying degrees for 2021-2022 based on the data, student needs, and stakeholder input. The actions/services that impacted the LCAP for the 2021-2022 school year are organized by stakeholder group.

The WASC mid-cycle visits for the six-year terms of accreditation occurred in October of 2020. The WASC visiting committee reviewed the school's areas of growth with the administrators and agreed that a continued effort in the action plan areas will strengthen students' outcomes and was satisfied with the progression of these areas as well. The WASC visiting committee noted the school's strong climate of collaboration within the school and also with partners and CBK's dedication to their mission of creating personalized learning opportunities for all students. Other commendations included very supportive administrators and teachers who empower their students to achieve both academically and personally. and staff collaboration between sites. The CBK School WASC visiting committee concurred with the school's identified areas for growth: improve student achievement in ELA and mathematics; continue to enhance student college and career readiness skills; improve student connectedness to school, and improve EL student English language acquisition and English language and math proficiency.

The input provided by students, parents, and staff at the school site LCAP stakeholder meetings from August to March provided information for developing and revising actions.

Stakeholders suggested the following:
• Increase instructional differentiation (Goal 1).
• MTSS is very helpful in discussing student needs (Goal 1)
• Increase student incentives (Goal 2).
• Increase opportunities to meet with counselors (Goal 2).
• Implement UDL for EL students (Goal 3).
• Continue Parent Portal and Parent Square (Goal 3).
• Continue Dual Enrollment (Goal 1).
• Continue college/virtual visits (Goal 1).
• continue to use technology-computers/laptops, mouse, headphones, microphones interactive TVs
• Differentiate staff development for teachers (Goal 1).
• Continue tutoring (Goal 1).
• Continue behavioral health counseling (Goal 2)
• Continue bus passes (Goal 2).
• Continue social work interns (Goal 2).
• Continue use of computers for instructional support of ELs (Goal 3).
• Increase teacher collaboration time

- Increase professional learning for teachers Universal Design for Learning (Goal 1).
- Provide more site-based PLCs (Goal 1).
- Continue Zoom for PLCs and SILK (Goal 1).
- Continue grade classification by credits for 12th grade students (Goal 1).
- Continue online access to curriculum resources for students to use at home (Goal 1).
- Continue career interest inventory (Goal 1).
- Add opportunities for Dual Enrollment in the desert (Goal 1).
- Explore connections with College of the Desert for CTE.
- Continue CTE pathways and explore more options at desert sites (Goal 1).
- Continue social-emotional support for students in class (Goal 2).
- Continue home visits, bus passes, and incentives to improve student attendance (Goal 2).
- Expand visual and performing arts program (Goal 2).
- More experiential learning and hands on activities for EL students (Goal 3).
- Increase internships for students in the desert (Goal 1).
- Continue ELA and math online tutoring (Goal 1).
- Live (face to face) tutoring (Goal 1).
- Keep student incentives for behavior and attendance (Goal 2).

CBK used the California Standards Self-Reflection Tool to measures progress implementing state academic standards. Teachers, principals, and administrators responded to the surveys.

The average rating for the progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks for English Language Arts, English Language Development, and mathematics were at full implementation. The average rating for the progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks for the Next Generation Science Standards was at initial implementation and History-Social Science was at full implementation.

The average rating for the progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks for English Language Arts, English Language Development, and mathematics were at full implementation. The average rating for the progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks for Next Generation Science Standards and History-Social Science were at full implementation.

The average rating for the progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks (e.g., collaborative time, focused classroom walkthroughs, teacher pairing) for English Language Arts, English Language Development (Aligned to English Language Arts Standards) and mathematics were at full implementation. The average rating for the progress in implementing policies or programs to

support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks (e.g., collaborative time, focused classroom walkthroughs, teacher pairing) for Next Generation Science Standards and History-Social Science were at full implementation.

The average rating for the progress implementing Career Technical Education, health education, and the physical education Model Content Standards were at full implementation. The average rating for
progress implementing visual and performing arts and world language were at initial implementation.
The average rating for the success at identifying the professional learning needs of groups of teachers or staff as a whole, identifying the professional learning needs of individual teachers, and providing support for teachers on the standards they have not yet mastered were at full implementation.

The Self-Reflection Tool for Parent Engagement (Priority 3) was administered during the fall and winter of 2020-2021. CBK annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard. The self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1.   Building Relationships between School Staff and Families
2.   Building Partnerships for Student Outcomes
3.   Seeking Input for Decision-making
Under Building Relationships, parents responded that CBK was a full implementation in the following:
1.   The LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.
2.   The LEA's progress in creating welcoming environments for all families in the community.
3.   The LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Under Building Partnerships for Student Outcomes, parents responded that CBK was a full implementation in the following:
5.   The LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.
6.   The LEA's progress in providing families with information and resources to support student learning and development in the home.
7.   The LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.
8.   The LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Under Seeking Input for Decision Making, parents responded that CBK was at full implementation in the following:

9.   The LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

10.   The LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

11.   The LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

12.   The LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

The Program Services Quality Review Committee emphasized the importance of school safety through infrastructure upgrades (cameras, two-way radios, safety procedures) and maintaining small class sizes. In addition, more PLCs through Zoom, project-based service learning, and counseling were acknowledged as important to continue in 20212022 (Located under Goal 1 and 2).

The Professional Development Planning Committee created the professional learning calendar for 20212022. Professional development priorities included UDL, MTSS, teacher-led PLCs based on choice, teacher planning time, and required trainings in health education, suicide prevention, prevention of sexual exploitation of children, and CAASPP administration procedures (Located under Goal 1).

Parents on the English Leaner Advisory Committee (ELAC) recommended to continue regular communication on student attendance, translation services for parents, and the counseling services (school counselor, Social Work Interns, Wiley Center) (Located under Goal 2). The DELAC parents appreciated the bus passes for students and transportation to school (Located under Goal 2).

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Based on data, the information from the stakeholders meetings and the LCAP Annual Update process, and feedback from the WASC visiting committees, LCAP stakeholders agreed to update Goal 1 to align with the new RCOE pledge. Goal 1 now states that students will graduate from high school academically and socially prepared for college, the workforce, and civic responsibility. The following actions were confirmed or created for 2021-2022:

• Continue tutoring in ELA and math was influenced by LCAP stakeholder site meetings.

• Intensify differentiated instruction (one-on-one or small group support for students in ELA and math was influenced by LCAP stakeholder site meetings.

• Provide professional development on UDL (9 PLCs), MTSS (9 PLCs), teacher led/choice (10 PLCs), teacher planning/grading (4 PLCs), and CAASPP administration (1 PLC). The Summer Institute of Learning and Knowledge (SILK) will focus on mandated trainings in Health Education, Suicide Prevention, and prevention of sexual exploitation of children was developed by the Staff Development Planning

Committee (teachers, principals, administrators).
• Continue updating technology at all sites. The tablets, desktops, and interactive televisions will provide support Universal Design for Learning was influenced the Staff Development Planning Committee (teachers, principals, administrators).
• Utilize more technology instruction/presentation by students (developing PowerPoints, exploring, research, essay writing) was influenced by LCAP stakeholder site meetings.
• Increase the use of Zoom for PLCs to reduce travel time for teachers was influenced by the Staff Development Planning Committee (teachers, principals, administrators).
• Continue in-class support and professional development in ELA and math from the Coordinator of Instructional Innovation and Support was influenced the Leadership Team and Staff Development Planning Committee (teachers, principals, administrators).
• Continue project-based learning was influenced by LCAP stakeholder site meetings.
• Continue the new Spanish/AP Spanish courses (which started in January 2020) was influenced by LCAP stakeholder site meetings.
• Continue visual and performing arts program was influenced by LCAP stakeholder site meetings.
• Continue college visits, college fairs, and UCR summer camp was influenced by LCAP stakeholder site meetings.
• Continue ASVAB and PSAT was influenced by LCAP stakeholder site meetings.
• Continue with Dual Enrollment was influenced by LCAP stakeholder site meetings.
• Continue and CTE pathways was influenced by LCAP stakeholder site meetings..
• Add online classes as an option for students was influenced by the COVID-19 school closure and RCOE leadership.

Based on data, the information from the stakeholders meetings and the LCAP Annual Update process, and feedback from the WASC visiting committees, Goal 2 was revised to clearly define the social-emotional domains of learning: Students will develop skills in self-management, self-awareness, social awareness, responsible decision making, and relationship building in positive, safe, and healthy learning environments. The following actions were confirmed or created for 2021-2022:
• Reinvigorate PBIS and maintain incentives and recognition for student achievement, attendance, and behavior was influenced by LCAP stakeholder site meetings and Alternative Education Leadership Team.
• support and intervention, school wellness centers, and wrap around services was influenced by the needs during the school closure due to COVID-19.
• Continue social work intern/behavioral health counseling was influenced by LCAP stakeholder site meetings.
• Continue Parent Portal was influenced by SSC, ELAC, DELAC, PAC and LCAP stakeholder site meetings.
• Acquire/Implement Aeries Communication/Parent Square as the new automated system to contact parents through telephone, email, text, and social media was influenced by the counselors and the Alternative Education Leadership Team.

Goal 3: English Learners will acquire proficiency in English. The following actions were confirmed or created for 2021-2022:
• Acquire and implement more instructional materials for newcomers was influenced the Staff Development Planning Committee (teachers, principals, administrators).

• Utilize TELL results for instructional planning was influenced the Staff Development Planning Committee (teachers, principals, administrators).

