

# 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
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## 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 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, 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 prosocial 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, CBK received a six-year accreditation and that accreditation was re-affirmed during a midterm visit that extended accreditation through the 23-24 school year.

CBK Staff developed the LCAP with a focus on the Mission, Vision, Schoolwide Learning Outcomes, and the eight state priorities. The CBK Vision is focused on preparing all students for success in college, careers, and the community. The CBK Mission is centered on creating personalized learning environments 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, 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 campuses, while others are located in Riverside County Office of Education (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, student-led enterprises, work experience, workplace certifications, foreign language, A-G approved courses, AP and dual enrollment courses. A small group instruction model is used for intervention workshops, designated ELD instruction, and some CTE courses.

The CBK college preparation program offers students opportunities to visit colleges and trade schools, complete financial aid applications and complete college enrollment. Students complete a post-secondary transition plan which includes opportunities for dual and concurrent enrollment at local colleges, work experience, leadership opportunities, CTE Pathways and industry recognized certifications. Since 2009, close to 3,000 students have completed their high school education and the CBK one-year grad rate is consistently above 90%.

Goals and actions in the Local Control Accountability Plan (LCAP) are aligned to the state priority areas. Parent involvement is a priority for CBK and there are meaningful opportunities for student and parent involvement in the CBK school advisory council, LCAP Planning Meetings, English Language Advisory Council, and in our direct services to students. CBK also has supportive partnerships with the county's local school districts and seeks to support all students to realize their goal of earning their high school diploma and developing a plan for meaningful post-secondary opportunities.

CBK is under the California Dashboard Alternative School Status. Additional measures of student success are reported such as formative assessments, college and career readiness, 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), Access to a Broad Course of Study (Priority 7). The DASS graduation rate was 93.5% and has been consistently above 90%. Out of this population, 100% of EL students and 100% of those with disabilities (SWDs) graduated, 92.9% of students who are socioeconomically disadvantaged, and 94.9% of students who are Hispanic graduated.

CBK maintained the ability to employ and retain teachers who were appropriately assigned and fully credentialed in their assigned subject areas at 100%. In comparison, on average, the State of California reports that the number of substandard credentials and permits in California tripled from 2012-23 to 2019-20. (Carver-Thomas, Burns, Leung, & Ondrasek, 2022).\* As noted on the Self-Reflection Tool for Implementation Staff have reported that they feel supported within their classrooms with safe environments as well as being provided instructional tools and professional learning opportunities.

Teachers, principals, central office administrators, and support staff participated in the professional development scheduling process which led to an assortment of professional growth opportunities during the year. CBK uses the California Standards Self-Reflection Tool to measure its progress in implementing state academic standards. Teachers, principals, and administrators responded to the surveys. One highlight of this survey is that participants responded with 4.28/5 that the LEA successfully engages the teachers and school administrators in identifying the professional learning needs of groups of teachers or staff as a whole. It was also identified that the CBK successfully provides support for teachers on the standards they have not yet mastered (rated 4.28/5).

During the 2021 Summer Institute of Learning Knowledge, the focus was on supporting virtual learning. Heavy emphasis was placed on Universal Design for Learning (UDL) and staff training on the Canvas learning management system. Ongoing professional learning communities were dedicated to the MTSS process, technology training, and the UDL process. Great emphasis was placed on transitioning back to in-person instruction and supporting student re-engagement and individualized instruction. Grading procedures and protocols were reviewed. All teachers, principals, and administrators attended a week-long Summer Institute of Learning and Knowledge (SILK) in August 2021, Professional Learning Community (PLC) workshops every Wednesday, and off-campus workshops for individual needs throughout the year. The SILK training in August 2021 included training on adopted curriculum platforms by vendors including Edmentum, Pearson, Savvas, and McGraw Hill. Teachers engaged in weekly PLC collaboration on Wednesdays throughout the school year. Monthly topics included a review of student academic, behavior, and attendance data/MTSS; review of course credit policy; Universal Design for Learning (UDL); coaching for cultural success, Panorama screening training, and administration of the Smarter Balanced Summative Assessments. All PLCs and workshops were held online through Zoom. Staff reported that the use of Zoom for weekly PLCs is appreciated as it reduces travel time and costs.

Teachers appreciated the focus on UDL, which aligns effectively with online and in person learning. Teachers received virtual and in-person coaching in UDL from Novak Consulting and in ELD from WestEd. In 2021-2022, PLC sessions included a total of nine sessions on UDL on the following dates: 9/1/21, 9/15/21, 10/20/21, 11/17/21, 12/8/21, 1/19/22, 3/9/22, 3/30/22, 4/13/22 and 5/11/22. Teachers implement the components of Universal Design for Learning based on the strategies that were gleaned 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 (e.g., verbally, in writing, in drawing, through physical demonstration). Teachers emphasized culturally responsive teaching inclusive of cultural integration, community-building, promotion of identity, equity integration, and participatory methods.

Online staff development activities eliminated travel time and costs. Challenges included incorporating multiple web-based applications for online instruction. ESSER funding made it possible for teachers to earn one-hour of additional extra-duty pay each day for planning and lesson design to address the challenges with online applications and programs.

LEAs were required to administer the statewide summative assessment in ELA and mathematics if it was the most viable option. Where a statewide summative assessment was not the most viable option due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. CBK choose to use the statewide summative assessments as a tool, along with local assessments, to measure student success. This may be attributed to the increased focus on universal design for learning (UDL) and removing barriers for students within the educational setting. In addition, the Integrated Math I curriculum was overhauled and broken down into a structure that allows students to access the curriculum using different modalities.

All students have access to a broad course of study, maintained at 100%. Students enrolled in A-G classes averaged 97.2% completion rate for 2020-2021 and 97% for the Fall semester of 2021-2022 school year.

During the 2020-2021 school year, our Multi-Tiered System of Supports noted 87 Tier 2 and Tier 3 interventions. 30.1% of interventions conducted resulted in successful outcomes. 2.6% of interventions were noted as unsuccessful. 67.4% of interventions were inconclusive due to students transitioning out of our CBK prior to the intervention completing.

Perhaps our most successful venture is increasing access to mental health services for our students through the six new RCOE CAREspaces. These 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 also 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.

In an effort to promote self-efficacy through leadership groups in our CTE programs, we became an affiliated chapter of SkillsUSA which is one of the six California approved CTSOs.

\*Carver-Thomas, D., Burns, D., Leung, M., & Ondrasek, N. (2022). Teacher shortages during the pandemic: How California districts are responding. Learning Policy Institute. <https://doi.org/10.54300/899.809>.

## 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.

(Grades) Online learning provided challenges for students, during the 2020-2021 school year 35.8% of the CBK student population received a D or F mark in one or more classes. EL students 39.4, SWD 51.9, 34.9% of Hispanic students, 40.4% African American students, and 34.8% White students received a D or F. Across all student subgroups academic success was a concern in at least one or more subjects. Grading procedures were reviewed and adjusted to reflect actual percentages rather than 0's when a passing grade was not earned. This will be a more accurate reflection of student learning and allow students more opportunity to improve their grades.

(Curriculum) District adopted textbooks, resources, and curricula are being used in classrooms however, there are opportunities to address the implementation of Universal Design for Learning (UDL) strategies within the classroom to a higher degree. This area was observed during Principal observations and walk-throughs. Specifically, UDL should be used to address students who are not meeting standards or performing at grade level, such as economically disadvantaged students, SWDs, EL, and Foster Youth, UDL training and individual coaching was provided to all teachers through PLC and individual request. In-class coaching will continue to be an area of need and focus for the upcoming year. CBK ELAC also recommended that additional curriculum be purchased to support students with a bridging EL Proficiency level.

(Academic Achievement) During the 2020-2021 School Year school districts were not required to complete the CAASPP. Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. CBK choose to continue to use this as a way to monitor progress of our students in combination with local indicators. CBK 11th grade students who met or exceeded the standards in ELA were 25%. CBK 11th grade students who met or exceeded the standards in Math were 1%. Continuing development of schoolwide interventions with common ELA and Math data will be a continued focus in 22-23. EL students and SWD scores on the CASSPP and Exact Path continued to be significantly below the all student group indicating a continued need for interventions for these student groups. All students will continue to be provided with opportunities for after school tutoring either through contracted providers or school staff.

(EL Students)When compared to peers, English Learners scored lower in both the ELA and Math CAASP. On the ELA CAASP % of EL students were above standards, 0% met standards, 6.25% nearly met, and 93.75% did not meet the standard. In the Math CAASP, 0% of EL students were above standards, 0% met standards, 0% nearly met, and 100% did not meet the standard. A new ELd instructor was hired last year to provide designated ELD small group instruction and we do not yet have the data to determine the effectiveness of this action. However, we have discovered a need to acquire a curriculum to address the needs of EL learners with lower levels of English proficiency.

(College and Career Readiness). The number of students identified as college and career ready on the CBK dashboard remains at.1%. Increasing the number of students who meet standards in ELA and math is a priority. Developing schoolwide interventions with common ELA and Math data will be a focus in 21-22. Though the number of students who enroll in CTE and dual enrollment classes has increased. from 22 in 20-21 school year to 43 in the 21-22 school year, more strategies need to be developed to:

1. Have students begin CTE and dual enrollment sequences early enough to complete a sequence.
2. Develop strategies to retain students to successful completion.

Volunteers from the UCR Graduate School of Education will be recruited to provide college mentoring to students who will be first in their family to attend college. Additional college enrollment fairs will be held to recruit students for dual/concurrent enrollment.

(Enrollment)As of the 2021-22 CALPADS Information Day Census, student enrollment totaled 364 students, compared to 523 in 2020-21. The significant student groups include 76% Hispanic, 49% socio-economically disadvantaged (a decrease of 33% from the previous year); 19% English learners (a decrease of almost 10%), 2% foster youth, and 13% students with disabilities. Eighty-two percent of CBK students are over the age of 18. Significant outreach efforts will be made in 22-23 to re-engage students who may have left the school system during the pandemic and to retain enrolled students. Outreach efforts will be guided by a tiered outreach and re-engagement plan developed by CBK Principals, administrators, community drop-out prevention specialists, and other stakeholders.

## LCAP Highlights

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

In 2019, CBK became part of a dual-enrollment opportunity with the University of California, Riverside offering a professional IT certification pathway (CTP). During the 2020-2021 school year, CBK expanded upon the dual-enrollment to include a History and Physics sequence of courses. CBK will be expanding dual enrollment courses to include those offered through Riverside Community College (RCC) and College of the Desert (COD) and MSJC. Dual enrollment focuses on removing barriers for students who are not traditionally considered “college going” candidates. The focus on equity in education starts with opportunity and exposure to coursework as well as college related experiences. This is evidenced by the increase in students enrolling in each of the classes.

2020 -2021 - 22 students enrolled in Concurrent/Dual enrollment courses and 12 completed

2021-2022 - 43 students enrolled in dual enrollment courses 6 completed in the Fall and the Spring classes are still in session.