• Implement Universal Design for Learning (UDL) was influenced the Staff Development Planning Committee (teachers, principals, administrators).

• Expand the use of instructional scaffolds (e.g., Thinking Maps) was influenced the Staff Development Planning Committee (teachers, principals, administrators).

• Enhance strategies in vocabulary development for English learners, especially in math and science was influenced by the Alternative Education Leadership Team.

• Provide flexible groupings of English learner students, specifically long-term English learners to allow for increased conversations in all subject areas was influenced by the Alternative Education Leadership Team.

• Provide more opportunities for EL students to work with English speaking students and to speak in class and make presentations was influenced by ELAC and DELAC.

• Provide more opportunities for EL students to learn from others and practice oral language production was influenced by ELAC and DELAC.

Goals and Actions

Goal

Goal #	Description
Goal 1	All students will graduate from high school academically and socially prepared for college, the workforce, and civic responsibility.

An explanation of why the LEA has developed this goal.

This broad goal was developed based on the local performance indicators on the California Dashboard, the state indicators on the California Dashboard, and stakeholder input. This goal was developed based on the local performance indicators on the California Dashboard for basic services in appropriately assigned teachers and access to curriculum-aligned instructional materials (Priority 1), implementation of the California Standards (Priority 2), and course access (Priority 7). This goal was also based on student data from the state indicators on the

California Dashboard/DASS for the one-year graduation rate (Priority 5), college and career readiness indicator (Priority 4), student data from the local assessments (Exact Path in ELA, reading, and math-Priority 8), and input from our stakeholder groups. The metrics and actions/services target the performance outcomes for graduation rates (Priority 5), college/career indicator (Priority 4), academic performance in ELA and math (Priority 4), and data from the Alternative Education local assessments in ELA and math (Priority 8). Stakeholders prioritized multiple actions for the College and Career Indicators (a-g completion, CTE pathway completion, Dual Enrollment, student led enterprise, internships, apprenticeships) to provide equitable opportunities for students to learn skills for post-secondary education success.

Actions were grouped in order to meet the metrics for local and State indicators on the California Dashboard for the LCFF priorities. The following actions were grouped to meet the metrics for high school graduation under LCFF Priority 5 and in response to stakeholder feedback. Action 1 (Broad Course of Study), Action 2 (Instructional Materials), Action 3 (Technology and Digital Literacy), Action 4 (Professional Development), Action 5 (UDL and Culturally Responsive Instruction), Action 11 (Formative Assessments and MTSS Data Teams), Action 12 (Multi-Tiered Systems of Supports-Classroom-Based Supports), Action 13 (Multi-Tiered Systems of Supports–Extended Learning Time). Action 14 (Monitoring instruction and learning for students with disabilities), Action 15 (Online Courses), Action 16(Credit Recovery), and Action 17 (High School Equivalency Testing).

The following actions were grouped to meet the metrics for CCI under LCFF Priority 4 and in response to stakeholder feedback. Actions 1 (Broad Course of Study), Action 2 (Instructional Materials), Action 3 (Technology and Digital Literacy), Action 4 (Professional Development), Action 6 (College and Career Readiness Counseling and Transitions), Action 7 (Career Technical Education Pathways), Action 8 (College Course Credit) Action 18 (Student Led Enterprise), Action 9 (Work-Based Learning and Industry Certifications), and Action 10(Internships for Students).

The following actions were grouped to meet the metrics for pupil achievement under LCFF Priority 4 and in response to stakeholder feedback. Actions 1 (Broad Course of Study), Action 2 (Instructional Materials), Action 3 (Technology and Digital Literacy), Action 4 (Professional Development), Action 5 (UDL and Culturally Responsive Instruction), Action 11 (Formative Assessments and MTSS Data Teams), Action 12 (Multi-Tiered Systems of Supports-Classroom-Based Supports), Action 13 (Multi-Tiered Systems of Supports–Extended Learning Time). Action 14 (Monitoring instruction and learning for students with disabilities), Action 15 (Online Courses), and Action 16 (Credit Recovery).

The following actions were created/grouped to meet the local indicators on the California Dashboard for basic services, implementation of the California Standards, and course access: Action 1 (Broad Course of Study), Action 2 (Instructional Materials), Action 3 (Technology and Digital Literacy), Action 4 (Professional Development), and Action 7 (Career Technical Education Pathways).

Goal 1 will be measured by high school graduation rates/high school equivalency data (Priority 1, 2, 5, and 7), student completion of Dual

Enrollment courses, CTE pathways, participation in internships, apprenticeships, student led enterprise, and student scores on the Exact Path assessments and the CAASPP for academic achievement (Priority 1, 2, 4, 5, 7, 8). The CDE created self-reflection tools will be used to measure implementation of the California State Standards and student information systems will be used to assess instructional materials, course access, and teacher assignments for the local indicators on the California Dashboard.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching using teacher certification data and Aeries course assignments (Priority 1)	Based on teacher certification data and Aeries course assignments, all teachers were appropriately assigned and fully credentialed in the subject areas 2020-2021	Based on teacher certification data and Aeries course assignments, all teachers were appropriately assigned and fully credentialed in the subject areas 2021-2022	[Intentionally Blank]	[Intentionally Blank]	Maintain at 100%
Students have access to standards-aligned instructional materials based on the Alternative Education Textbook Management System (Priority 1)	All students had access to standards aligned instructional materials in 2020-2021	All students had access to standards aligned instructional materials in 2021-2022	[Intentionally Blank]	[Intentionally Blank]	Maintain at 100%

California State Standards Implementation Reflection Tool. Implementation of academic content and performance standards and English language development standards (Priority 2)	The average rating on the California Standards Reflection Tool was 4 based on all five areas: Professional Learning on New Standards. Instructional Materials Aligned to New Standards. Identifying Areas Needing Improvement. Progress in Implementing Standards in All Areas. Identifying Professional Learning.	The average rating on the California Standards Reflection Tool was 4.05 based on all five areas: Professional Learning on New Standards. Instructional Materials Aligned to New Standards. Identifying Areas Needing Improvement. Progress in Implementing Standards in All Areas. Identifying Professional Learning.	[Intentionally Blank]	[Intentionally Blank]	The average rating on the California State Standards Implementation Reflection Tool will be 4 based on the average of all areas
Course Access: Pupil enrollment in a broad course of study based on Aeries graduation status reports and Independent Study Master Agreements(Priority 7)	All students had full access to a broad course of study in 2020-2021.	All students had full access to a broad course of study in 2021-2022	[Intentionally Blank]	[Intentionally Blank]	Maintain at 100%

DASS One-Year High School Graduation Rate on the California Dashboard (Priority 5)	DASS One Year Graduation Rate was 92.5% on the 2019 Dashboard and 96.7% in 2020.	Come Back Kids DASS One Year Graduation Rate was 93.5% EL 100% SED 92.9% SWD 100% AA 91.7% HIS 94.2 WHT 92.6	[Intentionally Blank]	[Intentionally Blank]	The DASS Graduation rate will increase by 2% to 95.5%

College/Career Indicator on the California Dashboard (Priority 4) CCI Replaces share of pupils determined prepared for college by the Early Assessment Program	CCI was 1.9% in 2019-2020.	No Official State Indicators Available for 2020-2021 Local Indicator reports Completed College Credit Courses 12 students Completed at Least One CTE Pathway: 5 students CTE Courses 230 students completed at least one CTE Course Youthbuild Pre-Apprenticeships 18 students completed - 8 Construction Pre-Apprenticeship Program, 10 Certified Logistics Associate Pre-Apprenticehip.	[Intentionally Blank]	[Intentionally Blank]	Achieve a 5% increase to 7%.

Academic Achievement in ELA on the Smarter Balanced Assessment as a part of the CAASPP (Priority 4)	The distance from standard was 120.1 on the Smarter Balanced Assessments in ELA in 2018-2019.	The distance from standard was not made available due to not being mandated during Pandemic. 25% met or exceeded standard. SWD 21.4% met or exceeded standard SED 23.7 met or exceeded standard EL 7.7 met or exceeded standard AA 16.7% met or exceeded standard HIS 25% met or exceeded standard WHT 18.6% met or exceeded standard	[Intentionally Blank]	[Intentionally Blank]	The distance from standard will be 95.1 on the Smarter Balanced Assessments in ELA in the aggregate and each student group

Academic Achievement in Math on the Smarter Balanced Assessment as a part of the CAASPP (Priority 4)	The distance from standard was 218.5 on the Smarter Balanced Assessments in Math	The distance from standard was not made available due to not being mandated during Pandemic. Overall 1.5% met or exceeded standard. SWD 0% met or exceeded standard SED 0.9 met or exceeded standard EL 0% met or exceeded standard AA 0% met or exceeded standard HIS 1% met or exceeded standard WHT 6.7% met or exceeded standard	[Intentionally Blank]	[Intentionally Blank]	The distance from standard will be 193.5 on the Smarter Balanced Assessments in Math in the aggregate and for each student group
Share of students that pass Advanced Placement exams with 3 or higher (Priority 4)	AP Exams were available to all students in 2020-2021. No student opted to take the AP Exams in 2020-2021.	AP Exams were available to all students in 2020-2021. No student opted to take the AP Exams in 2021-2022	[Intentionally Blank]	[Intentionally Blank]	All students will have full access AP Exams each year.