Four CTE pathways were implemented including Design, Visual, and Media Arts; Food Service and Hospitality; Hospitality, Tourism, and Recreation. CBK offered over 50 CTE courses for students to choose from based on their interests. CBK continues to expand CTE and dual enrollment course offerings based on student interest and current job market trends.

Expanding partnerships and industry certifications are accomplished through the YouthBuild + Construction Pre-Apprenticeship Program and the Certified Logistics Program located at the Empower Youth Site in Hemet.. Students engage in work-based learning through the Food Service and Hospitality pathway at Palm Springs Community School and earn food handler certifications and skills that provide options for entry-level jobs. WorkAbility for students with disabilities, and job training and placement services by the Department of Rehabilitation (DOR) for students ages 16-21 with an IEP or 504 plan. CBK has also partnered with the Launch Apprenticeship Program in collaboration with RCC and Mt. San Jacinto Colleges.

Multi-tiered Systems of Support for Students are a central focus. The Alternative Education/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 the opening of CARESpaces at each of the Community Schools; academic counseling, behavioral/mental health counseling, intervention/mentoring services, and assistance with transitions between schools. CBK provides parents and students with support for College Success,

A targeted focus on the development, writing, and revision of Integrated Math and English courses are offered. Over six hundred “turnkey” lessons were developed, providing staff with the tools to address student needs in multi-grade classrooms.

CBK received the A-G Completion Improvement and Educator Effectiveness Grant (EEF). A-G Grant Funding supports students to access and be successful in their A-G courses and targets students in 9th – 12th grade. EEF grant funding supports the coaching and mentoring of staff in an instructional setting and beginning teacher or administrator induction, offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience. This grant also supports standards-aligned instruction and improves instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

# 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.

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## 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. Staff, parents/guardians, students, and community partners were involved in LCAP stakeholder meetings during the 2021-2022 school year along with stakeholder meetings both virtually and in person. Stakeholders review student data and program outcomes along with the state priorities at each meeting and provide input. The feedback from stakeholders is considered in relation to student data, the state priorities, and the unique needs of our students.

On September 9th, 2021, the Learning Continuity and Attendance Plan educational partner meetings were held with staff, parents/guardians, students, and community partners from all CBK school sites by Zoom. On 12/9/2021 and on 3/22/22, LCAP/ School Advisory Council stakeholder meetings were held with staff, parents/guardians, and students by Zoom. Since 82% of CBK students are over the age of 18, they serve as both parents and students during stakeholder meetings. Parents and students also responded to surveys. Stakeholders examined college and career readiness indicators (Exact Path ELA, reading, and math pre-/post test results, enrollment in CTE and UC ag courses, Dual Enrollment data) and provided input for the development of actions for Goal 1. Stakeholders studied the data on student engagement and school climate (attendance, survey results) and provided input for the development of actions for Goal 2. Stakeholders analyzed the English learner data from assessments (TELL, ELPAC, reclassification, and scores on the CAASPP in ELA and math) and provided input for the development of actions for Goal 3.

The CBK ELAC/DELAC committee also examined the quantitative and qualitative data and provided input for actions in Goals 1-3. ELAC/DELAC Meetings were on 9/9/21, 12/9/21, 3/22/22, 5/21/22, and 5/28/22. The ELAC is made up of parents of English learner students and CBK staff.

The Staff Development Planning Committee (Teachers, Principals, and Administrators) met on January 25, 2022, to examine student data and teacher needs in order to prioritize staff development actions for 2022-2023.

CBK stakeholders also provided input into the LCAP at quarterly Alternative Education Career Technical Education Advisory Committee meetings (October 12, 2021, December 14, 2021, February 15, 2022, April 12, 2022). The Alternative Education Career Technical Education Advisory Committee includes the California Family Life Center, Cryoquip, Economic Development Agency (EDA), Riverside County Probation, and the Riverside Community College District. Each of these meetings focuses on an industry area with guest speakers who bring awareness to the job requirements as well as pathways that are available to students. This year the committee heard from industry partners in the areas of welding, culinary, construction, and multimedia.

The Riverside County Office Teachers Association (RCOTA) met to review the LCAP on May 19, 2022. RCOTA appreciated the attention to staff concerns and wants related to coaching within the classroom setting as well as providing ways to address cultural relevancy in a manner that allows teachers to support their students while maintaining the balance needed when approaching subject matter that can be controversial. Representatives of Chapter 693 of the California School Employees Association met to review the LCAP on May 16, 2022. CSEA applauded the support provided to all members and the continued attention to needs as they arise

The Leadership Team prioritized the proposed actions/services based on the metrics for the state priorities and the needs of the students. LCFF funds are coordinated with the Expanded Learning Opportunities Grant and other Elementary and Secondary School Emergency Relief Funds (ESSER II, ESSER III, and GEER II), Educator Effectiveness Grant to complement the LCAP goals, actions, and services.

The CBK School Advisory Council reviewed and commented on the final LCAP on May 21, 2022 and approved the LCAP for adoption on May 28, 2022. The Riverside County Superintendent of Schools, the Governing Authority for CBK, approved the (LCAP Supplement 2021-2022 and Mid-Year Report) on February 9th, 2022. The Riverside County Superintendent of schools reviewed and commented on the 2022-2023 LCAP on June 13th, 2022, and approved the LCAP for adoption on June 22, 2022.

A summary of the feedback provided by specific educational partners.

#### Goal 1

- Have previous students or current college students come back as guest speakers (Goal 1)
- College tours (Goal 1)
- Provide opportunities to bring seniors together to help fill out FAFSA and college applications (Goal 1)
- Provide College Mentors (Goal 1)
- Support for students who are interested in vocational trade schools, not traditional college (Goal 1)
- During college day events, invite parents to attend and support their students. Parents and students could have the opportunity to talk with college representatives. Have a counselor available from colleges to speak with parents and students (Goal 1)

Use student volunteers from local colleges to mentor students for college (Goal 1)

- Revise the Independent Learning Plan to emphasize College and Career Readiness Plans (Goal 1&2)
- Tutoring in different formats (not just online) (Goal 1)
- Financial Literacy (Goal 1)
- Workforce presenters (Goal 1)
- Department of Rehabilitation presentation or one-on-one meetings (Goal 1)
- Expand dual and concurrent enrollment options (Goal 1)
- Expand CTE Pathways (Goal 1)
- Allow students to retake courses for better grades (Goal 1)
- UDL – Professional Development (Goal 1)
- Technology –Pathways. Certifications. College Credit (Goal 1)
- GED, Hi-Set (Goal 1)
- Graduation Portfolio allow different ways to present in line with UDL (Goal 1)

- Expand reading selections on SORA (Goal 1)
- More frequent assessments for planning interventions in math and ELA
- More students taking the ASVAB
- Would like more ASVAB information (Goal 1)
- Increase support for students taking dual enrollment courses so more complete

## Goal 2

- Identify family members to support student attendance (Goal 2)
- Keep promoting GRADS (Goal 2)
- Principal meetings with students who are falling behind (Goal 2)
- Teacher home visits (Goal 2)
- Attendance incentives/programs (Goal 2)
- Mental health counseling/building relationships with students (Goal 2)
- More College Success presentations (Goal 2)
- Panorama Screener (Goal 2)
- PBIS- incentives, MTSS – supporting students with needs. 3 categories – attendance, attitude, behavior, and academics (Goal 2)
- CARE Space is working (Goal 2)
- Safe site with good security (Goal 2)
- More activities for students Leadership Class in the desert area

## Goal 3

- Purchase ELD Curriculum for EL students with lower English Proficiency levels (Goal 1 &3)
- Reconfigure designated ELD instruction for similar ability grouping (Goal 3)
- Progress monitor, identify data, present levels – TELL test (Goal 3)
- Re-Classify, Exact Path (Goal 3)

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

Students completed the California Healthy Kids Survey (Goal 2) This survey grew out of the California Department of Education's (CDE) commitment to helping schools create more positive, safe, supportive, and engaging environments and to promoting the successful cognitive, social, emotional, and physical development of all students. This tool is used to refine ways to focus on enhancing school climate, pupil engagement, parent involvement, and addressing the needs of vulnerable groups. The majority of the questions are school-specific, including the following indicators: • student grades, truancy, boredom at school, attendance, academic motivation, and school

connectedness, as indicators of engagement; • developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school; • perceived school safety, bullying, and victimization; and • violence perpetration, substance use, and crime-related behavior (e.g., weapons possession). Only 29 students completed the survey a response rate of 8%. The survey was conducted while students were in remote learning. The low response rate makes it difficult to draw strong conclusions from this year's survey. Of those that did respond students reported a lower school connectedness than in previous years and lower motivation. Some data points that were noted included the following: 74% of students reported indicated that they felt there were caring adults in school with 84% indicating adults had high expectations for them in school. School connectedness was rated at 65% with those reporting "agree" or "strongly agree".

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

Our parents and educational partners give us their input as to what we have and could continue to do to engage students. One of our goals is to focus on college and career readiness. Educational partners continue to requests more CTE pathways and opportunities as well as to provide other engaging experiences for students. These meetings also helped to remind us of the focus on equity and opportunity in education which is continually being met through more programming and access.

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 (Goal 1). 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 and apprenticeships. This feedback and increased enrollment in the current course offerings has supported the expansion of dual enrollment course work to include partnerships with Riverside Community College, Mt. San Jacinto and College of the Desert.

Educational partners provided input related to Goal 3 and the education of English Learners. The need to monitor and evaluate data was discussed as an area to drive focus and instruction for students as well as professional development. Student scores on the ELPAC also emphasize a need develop this area further. An ELA/ELD T.O.S.A. was added through the educator effectiveness grant in order to support EL students in CBK. New Designated ELD curriculum is being purchased, and the structure of the ELD courses are being re-arranged.

School climate and environment play a critical role in the academic achievement and overall well-being of students (Goal 2). Through the process of seeking input from the community through meetings, surveys, and feedback collection platforms, the resounding theme of the importance of student mental health and social-emotional wellness consistently emerged. This has been a focus for the program this year, with the opening of CARESpaces and an increase in classes and services to address students as well as families. It is clear that its continuation and expansion is supported by stakeholder feedback and district data analysis. In reviewing available data, it became clear that further steps need to be taken to address student self-efficacy, motivation, overall wellbeing, and focus on SEL for unduplicated

students and other vulnerable student groups . According to the Panorama screener, 68% of students show that they are on track in SEL for the 2021-2022 school year. Students are at a higher level to be at risk for experiencing difficulty with emotional health include males (64%), non binary (50%), Black or African American ( 64% ), English Learners (62%), and middle school students (52%). Education partners have also expressed an need for more college mentoring and increased activities related to college preparation.

## Goals and Actions

### Goal

Goal #	Description
Goal 1	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 CBK local assessments in ELA and math (Priority 8).

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 high school graduation under LCFF Priority 5 and in response to stakeholder feedback (Leadership Team, Staff Development Planning Committee, LCAP site stakeholder meetings): 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 created/grouped to meet the metrics for CCI under LCFF Priority 4 and in response to stakeholder feedback (Leadership Team, Staff Development Planning Committee, LCAP site stakeholder meetings): 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 9 (Work-Based Learning and Industry Certifications), Action 10 (Internships for Students), and action 19 (Support for Students Enrolled in College Credit Courses).