The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program in ELA (Priority 4)	The percent of students at Nearly Prepared was 12% and the percent at Well Prepared was 4% in ELA in 2018-2019 (the CAASPP was not administered in 2019-2020 or 2020-2021)	The percent of students at Nearly Prepared was 22.5% and the percent at Well Prepared was 2.1% in ELA in 2020-2021. SWD 21.43% nearly prepared, 0% well prepared SED 21.19% nearly prepared, 2.54% well prepared EL 7.69% nearly prepared, 0% well prepared AA 16.7% nearly prepared, 0% well prepared HIS 22.1% nearly prepared, 2.9% well prepared WHT 18.75% nearly prepared, 0% well prepared	[Intentionally Blank]	[Intentionally Blank]	The percent of students at Nearly Prepared will be 21% and the percent at Well Prepared will be 13% in ELA

The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program in math (Priority 4)	The percent of students at Nearly Prepared was 1% and the percent at Well Prepared was 1% in Math in 2018-2019.	The percent of students at Nearly Prepared was 1.5% and the percent at Well Prepared was 0% in math in 2021-2022. SWD 0% nearly prepared, 0% well prepared SED 0.9% nearly prepared, 0% well prepared EL 0% nearly prepared, 0% well prepared AA 0% nearly prepared, 0% well prepared HIS 1% nearly prepared, 0% well prepared WHT 6.7% nearly prepared, 0% well prepared	[Intentionally Blank]	[Intentionally Blank]	The percent of students at Nearly Prepared will be 10% and the percent at Well Prepared will be 10% in math
Exact Path platform for administering an ELA pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path ELA post-test was 52.33 for CBK students in 2020-2021	The percent meeting/exceeding on the Exact Path ELA post-test was 35.2% for Come Back Kids students in 2021-2022.	[Intentionally Blank]	[Intentionally Blank]	Achieve 15% increase in number of students who meet/exceed on the Exact Path in ELA. Increase from 52.33 to 67.33.

Exact Path platform for administering a Reading pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path Reading post-test was 59.10% for CBK students in 2020-2021	The percent meeting/exceeding on the Exact Path Reading post-test was 55.7% for Come Back Kids students in 2021-2022.	[Intentionally Blank]	[Intentionally Blank]	Achieve 15% increase in number of students who meet/exceed on the Exact Path in Reading. Increase from 59.10% to 74.10%
Exact Path platform for administering a Math pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8).	The percent meeting/exceeding on the Exact Path Math post-test was 50.72% for CBK students in 2020-2021.	The percent meeting/exceeding on the Exact Path Math post-test was 36.7% for Come Back Kids students in 2021-2022.	[Intentionally Blank]	[Intentionally Blank]	Achieve 15% increase will meet/exceed on the Exact Path in Math. Increase from 50.72% to 65.72%
Come Back Kids College/Career Indicator on the California Dashboard (Priority 4) CCI Replaces share of pupils determined prepared for college by the Early Assessment Program (Priority 4)	Come Back Kids CCI was 0 in 2019-2020.	No Official State Indicators Available for 2020-2021	[Intentionally Blank]	[Intentionally Blank]	Achieve a 9% Come Back Kids CCI Rate.

The percentage of pupils who have successfully completed career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks (Priority 4) This metric was replaced with the College and Career Readiness Index Metric and will no longer be reported	The percent completing a CTE pathway was 1% in 2020-2021	This metric was replaced with the College and Career Readiness Index Metric and will no longer be reported	[Intentionally Blank]	[Intentionally Blank]	The percent completing a CTE pathway will be 10% in the aggregate and for each student group
The Percentage of pupils who have completed both A-G and CTE (Priority 4) This metric was replaced with the College and Career Readiness Indicator and will no longer be reported.	The percent completing both a-g courses and a CTE pathway was 1% in 2020-2021	This metric was replaced with the College and Career Readiness Index Metric and will no longer be reported	[Intentionally Blank]	[Intentionally Blank]	The percent completing both a-g courses and a CTE pathway will be 15% in the aggregate and for each student group

Actions

Action #	Title	Description	Total Funds Contributing

Action #	Title	Description	Total Funds	Contributing
Action #1	Broad Course of Study	Enroll students in a broad course of study including UC a-g courses, core content, physical education, CTE, Dual Enrollment college classes, world languages, and visual performing arts programs. Continue online registration.	$457,119.00	No
Action #2	Instructional Materials, Resources, and Textbooks	Provide students with rigorous and relevant instructional materials and textbooks that enhance academic achievement.	$126,336.00	No
Action #3	Technology and Digital Literacy	Integrate digital literacy skills in the core content areas through the use of up-to-date technology by teachers and students.	$323,336.00	No
Action #4	Professional Development	Implement ongoing professional learning on UDL (multiple means of engagement, representation, and action/expression), culturally responsive instruction, and teacher choice through multiple formats. Continue using Zoom to reduce travel time and costs.	$213,302.00	No

Action #	Title	Description	Total Funds	Contributing
Action #5	UDL and Culturally Responsive Instruction	Implement Universal Design for Learning and Culturally Responsive Instruction that reflect sociocultural and constituent-involving strategies, and include the following features: connecting student's cultural assets and references to academic concepts and skills, employing curricula that encourages student reflection on their own lives and society, supporting student cultural competence by facilitating learning about their own and other cultures, pursuing social justice through critiques of discourses of power, addressing anti-racism, and integrating equity content through exploring issues of race/ethnicity and teaching historical examples of conflict, injustice, and discrimination to communicate tolerance, social skills, and civic responsibility.	$1,000.00	No
Action #6	College and Career Readiness and Transitions	Implement college readiness transition activities, including career inventories, college assessments (PSAT, AP exams, ACT, SAT), college visits, college summer camps, and support from the college and career readiness teacher in completing college applications, financial aid, and the Free Application for Federal Student Aid (FAFSA).	$145,436.00	Yes
Action #7	Career Technical Education Pathways	Expand CTE pathways in Computer Networking, Digital Multimedia Production, Residential Commercial Construction, Health Services, and Logistics,	$61,760.00	No

Action #	Title	Description	Total Funds	Contributing
Action #8	College Course Credit	Implement Dual Enrollment courses in partnership with UCR-Extension Center in IT Support Specialist Professional Certificate (CTE Networking Pathway), American History, and Physics; and with RCC for Business Math and Real Estate, Articulate CTE courses with RCC, COD and MSJC.	$1,500.00	No
Action #9	Work-Based Learning and Industry Certifications	Implement Workability, Work Experience permits, and other employment certificate programs (i.e., food handler permits, OSHA certification), which promotes equity and access for employability.	$1,000.00	No
Action #10	Internships and Apprenticeships for Students	Expand internships, pre-apprenticeships and apprenticeship programs for students.	$1,000.00	No
Action #11	Formative Assessments and MTSS Data Teams	Implement formative assessments, MTSS Data Teams, and instruction to improve student learning in ELA and math.	$875,422.00	Yes
Action #12	Multi-Tiered Systems of Supports (MTSS) – Classroom-Based Supports	Implement UDL, differentiated instruction (individual and small group instruction from teachers and instructional assistants), and ELA and math support/intervention classes for students.	$727,640.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #13	Multi-Tiered Systems of Supports (MTSS) – After School Supports, Summer School	Implement MTSS for students to improve student learning in ELA and math that including teacher after school tutoring, contracted tutoring providers, and summer school. Intervention approaches will focus on a holistic approach to learning consisting of social-emotional learning, cultural competence, and a growth mindset framework. Interventions will address common core state standards and issues of equity, cultural competence, student engagement, institutionalized racism, and privilege.	$51,600.00	Yes
Action #14	Monitoring Instruction and Learning for Students with Disabilities.	Monitor and evaluate the progress of students with disabilities on academic achievement, attendance, and behavior. Provide teachers with inclass support from administrator, and school psychologist.	$384,144.00	No
Action #15	Online Courses	Provide online classes to service students across all sites.	$59,049.00	No
Action #16	Credit Recovery	Provide credit recovery courses/options for students through online platforms.	$111,478.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #17	High School Equivalency Test (GED and HiSET)	Implement the High School Equivalency Test prep and assessment (GED and HiSET) as an alternate to the high school diploma.	$1,500.00	No

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action #13, Multi-Tiered Systems of Supports (MTSS) – After School Supports, Summer School – Teacher Tutoring was significantly impacted when funding sources had to be adjusted and teachers could no longer be paid extra hourly duty for 2 hours a day. Contracted tutoring, although offered daily had minimal attendance.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

UDL and Culturally Responsive Instruction (Action #5) more than doubled ($22,000 to $59,995). As this year progressed it was determined that the focus on cultural responsiveness offered during the UDL training was not enough to meet the needs of teachers. Community Now Coaching for Cultural Success contract was added as a way for educators to take the lead in building long-term infrastructure and support of foster and at-promise youth. Specifically, the objectives that were focused on included: Objective 1: To provide a safe and nurturing learning environment for the professional development teacher training. Objective 2: To provide professional development teacher training on how best to support African-American / Black foster youth in our schools through a trauma-informed lens. Objective 3: To provide a fresh unbiased perspective on how to best advocate for the youth who look to educators for guidance.

Instructional Materials, Resources, and Textbooks (Action #2) increased by over $600,000. There was contracted services with Dataworks to overhaul the ELA and Math curriculum, resulting in over 600 turnkey lessons and allowing RCOE Alternative Education to address the multiple learning platforms that would made available during 2021-2022 school year. Though this contract DataWorks provided resources

for onsite teaching, remote teaching, hybrid teaching, and independent study. This also included the incorporation of Educeri lessons as a secondary resource. Educeri lesson videos were recorded to support the teachers with lesson delivery and these lessons focused on EL integration strategies. All materials were completed and uploaded to the Canvas Learning Management platform to allow for access to accommodations embedded within the system that supports special populations such as EL and SWD.