The following actions were created/grouped to meet the metrics for pupil achievement under LCFF Priority 4 and in response to stakeholder feedback (Leadership Team, Staff Development Planning Committee, LCAP site stakeholder meetings): 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), Action 16 (Credit Recovery), and Action 17 (High School Equivalency Testing).

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, and participation in internships and apprenticeships for CCI (Priority 4), 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
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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 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 98.7%
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College/Career Indicator on the California Dashboard (Priority 4)	CCI was 1.9% in 2019-2020.	<p>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.</p>	[Intentionally Blank]	[Intentionally Blank]	Achieve a 5% increase to 7%.
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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.	<p>The distance from standard was not made available due to not being mandated during Pandemic.</p> <p>Students meeting or exceeding standards in ELA were 25%. Results for 20-21, 21-22 results are not yet available. 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</p>	[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
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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	<p>The distance from standard was not made available due to not being mandated during Pandemic.</p> <p>Students meeting or exceeding standards were 1%. 20-21 results, 21-22 results are not yet available.</p> <p>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</p>	[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
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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.
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<p>The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program in ELA (Priority 4)</p>	<p>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)</p>	<p>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</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>The percent of students at Nearly Prepared will be 21% and the percent at Well Prepared will be 13% in ELA</p>
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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 (the CAASPP was not administered in 2019-2020 or 2020-2021)	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
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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. Add ethnic studies as a graduation requirement. Continue online registration.	\$1,025,053.00	No
Action #2	Instructional Materials, Resources, and Textbooks	Provide students with rigorous and relevant instructional materials and textbooks that enhance academic achievement. Provide instructional materials that include the study of the role and contributions of women, people with disabilities, those who are lesbian, gay, bisexual or transgender, and multiple perspectives of individuals from all social, cultural, and racial backgrounds. Provide print and digital resources that portray diverse individuals and groups in a variety of settings and backgrounds.	\$127,730.00	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. In order to provide equity and access, all students will have laptops/Chromebooks and Kajeets/hotspots to use at home to ensure a 1:1 ratio of students to devices. Each student will receive a Google email account for communicating information. A tech support icon was added to the Alternative Education webpage for students and parents to access when they experience technical issues at home. Gaggle was added to ensure the safety of students by combining machine learning technology with real people who review questionable and suspicious content in online file storage, inbound and outbound email, attachments, links to websites, and in other tools.	\$214,971.00	Yes
Action #4	Professional	Implement ongoing professional learning on UDL (multiple	\$272,956.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>means of engagement, representation, and action/expression), culturally responsive instruction, and teacher choice through multiple formats (Summer Institute of Learning and Knowledge, weekly PLCs on Wednesdays from 1:15-3:00 PM, in-class coaching, after school workshops and coaching, and conference attendance). Continue using Zoom to reduce travel time and costs. Teachers are required to possess a Specialized Academic Instruction credential (multiple/single subject credential and mild/moderate credential). UDL provides 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). The UDL approach invokes a culturally responsive teaching approach inclusive of cultural integration, community-building, promotion of identity, equity integration and participatory methods. The approach of cultural integration involves culturally responsive teaching and culturally relevant pedagogy. These two practices 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, and pursuing social justice through critiques of</p>		

Action #	Title	Description	Total Funds	Contributing
		discourses of power. Community-building approaches include morning meetings/advisory; individual and classroom goal setting and social contracts; modeling and practicing of classroom routines; empowering teacher language; planning and reflection on student products; collaborative problem-solving among students; and balanced discipline strategies that highlight student self-control. Promoting ethnic-racial identity development involves evidential and constituent-involving program materials and interpersonal interactions aimed at improving the ethnic/racial identity of African America adolescents. Integrating equity content is primarily accomplished through exploring issues of race/ethnicity in history/social science and language arts classes. Students learn historical examples of conflict, injustice, and discrimination to teach tolerance, social skills, and civic responsibility.		
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, and addressing anti-racism.	\$711,012.00	No

Action #	Title	Description	Total Funds Contributing	
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 in completing college applications, financial aid, and the Free Application for Federal Student Aid (FAFSA). Support with college financial aid supports low income students, foster youth, homeless youth, and under-represented students with equity and access to post-secondary educational options. Students will be supported from the College and Career Readiness Teacher whose salary is accounted for under the educator effectiveness grant. Volunteers from the UCR Graduate School of Education will also support first in family college student enrollment.	\$591,395.00	No
Action #7	Career Technical Education Pathways	Implement CTE pathways in Computer Networking, Digital Multimedia Production, Residential Commercial Construction, Health Services, and Logistics,	\$35,589.00	No
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. Articulate CTE courses with RCC and MSJC. Dual college enrollment days will be held at various sites located strategically around the county. The Dual Enrollment courses provide students with college course credit at no cost (course, textbooks, and fees are paid by Alternative Education), which enhances equity and access for low-income students, foster youth, and homeless youth.	\$7,570.00	No

Action #	Title	Description	Total Funds Contributing	
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	Implement partnerships with industries and businesses for paid internships and Apprenticeships, which promotes equity and access to high demand jobs.	\$1,000.00	No

Action #	Title	Description	Total Funds Contributing	
Action #11	Formative Assessments and MTSS Data Teams	Implement formative assessments, MTSS Data Teams, and instruction to improve student learning in ELA and math. We examine the achievement data to determine if we were effective in providing equitable services for students. We do this by measuring progress towards closing gaps in achievement and addressing specific groups in our LCAP where progress goals are not met. During the year, the ongoing driver is the MTSS process. It provides clarity on roles and goals to ensure that interventions are timely and that staff at all levels of the organization are analyzing data as a matter of standard practice. Equity lives in the processes of monitoring data to determine the individualized needs of the students we serve. Empowerment exists on the confidence we instill in our population through engaging lesson planning. With data as a driver for inquiry about the strengths and needs of each individual, we build a culture where students of every background and need can succeed.	\$1,283,844.00	No
Action #12	Multi-Tiered Systems of Supports (MTSS) – Classroom-Based Supports	Implement UDL, differentiated instruction (individual and small group instruction from teachers), and ELA and math support/intervention classes for students. Teachers and staff develop a deep understanding of their student needs and use extended time, program access, environmental conditions, and resources as interventions for learning recovery. The cycle of continuous improvement is a major theme and we regularly analyze our methods to see if they are yielding the desired results. We develop a culture where each student is supported in a way that suits their individual needs.	\$507,818.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #13	Multi-Tiered Systems of Supports (MTSS) – After School Supports, Summer School	<p>Implement MTSS for students to improve student learning in ELA and math that may include after school tutoring by school staff, contracted tutoring providers, and summer school.</p> <p>STEMulate Learning uses a holistic approach to learning and training, incorporating a triangular approach to rigorous mathematics instruction, consisting of social emotional learning, cultural competence, and a growth mindset framework.</p> <p>STEMulate Learning creates a positive learning environment that fosters a discovery approach to problem solving and builds in students and instructors the mental edge necessary for success in all K-12 levels of math. STEMulate Learning fosters a strong love of math by training teachers, empowering parents and engaging students in non-conventional, fun and culturally relevant ways. STEMulate promotes and advocates for lucrative careers in STEM-related fields for people of color living in impoverished communities where resources, educational opportunities, support, and income are limited. Their experience in providing inquiry-based, culturally relevant and life-affirming instruction has helps students and instructors transform a fear of math into a love of the subject. STEMulate addresses common core state standards (with an emphasis on STEM) and issues of equity, cultural competence, student engagement, institutionalized racism and privilege. STEMulate implements learning systems to make mathematics relevant to the lives and cultures of students of color by infusing music, humor and storytelling to communicate abstract concepts and problem-solving skills.</p>	\$162,200.00	No



Action #	Title	Description	Total Funds Contributing	
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 in class support from counselor, administrator, and school psychologist. Support for SWDs enhances equity and access to rigorous instructional programs such as Dual Enrollment courses.	\$349,703.00	No
Action #15	Online Courses	Provide online classes to service students across all sites. Online courses in Dual Enrollment and Spanish (world language) provided access to all students at all sites. Students enrolled in the UCR-Extension Center Dual Enrollment history/science and CTE Networking Pathway use the ELEARN online platform and students enrolled in Spanish/AP Spanish use Zoom.	\$59,049.00	No
Action #16	Credit Recovery	Provide credit recovery courses/options for students through online platforms.	\$65,477.00	No
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.	\$2,500.00	No

Action #	Title	Description	Total Funds Contributing	
Action #18	Student Led Enterprise	Implement student led enterprise to enhance financial literacy and an entrepreneurial spirit (mindset that embraces critical questioning, innovation, service, and continuous improvement).	\$500.00	No
Action #19	Support for Students enrolled in Dual/Concurrent College Courses	Existing staff will develop and begin implementation of a plan to provide targeted support to students enrolled in college courses. Students will be surveyed to determine the services they need and will be involved in the planning process. There is no impact on the budget during this initial planning year.	\$700.00	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-risk 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 collaboratively 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 Edmentum 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. 1 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 HSET 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 first 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	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 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 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), Action 12 (Parent Decision Making), and Action 13 (Outreach and Student Enrollment).

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).

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
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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	Suspension rates were zero in 2019-2020 and 2020-2021	[Intentionally Blank]	[Intentionally Blank]	Maintain zero suspension rates
Student Expulsion Rates (Priority 6)	Student expulsion rates were zero every year	Student expulsion rate was zero in every year..	[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%
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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 78% 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
CBK Enrollment Priority 5	Enrollment for the 21 -22 school year on CALPADS Information Census Day was 364	Outcome was added in 21-22	[Intentionally Blank]	[Intentionally Blank]	30% increase in enrollment over the 2021-2022 school year.

## 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.	\$275,089.00	Yes

Action #	Title	Description	Total Funds Contributing	
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.	\$3,500.00	Yes
Action #3	Social-Emotional Support	Provide social-emotional and attendance support and interventions for students and their families from the Community Dropout Prevention Specialists.	\$107,170.00	No
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.	\$107,170.00	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.	\$39,726.00	No

Action #	Title	Description	Total Funds Contributing	
Action #6	Wellness Centers	Create wellness centers on 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.	\$0.00	No
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.	\$25,788.00	No
Action #8	School Safety Personnel	Provide campus security supervision at a remote CBK site.	\$25,548.00	No
Action #9	Clean Schools	Implement custodial services, work orders, and contracted services for cleaning at partner sites.	\$225,503.00	No

Action #	Title	Description	Total Funds Contributing	
Action #10	Parent Communication	Implement parent communication through automated systems, the student information system (Parent Portal through Aeries), Parent Square, and other means.	\$169,494.00	No
Action #11	Student and 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.	\$800.00	No
Action #13	Community Outreach and Student Enrollment	This is an action to increase enrollment to Pre-Pandemic levels. CBK will involve all education partners in a tiered recruitment plan to re-engage students whose enrollment in school was adversely affected by the school closures during the Pandemic or who may have experienced trauma and loss during the pandemic.	\$111,170.00	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 CDPs.