Student Led Enterprise (Action #18) expenditures were limited. This was a new initiative for the 2021-2022 school year with a lot of components and collaboration across Alternative Education. The CBK student leadership developed a Coffee Bean Business selling a branded CBK Roast . The funding was provided through a unique project grant and any profits from the enterprise were directed to the student body fund. Leadership students collaborativey developed a business plan, marketed, and sold the coffee. We expect Student-Led Enterprise to expand in the 2022-2023 school year.

Work-Based Learning and Industry Certifications (Action #12) There was a carryover of textbooks and industry vouchers available from the previous year and we did not need to reorder. Internships were reduced because of COVID restrictions, disallowing students to complete on-site programming.

Spending for Multi-Tiered Systems of Supports (MTSS) – Classroom-Based Supports (Action #15) was greatly decreased aligning with the decrease in student enrollment. This led to a significant decrease in the number of students needing direct support and services as part of MTSS.

An explanation of how effective the specific actions were in making progress toward the goal.

(Action #1, Broad Course of Study). Course Scheduling.   Independent Study Agreements were used to enroll students in courses to meet their individual preferences for electives and graduation requirements. All students, were enrolled in UC A-G approved core academic courses based on their age and credit completion. Teachers used the RCOE Prospectus, Course Reference Guide, the Aeries Grad Status Report, and an evaluation of each student's transcript to ensure students were enrolled in a broad course of study. No barriers were identified preventing CBK from providing access to a broad course of study for all students.

Technology was used to overcome geographical barriers across sites. CBK utilized online learning intervention courses in ELA and mathematics as an additional support option for students (Action #3, Technology and Digital Literacy) students had access to online tutoring seven days a week and until 11:00PM at night. CBK provided English learners with challenging curriculum and instruction that maximized the attainment of high levels of proficiency in English,

All students were scheduled in courses to meet the high school graduation requirements with specific attention to their individual preferences and college/career goals. Teachers provided standards-based instruction in ELA, ELD, mathematics, history/social science,

science (NGSS), visual and performing arts, and world languages. Teachers continued the implementation of Universal Design for Learning (UDL) and Thinking Maps in the classroom.

CBK utilized synchronous online learning intervention courses in ELA and mathematics as an additional support option for students. Credit recovery was offered to all students through the Edmnetum online learning platform. (Action #18, Online Courses & Action#19, Credit Recovery)

CBK maintained textbook sufficiency to ensure all students have access to standards aligned instructional materials. Principals conducted audits of their instructional materials and ordered replacement textbooks when needed. (Instructional Materials, Resources, and Textbooks Action #2).

Cultural responsiveness was the focus during UDL training. This was integrated through the Community Now Coaching for Cultural Success contract. Specific objectives were: Objective 1: To provide a safe and nurturing learning environment for the professional development teacher training. Objective 2: To provide professional development teacher training on how best to support African-American / Black foster youth through a trauma-informed lens. Objective 3: To provide a fresh unbiased perspective on how to best advocate for the youth who look to educators for guidance. (UDL and Culturally Responsive Instruction Action #5)

Action #6 College and Career Readiness Counseling and Transitions, and Action #8 College Course Credit) During the 2020-2021 school year, CBK expanded upon dual and concurrent enrollment opportunities for students. 24 students enrolled in courses at COD, RCC, MSJC or UCR Extension; 14 students successfully completed. 120 students completed their FAFSA applications and 27 students completed RCOE Foundation Scholarship applications and 21 students received scholarships from the Foundation.

Action 7 CTE Pathways, Action 9 WorkBased Learning and Industry Certifications, and Action 10 Internships and Apprenticeships. 18 students enrolled and completed YouthBuild Pre-apprenticeship programs in Construction or Logistics. 4 students enrolled in the Culinary Pathway, 10 enrolled and 2 completed a digital media pathway articulated with MSJC. I student began a LAUNCH Apprenticeship in Automotive technology that he completed in 2022. 11 students completed internships in retail or manufacturing through our partnerships with CFLC and EQUUS Youth Opportunity Centers.

Multi-Tiered System of Supports - Action 11, 12 and 13. During the 2020-2021 school year, 156 Tier 2 and Tier 3 interventions. 71% of interventions conducted resulted in successful outcomes, 18% were unsuccessful and 11% were inconclusive. Interventions included teacher tutoring and online tutoring by FEV Tutoring.

Action 14 Monitoring Progress for SWD Students Progress and compliance were monitored weekly that indicate SWDs that are in danger of failing, Those that are failing or in danger of failing have IEP meetings to review their progress, goals and discuss additional supports or

strategies for success.

Action 17 High School Equivalency Exam.2 students selected this option for completion and neither have passed. AB104 reduces the credit requirement to 130 credits for students effected by COVID closures, which has reduced the need HISET Completion this year.

Action 18 Student Led Enterprise (Action #18) The CBK student leadership developed a Coffee Bean Business selling a branded CBK Roast . The funding was provided through a unique project grant and profits from the enterprise were directed to the student body fund.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

#1 Continue as is;
#2 Continue as is;
 #3 Continue as is ;
 #4 Continue as is;
#5 Continue as is;
#6 will continue but include the salary for the College and Career Teacher which will be paid out of the ESSER Grant Funds. Volunteers from the UCR Graduate School of Education will be utilized to assist with FAFSA completion and to act as mentors to firts time college going students.
 #7 Student individual learning plans have been revised to focus attention on students beginning a CTE Pathway by the 10th grade.
 #8 College Course Credit:Educational partners expressed gratitude that dual enrollment courses are offered at our schools and noted that students have not had this opportunity in the past at their comprehensive sites. This was supported through goal one's focuses on students will graduate from high school academically and socially prepared for college, the workforce, and civic responsibility. There were multiple requests to expand the course offerings with a focus on industry or program certifications. This feedback and increased enrollment in the current course offerings has supported the expansion of dual enrollment course work to include partnership with Riverside Community College.   An additional action will be added to design supports for students enrolled in dual and concurrent coursework.
#9 Continue as is
#10 Continue and build on existing initiatives;
#11 Testing windows and data collection will be reviewed to ensure data collection is accurate. Additional schoolwide formative assessments and interventions will be added.
#12 Interventions based on schoolwide assessment data will be increased with additional individual and group lessons; #13 FEV tutoring was of limited benefit with very few students taking advantage of it. CBK will explore other options for tutoring including the use of volunteers from the Graduate School of Education, and the use of school staff.
 #14 Continue as is;

#15 Continue as is;

#16 Continue as is;

#17 Continue as is;

18 Continued and expanded with an online presence.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
Goal 2	All students will develop skills in self-management, self-awareness, social awareness, responsible decision making, and relationship building in positive, safe, and healthy learning environments.

An explanation of why the LEA has developed this goal.

This broad goal is based on social-emotional learning needs of students. This goal was developed based on the local indicators on the California Dashboard, student data from the state indicators on the California Dashboard/DASS, and input from our stakeholder groups. The metrics and actions/services target the performance outcomes for safe and healthy learning environments (Priority 1), parent involvement data (Priority 3), student attendance (Priority 5), student suspension rates (Priority 6), and the California Healthy Kids Survey (Priority 6). Services for student behavioral/mental health are ongoing priorities to support the development of skills in self-management, self-awareness, social awareness, responsible decision making, and relationship building, which are crucial for student attendance, conduct, and academic achievement.

The following actions were created/grouped to meet the metrics for pupil engagement under LCFF Priority 5, school climate under LCFF

Priority 6, and in response to stakeholder feedback (Leadership Team, LCAP site stakeholder meetings, SSC): Action 1 (Attendance Supports), Action 3 (Social-Emotional Support), Action 4 (Foster Youth Support), Action 5 (Behavioral/Mental Health Services), Action 6 (Wellness Centers), Action 7 (Social Emotional Learning), Action 8 (School Safety Personnel), Action 9 (Clean Schools), Action 10 (Parent Communication), Action 11 (Parent Workshops) and Action 12 (Parent Decision Making).

The following actions were created/grouped to meet the local indicators on the California Dashboard for clean and safe schools under basic services Action 8 (School Safety Personnel) and Action 9 (Clean Schools).

Goal 2 will be measured by the Facilities Inspection Tool for clean schools (Priority 1), the CDE Parent Engagement Self-Reflection Tool for increased parent engagement and sense of safety and connectedness (Priority 3), improved attendance rates (Priority 5), reduced dropout rates (Priority 5), zero suspension and expulsion rates for school climate (Priority 6), and the California Healthy Kids Survey for sense of safety and connectedness under school climate (Priority 6). and the California Healthy Kids Survey for sense of safety and connectedness under school climate (Priority 6).