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. English learner Progress Indicator was not reported.	[Intentionally Blank]	[Intentionally Blank]	The percent of English learners scoring Moderately Developed/Well Developed on the ELPAC will increase by 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.	4 English Learner Students were reclassified in 20-21.	[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.	\$13,283.00	No
Action #3	Formative English Language Assessments	Implement formative assessments such as the TELL to monitor EL student growth and progress.	\$5,000.00	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)	\$1,000.00	No

Action #	Title	Description	Total Funds Contributing	
Action #5	Staff Development and Support for ELD and Instruction	Implement staff development and in-class coaching.	\$1,900.00	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.	\$6,500.00	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.

All actions were fully implemented.

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.

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 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 EL students' 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.

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

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)
\$4,215,154.00	\$1,352,938.00	\$156,930.00

### 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
32.1%	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 quantitative data (academic, attendance, and behavior) 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. 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 \$\_\_\_\_\_ for 2022-2023, which is based on 78.8% 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 4). 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 11,12,13).

An analysis of the college and career readiness measures from our Dual Enrollment data indicated that 1.9% of all students overall were college and career ready. Low income, English learners, and foster youth need support from the College and Career Teacher and college going opportunities. In order to address these needs under Goal 1, LEA-wide services that will be principally directed to and effective in meeting the needs of low income students, English learners, and foster youth will include academic programs to prepare for college and careers (Action 6), College readiness transition activities, including career inventories, college assessments (PSAT, AP exams, ACT, SAT), college visits, college summer camps, and support completing college applications, financial aid, and the Free Application for Federal Student Aid (FAFSA) help low income, English learners, and foster youth with preparing for college while in high school. These actions are being provided on an LEA-wide basis to support all students with college and career readiness. Nevertheless, due to the socio-economic challenges of low income students, the language acquisition needs of English learners, and the school transition rates of foster youth, we expect that the college and career readiness indicator for our low-income students, English learners, and foster youth will increase significantly more than the achievement rates of all other students.

A review of the feedback/input from our students and their families at stakeholder meetings ( LCAP stakeholder meetings,, ELACs, DELACs,

SACs) indicated that all students, including low income students, English learners, and foster youth, have experienced stress related to the quarantine and home isolation, various degrees of anxiety due to the uncertainty of community health conditions, family members who may have contracted the coronavirus, or economic distress. In order to address these conditions and in response to the post-COVID-19 pandemic, we will address the social emotional needs of our students under Goal 2 with networks of support in social-emotional domains of learning in order to connect students to school in positive and safe learning environments. The networks of support will include support from the CDPs (Action 3), behavior/mental health counseling (Action 5), services for foster youth (Action 4), and social-emotional learning (Action 7). These actions are being provided on an LEA-wide basis to support all students. Nevertheless, due to the specific socio-economic challenges of low income students, English learners, and foster youth, we expect that the school connectedness and safety measures for our low-income students, English learners, and foster youth will increase significantly more than the rates of all other students.

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

Services for low-income, English learners, and foster youth are increased or improved by more than 25% as compared to services provided for all students.

Low income, English learners, and foster youth receive support from the College and Career Teacher (Goal 1, Action 6) for college readiness transition activities, including career inventories, college assessments, college visits, college summer camps, and support in completing college applications, financial aid, and the Free Application for Federal Student Aid (FAFSA).

Low income, English learners, and foster youth receive support from the College and Career Teacher (Goal 1, Action 6) to enroll in online Dual Enrollment classes in history, science, and CTE networking courses to earn college credit while enrolled in high school.

Low income, English learners, and foster youth receive support from the College and Career Teacher (Goal 1, Action 6) to enroll in online and on-campus career technical education (CTE) courses in Building/Construction Trades, Hospitality/Culinary Arts, Multi-Media Production, Computer Networking, and Welding.

Low income, English learners, and foster youth receive support from the College and Career Teacher (Goal 1, Action 6) to experience opportunities for internships and job shadowing and businesses in the community.

Low-income, English learners, and foster youth engage in formative assessments to measure pre-test to post-test growth in ELA, reading, and math which leads to in-class differentiated instruction by teachers and instructional assistants, after school tutoring by teachers and contracted providers, and summer school instruction based on the analysis of data by school site MTSS Data Teams (Goal 1, Action 11).

Low-income, English learners, and foster youth receive targeted academic support by teachers through in-class instructional differentiation, the

implementation of Universal Design for Learning, ELA and math intervention courses during the school day, after school support from staff, online and in-person tutoring (after school and on weekends), and online Edmentum credit recovery courseware (Goal 1, Action 16).

Low income, English learners, and foster youth receive support from CDPS for social-emotional learning, attendance in school, and behavior (Goal 2, Action 3 and 7).

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 (Action 4

Low income, English learners, and foster youth receive behavioral/mental health counseling and wellness centers (Goal 2, Action 5 and 6).

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.