Goal 2 will be measured by the Facilities Inspection Tool for clean schools (Priority 1), the CDE Parent Engagement Self-Reflection Tool for increased parent engagement and sense of safety and connectedness (Priority 3), improved attendance rates (Priority 5), reduced dropout rates (Priority 5), zero suspension and expulsion rates for school climate (Priority 6), and the California Healthy Kids Survey for sense of safety and connectedness under school climate (Priority 6). This goal will improve the metrics as outlined in the measuring and reporting results section of the LCAP for Goal 2

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Dropout Rates (Priority 5)	The high school dropout rate is not available on Data Quest	Data is unavailable	[Intentionally Blank]	[Intentionally Blank]	Reduce high school dropout rate by 0.10%
Student Attendance Rates (Priority 5)	Student attendance rates were 78% in 2019-2020	Student attendance rate was 86.5% in 2020--2021	[Intentionally Blank]	[Intentionally Blank]	Achieve an 80% overall student attendance rate

Student Suspension Rates (Priority 6)	Suspension rates were zero in 2019-2020 and 2020-2021	Student suspension rate in 2021-2022 was 0%.	[Intentionally Blank]	[Intentionally Blank]	Maintain zero suspension rates
Student Expulsion Rates (Priority 6)	Student expulsion rates were zero every year	Student expulsion rate in 2021 -2022 was 0%.	[Intentionally Blank]	[Intentionally Blank]	Maintain zero expulsion rates
School Safety (Priority 6)-California Healthy Kids Survey	The percent of students responding that they feel very safe or safe on the California Healthy Kids Survey (CHKS) was 83% in 2020-2021	The percent of students responding that they feel very safe or safe on the California Healthy Kids. No data was reported. The number of respondents was too low. The survey was administered while we were still in remote learning and response rates were low.	[Intentionally Blank]	[Intentionally Blank]	The percent of students responding that they feel very safe or safe on the California Healthy Kids Survey (CHKS) will be at 92%

School Connectedness (Priority 6)-California Healthy Kids Survey	The percent of students responding as agree/strongly agree on the California Healthy Kids Survey (CHKS) on School Connectedness was 82% in 2020-2021	The percent of students responding as agree/strongly agree on the California Healthy Kids Survey (CHKS) on School Connectedness was 62% (Remote Only) in 2021-2022. Response rate was very low. The survey was administered during the Pandemic.	[Intentionally Blank]	[Intentionally Blank]	The percent of students responding as agree/strongly agree on the California Healthy Kids Survey (CHKS) on School Connectedness will be 87%
Safe and Clean Facilities (Priority 1)-Facilities Inspection Tool	All facilities were rated as in good condition in 2020-2021 on the RCOE Facilities Inspection Tool	All facilities were rated as in good condition in 2021-2022 on the RCOE Facilities Inspection Tool	[Intentionally Blank]	[Intentionally Blank]	Maintain all facilities rated as in good condition using the Facilities Inspection Tool

Parental Involvement: (Priority 3)-CDE Parent Engagement Self-Reflection Tool	The average rating on the CDE Parent Engagement Self-Reflection Tool for Seeking Input for Building Relationships, Building Partnerships for Student Outcomes, and Decision Making was at full implementation in 2020-2021	The average rating on the CDE Parent Engagement Self-Reflection Tool for Seeking Input for Building Relationships, Building Partnerships for Student Outcomes, and Decision Making was at full implementation in 2021-2022	[Intentionally Blank]	[Intentionally Blank]	Maintain average rating on the CDE Parent Engagement Self-Reflection Tool at full implementation

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Attendance Supports	Implement integrated systems of support to connect students to school and improve student attendance such as a comprehensive GRADS system with incentives, bus passes for transportation to school, attendance plans, home visits and interventions by the community dropout prevention specialists, consistent attendance letters, and MTSS data monitoring.	$103,605.00	No
Action #2	Positive Behavior Intervention and Supports	Implement integrated systems of support and other means of correction to improve student success in school such as Positive Behavior Interventions and Supports (PBIS), Restorative Practices, MTSS data monitoring and intervention planning, incentives, mental health services, and behavior plans to improve student behavior in the areas of attendance, work completion, and responsible communication.	$500.00	No

Action #	Title	Description	Total Funds	Contributing
Action #3	Social-Emotional Support	Provide social-emotional and attendance support and interventions for students and their families from the Community Dropout Prevention Specialists.	$101,105.00	Yes
Action #4	Foster Youth Support	Foster youth receive support with immediate enrollment in school, transcript evaluation for AB 216 eligibility to graduate under the California state minimum requirements, home visits for attendance and SEL care, assistance with college transition activities, and classroom approaches to create places of stability included creating welcoming classroom environments, PBIS, and SEL supports.	$101,105.00	Yes
Action #5	Behavioral/Mental Health Services	Enhance student social-emotional health/well being through a multi-tiered system of support (MTSS) and approach to interventions to provide mental health services to students and their families that focus on promoting positive mental health/social and emotional development; addressing mental health problems as they present barriers to learning; providing linkages to community agencies and resources; and mental health resources delivered within or linked to school settings.	$38,056.00	Yes
Action #6	Wellness Centers	Create wellness centers on the Community School sites that have space to support student and family social-emotional well-being. The wellness centers provide behavioral health services to all students, with a priority for our low income students and their families, which promotes equity and access to services to support student success in school.	$433,800.00	No

Action #	Title	Description	Total Funds	Contributing
Action #7	Social Emotional Learning	Revise and develop explicit instruction and instructional practices that support students in developing and maturing their SEL skills the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.	$29,800.00	Yes
Action #8	School Safety Personnel	Provide campus security supervision at a remote CBK site.	$23,724.00	No
Action #9	Clean Schools	Implement custodial services, work orders, and contracted services for cleaning at partner sites.	$202,595.00	No
Action #10	Parent Communication	Implement parent communication through automated systems, the student information system (Parent Portal through Aeries), Parent Square, and other means.	$12,892.00	No

Action #	Title	Description	Total Funds	Contributing
Action #11	Parent Workshops	Provide workshops for students, parents/families for educational enrichment, support. and college and career planning.	$1,000.00	No
Action #12	Parent and Student Decision Making	Involve students and parents in decisionmaking and advisory functions for the purpose of program review and improvement in support of academic accountability.	$500.00	No

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Most actions were done with fidelity. There was a substantial increase in the amount of funding spent on school safety personnel. With the increase of ESSER dollars, part-time security staff were added to all campuses. These staff members were used to increase student engagement and focus on positive home connections with support for attendance.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Expenditures for Behavioral/Mental Health Services (Action#6) increased significantly. With schools opening after closure for over a year and a half, mental health was identified as a key area of focus and concern for our school and by our Superintendent. A decision was made to open CAREspaces on six of the Alternative Education campuses to provide wrap around mental health support for students and their

families. These spaces had to be developed, staffed, and startup materials purchased.

Wellness Centers (Action #7), now called CAREspaces were supported by the Superintendent's initiatives. The Superintendent allocated some of his budget to cover the cost of one of the mental health contracts associated with the CAREspaces. RCOE Alternative Education contributed most of the funding, and CBK contributed _____.

School Safety Services (Action #12) increased __%. Additional security staff were hired. These support services were put in place using ESSER money with a focus on safety and attendance support.

An explanation of how effective the specific actions were in making progress toward the goal.

Attendance supports (#1), Positive Behavior Intervention (#2), Social-Emotional Support (#3), and foster youth support (#4) were supported through the Community Dropout Prevention Specialists (CDPS), who focus on community outreach, youth re-engagement in school, and maintaining student engagement through attendance incentives, home visits, support with home to school transportation issues, childcare referrals, mental health referrals and any other barrier to school success. Support was provided to foster and homeless youth with regular communication as well as monitoring attendance. There was additional targeted educational support services and case management for foster and homeless youth which also included regular phone calls home and to social workers, group homes, probation officers. Attendance rate was 86.5%. Teachers also developed and supported positive attendance plans with student, taught the CBK GRADS Way to increase student self-investment in their education plans. MTSS interventions to support attendance were 71% successful.

With support from the Superintendent's Initiatives, CARESpaces (wellness centers) were developed at each Regional Learning Center (#6) and Behavioral Mental Health Services (5). These Care Space centers provide behavioral/mental health for students and their families which have improved student engagement in school and maintained a zero suspension rate. These spaces offer individual counseling, group counseling, family counseling, case management, and referrals. Each location offer staff training and parent workshops while staff also provides presentations to students on a variety of wellness-related topics. Services are offered in both English and Spanish and include telehealth and home/community accessibility for students, family, and the community. The successes of the plan include the continuity of instruction in safe and healthy learning environments.

We initiated the Panorama SEL screener as another measure to support our student behavioral health (#7). Panorama uses the CASEL framework to provide researched based interventions. Panorama response rates rose dramatically from semester one to semester two. Students responded to questions related to the six core SEL areas: Emotional regulation, growth mindset, self-efficacy, self-management, social-awareness, and social-perspective taking. CBK revised portions of the Values and Decisions Class that explicitly teaches the CASEL SEL Skills to students and introduced initial SEL skill-building into an introductory common assignment that every new CBK student is given. Positive behavior and intervention and supports were an integral part of every campus as noted through the MTSS process and with the

support of CDPSs.

All full-time School Safety Personnel (Action #8) positions were filled during the 2021-2022 school year. During the 2021-2022 school year, School Safety personnel supported programs and actions within the LCAP by building a culture of customer service and support.

All safety equipment was well maintained and running throughout the school year. Additional precautions were put in during the school year to address health and safety on campus. (Action #9). student ID cards, Crisis Go, and an addition of the use of Gaggle. This program is designed to identify safety issues in student writing, internet searches, and messaging. Gaggle uses artificial intelligence in combination with trained safety experts proactively assist districts in the prevention of bullying, self-harm, suicide, school violence, and other harmful situations. Clean School (Action #9) was evident at all sites with an average rating of 100% exemplary in the area of Cleanliness.

Parent and Student Workshops (#11) College and Career Workshops were held on each day the week of 10/18/21. FAFSA workshops were held monthly by zoom for all sites with individual follow-up appointments with the college and career readiness teacher when requested. Weekly, Tasty Tuesday, Zooms were held all year on college and career topics students identified as interesting to them with guest speakers from the community. An additional CareerDay was held on May 5th with the express purpose of registering students for fall concurrent/dual enrollment courses.

During the first semester of 2021, Learning Continuity and Attendance Plan partner engagement meetings were held with staff, parents/guardians, and students (9/9/21). LCAP stakeholder meetings were held with staff, parents/guardians, and students (9/9/21, 12/9/21, 3/22/21). Engagement partners studied the data on student engagement and school climate (attendance, and survey results)and provided input for the development of actions for Goal 2.

During the 2021-2022 school year, the \School Advisory Council (SAC) reviewed quantitative data and provided input on the LCAP at meetings on (9/9/21, 12/9/21, 3/22/21). The ELAC/DELAC also provided input for Goal 2 at meetings on (9/9/21, 12/9/21, 3/22/21).

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

#1 Continue as is;
 #2 Continue as is;
#3 Continue as is ;
#4 Continue as is;
 #5 Continue as is;
6 Behavioral/Mental Health Services – has been adjusted to also include the use of a mental health/emotional wellness screener.

Educational Partners expressed concerns over student mental health and the ability for students to cope with the effects of the Pandemic.
#7 Panorama's assessment tools helps to measure and support students' soft skills like growth mindset, self-efficacy, social awareness, and self-management. These skills are necessary in addressing Goal #2.
 #8 Continue as is;
#9 Continue as is;
#10 Continue as is;
#11 Continue as is;
#12 School Safety Services (Action #12) has been updated to include Gaggle. With the increase of harmful and/or inappropriate behaviors online, it was determined that there was a need to monitor how students are using school technology. This program is designed to identify safety issues in student writing, internet searches, and messaging. Gaggle uses artificial intelligence in combination with trained safety experts proactively assist districts in the prevention of bullying, self-harm, suicide, school violence, and other harmful situations.

An additional action will be added to the 22-23 Plan to focus on Community Outreach. During the Pandemic many students disappeared from school rosters and have yet to be re-engaged. Locating these students and re-engaging them is a priority for CBK and we are creating a tiered re-engagement plan to seek out these students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
Goal 3	English learners will acquire proficiency in English.

An explanation of why the LEA has developed this goal.

This focused goal is based on the language acquisition needs of English learners. This focused goal was developed based on the local performance indicators on the California Dashboard, the state indicators on the California Dashboard, and stakeholder input. The needs assessment is based on the local indicators on the California Dashboard for basic services in appropriately assigned teachers (Priority 1). This goal is also based on student data from the state indicators on the California Dashboard/DASS for the share of English learners that become English proficient (Priority 4) and English learner reclassification rate (Priority 4).

The actions were created/grouped in order to meet the metrics for local and State indicators on the California Dashboard for the LCFF priorities. The following actions were created/grouped to meet the metrics for pupil achievement under LCFF Priority 4 and in response to stakeholder feedback (DELAC, Leadership Team, Staff Development Planning Committee, LCAP site stakeholder meetings): Action 1 (Instructional Materials for English Learners), Action 2 (English Language Development), Action 3 (Formative English Language Assessments), Action 4 (Instruction for ELs and Universal Design for Learning), Action 5 (Staff Development and Support for ELD and Instruction), and Action 6 (EL Reclassification and Progress Monitoring).

Goal 3 will be measured by the review of teacher certification to teach English learners (Priority 1), the results on the ELPAC (Priority 4), English learner reclassification based on the CBK reclassification criteria (Priority 4), and English learner growth on the Test of English Language Learners (Priority 8)

These actions will improve English learner scores on the ELPAC (percent of English learners scoring Moderately Developed/Well Developed on the ELPAC will improve by 3%), TELL in 2021-2022 (percent of EL students scoring advanced/high on the TELL will improve by 3%), and the reclassification rate (reclassification rate will improve by 3%). This goal will improve the metrics as outlined in the measuring and reporting section of the LCAP for Goal 3

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) (Priority 1).	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) was at 100%in 2020-2021	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) was at 100%in 2021-2022	[Intentionally Blank]	[Intentionally Blank]	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) will be maintained at 100%.
ELPAC (Priority 4)	The percent of English learners scoring Moderately Developed/Well Developed on the ELPAC was 54.17 % in 2018-2019. The CBK English Learner Progress indicator on the California Dashboard was at 76.3% making progress towards English language proficiency in 2018-2019, which met the very high status.	The CBK percent of English learners scoring Moderately Developed/Well Developed on the ELPAC was 64.2% in 2021-2022	[Intentionally Blank]	[Intentionally Blank]	The percent of English learners scoring Moderately Developed/Well Developed on the ELPAC will increase to 63.1%.

English learner growth on the Test of English Language Learners (TELL) (Priority 8)	The percent of EL students scoring advanced/high on the TELL was 23.1% in 2020-2021	The percent of EL students scoring advanced/high on the TELL was 35.6% in 2021-2022.	[Intentionally Blank]	[Intentionally Blank]	The percent of EL students scoring advanced/high on the TELL will be at 32.1%.
English learner reclassification (Priority 4) based on the CBK reclassification criteria.	English learner reclassification rate was 6.4% in 2020-2021.	English learner reclassification rate was 0% in 2021-2022	[Intentionally Blank]	[Intentionally Blank]	English learner reclassification rate will be 15.4%

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Instructional Materials for English Learners	Purchase newcomer materials for beginning EL students.	$8,200.00	No
Action #2	English Language Development	Provide instruction in English language acquisition in designated ELD classes. Provide integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes.	$6,500.00	No

Action #	Title	Description	Total Funds	Contributing
Action #3	Formative English Language Assessments	Implement formative assessments such as the TELL to monitor EL student growth and progress.	$3,900.00	No
Action #4	Instruction for ELs and Universal Design for Learning	Implement Universal Design for Learning (UDL), differentiated instruction, and scaffolds (Thinking Maps, sentence starters, and response frames)	$12,600.00	No
Action #5	Staff Development and Support for ELD and Instruction	Implement staff development and in-class coaching.	$700.00	No
Action #6	EL Reclassification and Progress Monitoring	Continue implementation of a systematic assessment, reclassification, and two-year monitoring process for English learners. Analyze data on EL students to monitor progress and use the reclassification process to reclassify students.	$500.00	No

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

All actions were fully implemented.

Action #1 Additional instructional materials were purchased to support EL students in the bridging proficiency levels and to support long-term EL students.

Action #2 expenditures were increased by the addition of a designated ELD teacher to provide weekly small group instruction for ELD students and direct collaboration with the classroom teacher on individual student supports for integrated ELD instruction.

Action #4 was expenditures were more than doubled. This was to support the instruction of English Learners in the classroom through contracted services with Novak Education. Staff were provided with instructional coaching in the classroom setting focusing on how to use Universal Design for Learning (UDL) as a way to address ELstudents' needs. The three principles of UDL—provide multiple means of representation, provide multiple means of action and expression, and provide multiple means of engagement—remind all educators to ensure that English language learners always have the option to build background knowledge, interact with information visually and auditorily, access rich scaffolds and supports to help highlight the patterns of language, and have numerous opportunities to express what they know in ways that are authentic and meaningful, all while experiencing the value of collaboration and feedback.

All actions in Goal 3 were highly successful as evidenced by the EL growth in ELPAC scores and other formative assessments.

Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) was at 100% in 2021-2022. Staffing and curriculum were appropriate to meet the needs of English learners and address educational needs within the independent study setting (Action#1, Instructional Materials for English Learners & Action #2 English Language Development). There was significant growth on the TELL compared to the baseline and on the percentage of students scoring moderately to well developed on the ELPAC. (Action #2). English Language Development can be evaluated with the results from the ELPAC. The percent of English learners scoring Moderately Developed/Well Developed on the ELPAC was 64.2% in 2020-2021. This exceeds the target that was set. However, EL students continue to

score much lower than the all student group on both ELA and Math sections of the CASSPP. During this school year, it was noted that students who are EL were struggling with academics post-school closure. An ELA/ELD T.O.S.A. was added through the educator effectiveness grant in order to specifically support EL students in 20-21. The ELS TOSA provided designated ELD instruction in small group settings both in person and by Zoom. She also collaborated with the classroom teachers to provide additional support for integrated ELD instructional targets. On the recommendation of the ELAC/DELAC, curriculum was purchased to support long-term EL students and those who are on a bridging level of English proficiency.

Teachers implemented the components of Universal Design for Learning (Action #4 Instruction for ELs and Universal Design for Learning) based on the strategies from the SILK, the PLCs, and in-person and virtual coaching. Teachers provided multiple ways for students to engage in learning by promoting individual interest and choice in resources and topics, options for collaboration and feedback, and supporting self-regulation and access to content/information (e.g., auditory or visual supports that clarify information). Teachers provided students with multiple means of representation by allowing students to choose options for perception, language and symbols, and comprehension. Teachers created options for action and expression by providing multiple ways for students to express what they learn. Teachers emphasized culturally responsive teaching inclusive of cultural integration, community-building, promotion of identity, equity integration, and participatory methods.

Action #5, Staff Development and Support for ELD and Instruction, was provided through in-class coaching and lesson development of "turnkey" ELA and Integrated Math lessons that addressed standards based learning while specifically targeting the needs of students with disabilities and English Learners.

The CBK Reclassification Criteria are based on Section 313 of the California Education Code (Action #6, EL Reclassification and Progress Monitoring).
Reclassification Criteria:
1. Student performance of basic skills in English on the Smarter Balanced Assessment in ELA or on the Exact Path (online diagnostic assessment and curriculum tool) that shows whether the student is performing at or near grade level. An achievement level of 3 (Met Standards) or 4 (Above Standards) on the Smarter Balanced Summative Assessments in ELA meets the criteria for reclassification A scale score on the Exact Path assessment indicating ability at the level of met or exceeded.
2. Assessment of English language proficiency using the English Language Proficiency Assessment for California (ELPAC) with the following score: Overall score 4 (Well Developed)
3. Teacher Evaluation of student's mastery. A CALP rating of 5 in three of the four categories, with the rating of four (4) in the remaining category (nineteen (19) points out of twenty (20)).
The CALP scale includes the following domains: *Reading Comprehension *English Syntax and Structure *English Curriculum Proficiency *Expressive Language Ability in Content Areas. CALP Score of 19 or 20. ELA teacher will complete the CALP with input from the core teachers (math, history, and science).

4. Parent/Guardian opinion and consultation. The principal or teacher shall consult with the parent/guardian to determine the opinion of the parent on the reclassification of their child.

5. EL students on IEPs must not have "an alternate criteria." Each EL on an IEP must be treated individually and the IEP team must decide to reclassify or not based on their analysis of the student's disabilities, performance and assessments.

CBK provided English learners with a challenging curriculum and instruction that maximized the attainment of high levels of proficiency in English, advanced multilingual capabilities, and facilitated student achievement in the County Office of Education's regular course of study.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

#1 Continue as is;
#2 Continue with the addition of the ELD TOSA under the Educator Effectiveness Grant;
 #3 Continue as is ;
#4 Continue as is;
#5 Continue as is;
#6 Continue as is

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$0.00	$0.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
25%	0%	$0.00	0%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The plan focuses the attention of the entire school community on the analysis of data and implementation of evidence-based practices. By providing an integrated program with input from all stakeholders, students receive a combination of services to meet their unique needs. LCFF supplemental and concentration grant funds enhance programs and services for CBK students with the greatest needs to improve academic achievement, attendance, and social-emotional learning and behavioral/mental health. The quantitative data (academic, attendance) and qualitative information (student/parent/staff input, survey responses, observations) from low income, English learners, and foster youth are

always examined first to determine student needs for resource allocations and services. Resources are coordinated to enhance academic achievement, attendance, and behavior of English learners, foster youth, and low-income students. CBK's estimated supplemental and concentration grant funding is $1,2929,070 for 2021-2022, which is based on 79.7% of unduplicated pupils (low-income, English learners, and foster youth). CBK considered the needs, conditions, and circumstances of our English learners, foster youth, and low income students to plan actions.

Low income students have unique needs based on access to resources, academic interventions, and support. Due to these circumstances, low income students are provided with instructional resources, access to technology at home, UDL, and online tutoring. The use of technology is integral for Universal Design and Learning. Teachers use Universal Design for Learning (UDL), which addresses multiple learning modalities. Teachers provide multiple ways for students to engage in learning by promoting individual interest and choice in resources and topics, options for collaboration and feedback, and supporting self-regulation and access to content/information (e.g., auditory or visual supports that clarify information). Teachers provide students with multiple means of representation by allowing students to choose options for perception, language and symbols, and comprehension. Teachers create options for action and expression by providing multiple ways for students to express what they learn (e.g., verbally, in writing, in drawing, through physical demonstration) (Goal 1, Action 3). This action is being provided on a school-wide basis to support all students. Nevertheless, due to needs of low-income students, English learners, and foster youth and since this action meets the needs directly related to addressing access to resources, we expect that the academic achievement in ELA, reading, and math for our low-income students, English learners, and foster youth will increase significantly more than the achievement rates of all other students

An analysis of the ELA, reading, and math achievement on the Exact Path post-tests (May 2021) indicated that the percent of low income students meeting/exceeding standards was 51% in ELA, 57% in reading, and 48.7% in math compared to all students meeting/exceeding standards (50.9% in ELA, 60.4% in reading, and 47.2% in math). The percent of English learners meeting/exceeding standards (18% in ELA, 43.1% in reading, 31.8% in math) in ELA, reading and math was lower than the all students (50.9% in ELA, 60.4% in reading, and 47.2% in math). In order to address these needs/conditions, we will implement professional development in UDL/culturally responsive instruction.

This action is being provided on a school-wide basis to support all students with academic achievement in ELA and math. Nevertheless, due to needs of low-income students, English learners, and foster youth in ELA and math and since this action meets the needs directly related to addressing learning gaps/loss experienced by socio-economically disadvantaged status, we expect that the academic achievement in ELA, reading, and math for our low-income students, English learners, and foster youth will increase significantly more than the achievement rates of all other students (Goal 1, Action 4).

Low income students, English learners, and foster youth need extended learning time and specific and targeted instruction. In order to address these needs/conditions under Goal 1, CBK will provide classroom interventions from teachers that include differentiated instruction such as individual and small group support, extended learning time, and interventions such as after-school tutoring and summer school. This action is being provided on a school-wide basis to support all students with academic achievement in ELA and math. Nevertheless, due to needs of low-income students, English learners, and foster youth in ELA and math and since these actions meet the needs directly related to addressing learning gaps/loss experienced by socio-economically disadvantaged status, we expect that the academic achievement in ELA, reading, and math for our low-income students, English learners, and foster youth will increase significantly more than the achievement rates of all other students (Goal 1, Action 12).

CBK staff consider the needs, conditions, and circumstances of our low income students, English learners, and foster youth first based on their needs. Low income students have unique needs based on access to resources outside of school. English learners have specific needs in understanding the English language in reading, writing, speaking and listening. Foster youth have specific needs related to school enrollment and school stability as they have often endured multiple home and school transitions which disrupt their learning progression and grade-level articulation. Low income students, English learners, and foster youth in CBK have specific needs related to academic achievement and potential learning loss from distance/online learning due to the COVID-19 pandemic. Due to the aforementioned needs, of low income students, English learners, and foster youth, services for low-income, English learners, and foster youth are increased or improved as compared to services provided for all students.

Low income students have unique needs based on access to resources, academic interventions, and support. Due to these circumstances, low income students are provided with instructional resources, access to technology at home, UDL, and online tutoring. The use of technology is integral for Universal Design and Learning. Teachers use Universal Design for Learning (UDL), which addresses multiple learning modalities. Teachers provide multiple ways for students to engage in learning by promoting individual interest and choice in resources and topics, options for collaboration and feedback, and supporting self-regulation and access to content/information (e.g., auditory or visual supports that clarify information). Teachers provide students with multiple means of representation by allowing students to choose options for perception, language and symbols, and comprehension. Teachers create options for action and expression by providing multiple ways for students to express what they learn (e.g., verbally, in writing, in drawing, through physical demonstration). CBK purchased laptops/Chromebooks and Kajeets/T-Mobile hot spots for students to use at home. All students have access to laptops/tablets and Kajeets/T-Mobile hot spots (for Wi-Fi filtered internet access) for use at home (Goal 1, Action 3).

Low-income, English learners, and foster youth receive targeted academic support by teachers through in-class instructional differentiation (individualized and small group instruction) and the implementation of Universal Design for Learning. Low-income, English learners, and foster youth are scheduled in intervention courses and programs in ELA and math based on Exact Path pre-tests and progress monitoring data analysis during monthly MTSS collaborative meetings of teachers. Low-income, English learners, and foster youth receive support through extended learning time during ELA and math intervention courses during the school day, after school support from teachers (Goal 1, Action 12).

Foster youth receive support with immediate enrollment in school, transcript evaluation for AB 216 eligibility to graduate under the California state minimum requirements, home visits for attendance and SEL care, assistance with college transition activities, and classroom approaches to create places of stability included creating welcoming classroom environments, PBIS, and SEL supports (Goal 2, Action 4).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	$2,684,920.00	$495,432.00	$0.00	$1,443,352.00	$4,623,704.00	$2,585,889.00	$2,037,815.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Broad Course of Study	All	$1,608.00	$0.00	$0.00	$455,511.00	$457,119.00
1	2	Instructional Materials, Resources, and Textbooks	All	$82,401.00	$43,935.00	$0.00	$0.00	$126,336.00
1	3	Technology and Digital Literacy	All	$323,336.00	$0.00	$0.00	$0.00	$323,336.00
1	4	Professional Development	All	$213,302.00	$0.00	$0.00	$0.00	$213,302.00
1	5	UDL and Culturally Responsive Instruction	All	$1,000.00	$0.00	$0.00	$0.00	$1,000.00
1	6	College and Career Readiness and Transitions	All	$145,436.00	$0.00	$0.00	$0.00	$145,436.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	7	Career Technical Education Pathways	All	$1,000.00	$0.00	$0.00	$60,760.00	$61,760.00
1	8	College Course Credit	All	$1,500.00	$0.00	$0.00	$0.00	$1,500.00
1	9	Work-Based Learning and Industry Certifications	All	$1,000.00	$0.00	$0.00	$0.00	$1,000.00
1	10	Internships and Apprenticeships for Students	All	$1,000.00	$0.00	$0.00	$0.00	$1,000.00
1	11	Formative Assessments and MTSS Data Teams	All	$875,422.00	$0.00	$0.00	$0.00	$875,422.00
1	12	Multi-Tiered Systems of Supports (MTSS) – Classroom-Based Supports		$427,640.00	$0.00	$0.00	$300,000.00	$727,640.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	13	Multi-Tiered Systems of Supports (MTSS) – After School Supports, Summer School	All	$0.00	$0.00	$0.00	$51,600.00	$51,600.00
1	14	Monitoring Instruction and Learning for Students with Disabilities.	Students with Disabilities	$0.00	$347,523.00	$0.00	$36,621.00	$384,144.00
1	15	Online Courses	All	$59,049.00	$0.00	$0.00	$0.00	$59,049.00
1	16	Credit Recovery	All	$0.00	$50,718.00	$0.00	$60,760.00	$111,478.00
1	17	High School Equivalency Test (GED and HiSET)	All	$1,000.00	$500.00	$0.00	$0.00	$1,500.00
2	1	Attendance Supports	All	$103,605.00	$0.00	$0.00	$0.00	$103,605.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	Positive Behavior Intervention and Supports	All	$500.00	$0.00	$0.00	$0.00	$500.00
2	3	Social-Emotional Support	All	$101,105.00	$0.00	$0.00	$0.00	$101,105.00
2	4	Foster Youth Support		$101,105.00	$0.00	$0.00	$0.00	$101,105.00
2	5	Behavioral/Mental Health Services	All	$0.00	$38,056.00	$0.00	$0.00	$38,056.00
2	6	Wellness Centers	All	$0.00	$0.00	$0.00	$433,800.00	$433,800.00
2	7	Social Emotional Learning	All	$1,000.00	$0.00	$0.00	$28,800.00	$29,800.00
2	8	School Safety Personnel	All	$23,724.00	$0.00	$0.00	$0.00	$23,724.00
2	9	Clean Schools	All	$202,595.00	$0.00	$0.00	$0.00	$202,595.00
2	10	Parent Communication	All	$12,892.00	$0.00	$0.00	$0.00	$12,892.00
2	11	Parent Workshops	All	$1,000.00	$0.00	$0.00	$0.00	$1,000.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	12	Parent and Student Decision Making	All	$500.00	$0.00	$0.00	$0.00	$500.00
3	1	Instructional Materials for English Learners	English Learner	$0.00	$8,200.00	$0.00	$0.00	$8,200.00
3	2	English Language Development	English Learner	$0.00	$6,500.00	$0.00	$0.00	$6,500.00
3	3	Formative English Language Assessments	English Learner	$0.00	$0.00	$0.00	$3,900.00	$3,900.00
3	4	Instruction for ELs and Universal Design for Learning	English Learner	$2,200.00	$0.00	$0.00	$10,400.00	$12,600.00
3	5	Staff Development and Support for ELD and Instruction	English Learner	$0.00	$0.00	$0.00	$700.00	$700.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	6	EL Reclassification and Progress Monitoring	English Learner	$0.00	$0.00	$0.00	$500.00	$500.00

2022-23 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
$0.00	$0.00	0.00%	0.00%	0.00%	$1,651,708.00	0.00%	0.00%

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,651,708.00	$2,181,642.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$101,105.00	$101,105.00
Schoolwide Total:	$1,550,603.00	$2,080,537.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	6	College and Career Readiness and Transitions	Yes	Schoolwide	LI	Schoolwide	$145,436.00	0%
1	11	Formative Assessments and MTSS Data Teams	Yes	Schoolwide	LI and EL	Schoolwide	$875,422.00	0%
1	12	Multi-Tiered Systems of Supports (MTSS) – Classroom-Based Supports	Yes	Schoolwide	Low income, English Learner, foster youth	Schoolwide	$427,640.00	0%
1	13	Multi-Tiered Systems of Supports (MTSS) – After School Supports, Summer School	Yes	Schoolwide	EL, FY, and LI	Schoolwide	$0.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	16	Credit Recovery	Yes	Schoolwide	FY, and LI	Schoolwide	$0.00	0%
2	3	Social-Emotional Support	Yes	Schoolwide	LI	Schoolwide	$101,105.00	0%
2	4	Foster Youth Support	Yes	Limited	Foster Youth	Schoolwide	$101,105.00	0%
2	5	Behavioral/Mental Health Services	Yes	Schoolwide	LI and FY	Schoolwide	$0.00	0%
2	7	Social Emotional Learning	Yes	Schoolwide	All	Schoolwide	$1,000.00	0%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1		No	$0.00	$0.00
1	2		No	$0.00	$0.00
1	3		No	$0.00	$0.00
1	4		No	$0.00	$0.00
1	5		No	$0.00	$0.00
1	6		No	$0.00	$0.00
1	7		No	$0.00	$0.00
1	8		No	$0.00	$0.00
1	9		No	$0.00	$0.00
1	10		No	$0.00	$0.00
1	11		No	$0.00	$0.00
1	12		No	$0.00	$0.00
1	13		No	$0.00	$0.00
2	1		No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2		No	$0.00	$0.00
2	3		No	$0.00	$0.00
2	4		No	$0.00	$0.00
2	5		No	$0.00	$0.00
2	6		No	$0.00	$0.00
2	7		No	$0.00	$0.00
2	8		No	$0.00	$0.00
2	9		No	$0.00	$0.00
2	10		No	$0.00	$0.00
2	11		No	$0.00	$0.00
2	12		No	$0.00	$0.00
2	13		No	$0.00	$0.00
2	14		No	$0.00	$0.00
2	15		No	$0.00	$0.00
3	1		No	$0.00	$0.00
3	2		No	$0.00	$0.00
3	3		No	$0.00	$0.00
3	4		No	$0.00	$0.00

2021-22 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals					0%	0%	0%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)

2021-22 LCFF Carryover Table

Totals	9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
Totals	$0.00	$0.00	0.00%	0.00%	$0.00	0.00%	0.00%	No carryover	No carryover

Instructions

- Plan Summary

- Engaging Educational Partners

- Goals and Actions

- Increased or Improved Services

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes

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

Reflections: Identified Need

Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights

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

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified:

Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools:

Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness:

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and districtlevel goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

a. Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b. If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c. Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d. Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e. Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A

sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions

- Elimination of action(s) or group of actions

- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services

- Determination of effectiveness of the specific actions to achieve the goal

- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process

- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or

strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- *Consistently low-performing student group(s) goal requirement:* An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- *Goal Description:* Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- *Explanation of why the LEA has developed this goal:* Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included

in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- *Low-performing school(s) goal requirement:* A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- *Goal Description:* Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- *Explanation of why the LEA has developed this goal:* Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.

- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

Timeline for completing the **"Measuring and Reporting Results"** part of the Goal.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions:

Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with

this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in California Code of Regulations, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners:

School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth:

School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be

sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective:

An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

- After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low- income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

- In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

- These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged

status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools:

Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%:

For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%:

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

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

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

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

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the

required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The

staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following action tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- *LCAP Year:* Identify the applicable LCAP Year.

- *1. Projected LCFF Base Grant:* Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- *2. Projected LCFF Supplemental and/or Concentration Grants:* Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- *3. Projected Percentage to Increase or Improve Services for the Coming School Year:* This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- *LCFF Carryover — Percentage:* Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- *Total Percentage to Increase or Improve Services for the Coming School Year:* This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

Goal #:

Enter the LCAP Goal number for the action.

Action #:

Enter the action's number as indicated in the LCAP Goal.

Action Title:

Provide a title of the action.

Student Group(s):

Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

Contributing to Increased or Improved Services?:

Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.

If "Yes" is entered into the Contributing column, then complete the following columns:

Scope:
The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

Unduplicated Student Group(s)
Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

Time Span:
Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an

LEA might enter "1 Year", or "2 Years", or "6 Months".

Personnel Expense:

This column will be automatically calculated based on information provided in the following columns:

> **Total Personnel:**
>
> Enter the total amount of personnel expenditures utilized to implement this action.
>
> **Total Non-personnel:**
>
> This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
>
> **LCFF Funds:**
>
> Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
>
> - *Note:* For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
>
> **Other State Funds:**
>
> Enter the total amount of Other State Funds utilized to implement this action, if any.
>
> **Local Funds:**
>
> Enter the total amount of Local Funds utilized to implement this action, if any.
>
> **Federal Funds:**

Enter the total amount of Federal Funds utilized to implement this action, if any.

Total Funds:

Enter the total amount of Federal Funds utilized to implement this action, if any.

Planned Percentage of Improved Services:

For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- Estimated Actual Expenditures: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- *6. Estimated Actual LCFF Supplemental and/or Concentration Grants:* Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- *Estimated Actual Expenditures for Contributing Actions:* Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- *Estimated Actual Percentage of Improved Services:* For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living

adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- *9. Estimated Actual LCFF Base Grant:* Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- *10. Total Percentage to Increase or Improve Services for the Current School Year:* This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

5. Total Planned Percentage of Improved Services

- This percentage is the total of the Planned Percentage of Improved Services column

Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

6. Estimated Actual LCFF Supplemental and Concentration Grants

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

7. Total Estimated Actual Expenditures for Contributing Actions

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

5. Total Planned Percentage of Improved Services (%)

- This amount is the total of the Planned Percentage of Improved Services column

8. Total Estimated Actual Percentage of Improved Services (%)

- This amount is the total of the Estimated Actual Percentage of Improved Services column

Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

13. LCFF Carryover — Percentage (12 divided by 9)

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).