NA

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 Data Entry Table: Inclusion as part of the LCAP Template is optional

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2022-23	\$4,215,154.00	\$1,352,938.00	32.10%	0.00%	32.10%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Broad Course of Study	All	No			Schoolwide	Ongoing
1	2	Instructional Materials, Resources, and Textbooks	All	No			Schoolwide	Ongoing
1	3	Technology and Digital Literacy	All	Yes	Limited	Low income, English learner, foster youth	Schoolwide	Ongoing
1	4	Professional Development	All	Yes	Schoolwide	Low income, English learner, foster youth	Schoolwide	Ongoing

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	5	UDL and Culturally Responsive Instruction	All	No			Schoolwide	Ongoing
1	6	College and Career Readiness and Transitions	All	No	Schoolwide	LI	Schoolwide	Ongoing
1	7	Career Technical Education Pathways	All	No			Schoolwide	Ongoing
1	8	College Course Credit	All	No			Schoolwide	Ongoing
1	9	Work-Based Learning and Industry Certifications	All	No			Schoolwide	Ongoing
1	10	Internships and Apprenticeships for Students	All	No			Schoolwide	Ongoing

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	11	Formative Assessments and MTSS Data Teams	All	No	Schoolwide	LI and EL	Schoolwide	Ongoing
1	12	Multi-Tiered Systems of Supports (MTSS) – Classroom-Based Supports		Yes	Schoolwide	Low income, English Learner, foster youth	Schoolwide	Ongoing
1	13	Multi-Tiered Systems of Supports (MTSS) – After School Supports, Summer School	All	No	Schoolwide	EL, FY, and LI	Schoolwide	Ongoing
1	14	Monitoring Instruction and Learning for Students with Disabilities.	Students with Disabilities	No			Schoolwide	Ongoing



Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	15	Online Courses	All	No			Schoolwide	Ongoing
1	16	Credit Recovery	All	No	Schoolwide	FY, and LI	Schoolwide	Ongoing
1	17	High School Equivalency Test (GED and HiSET)	All	No			Schoolwide	Ongoing
1	18	Student Led Enterprise	All	No			Schoolwide	Ongoing
1	19	Support for Students enrolled in Dual/Concurrent College Courses	All	No			Schoolwide	Ongoing
2	1	Attendance Supports	All	Yes	Limited	EL	Schoolwide	Ongoing
2	2	Positive Behavior Intervention and Supports	All	Yes	LEA-wide	EL	Schoolwide	Ongoing

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
2	3	Social-Emotional Support	All	No	Schoolwide	LI	Schoolwide	Ongoing
2	4	Foster Youth Support		Yes	Limited	Foster Youth	Schoolwide	Ongoing
2	5	Behavioral/Mental Health Services	All	No	Schoolwide	LI and FY	Schoolwide	Ongoing
2	6	Wellness Centers	All	No	Schoolwide	LI and FY	Schoolwide	Ongoing
2	7	Social Emotional Learning	All	No			Schoolwide	Ongoing
2	8	School Safety Personnel	All	No			School	Ongoing
2	9	Clean Schools	All	No			Schoolwide	Ongoing
2	10	Parent Communication	All	No			Schoolwide	Ongoing
2	11	Student and Parent Workshops	All	No			Schoolwide	Ongoing

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
2	12	Parent and Student Decision Making	All	No			Schoolwide	Ongoing
2	13	Community Outreach and Student Enrollment	All	No			Schoolwide	Ongoing
3	1	Instructional Materials for English Learners	English Learner	No	Schoolwide	ELL	Schoolwide	Ongoing
3	2	English Language Development	English Learner	No	Schoolwide	ELL	Schoolwide	Ongoing
3	3	Formative English Language Assessments	English Learner	No	Schoolwide	ELL	Schoolwide	Ongoing
3	4	Instruction for ELs and Universal Design for Learning	English Learner	No	Schoolwide	ELL	Schoolwide	Ongoing

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
3	5	Staff Development and Support for ELD and Instruction	English Learner	No	Schoolwide	ELL	Schoolwide	Ongoing
3	6	EL Reclassification and Progress Monitoring	English Learner	No			Schoolwide	Ongoing

## 2022-23 Data Entry Table Continued

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services (%)
1	1	\$475,861.00	\$549,192.00	\$711,012.00	\$8,430.00	\$0.00	\$305,611.00	\$1,025,053.00	0%
1	2	\$0.00	\$127,730.00	\$61,735.00	\$65,995.00	\$0.00	\$0.00	\$127,730.00	0%
1	3	\$53,710.00	\$161,261.00	\$214,971.00	\$0.00	\$0.00	\$0.00	\$214,971.00	0%
1	4	\$215,595.00	\$57,361.00	\$272,956.00	\$0.00	\$0.00	\$0.00	\$272,956.00	0%
1	5	\$442,273.00	\$268,739.00	\$711,012.00	\$0.00	\$0.00	\$0.00	\$711,012.00	0%
1	6	\$588,395.00	\$3,000.00	\$501,527.00	\$89,868.00	\$0.00	\$0.00	\$591,395.00	0%
1	7	\$33,589.00	\$2,000.00	\$2,000.00	\$0.00	\$0.00	\$33,589.00	\$35,589.00	0%

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services (%)
1	8	\$0.00	\$7,570.00	\$7,570.00	\$0.00	\$0.00	\$0.00	\$7,570.00	0%
1	9	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	0%
1	10	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	0%
1	11	\$1,015,105.00	\$268,739.00	\$1,283,844.00	\$0.00	\$0.00	\$0.00	\$1,283,844.00	0%
1	12	\$507,818.00	\$0.00	\$507,818.00	\$0.00	\$0.00	\$0.00	\$507,818.00	0%
1	13	\$101,200.00	\$61,000.00	\$102,200.00	\$10,000.00	\$0.00	\$50,000.00	\$162,200.00	0%
1	14	\$349,703.00	\$0.00	\$0.00	\$283,583.00	\$0.00	\$66,120.00	\$349,703.00	0%
1	15	\$59,049.00	\$0.00	\$59,049.00	\$0.00	\$0.00	\$0.00	\$59,049.00	0%
1	16	\$0.00	\$65,477.00	\$65,477.00		\$0.00		\$65,477.00	0%
1	17	\$0.00	\$2,500.00	\$1,000.00	\$1,500.00	\$0.00	\$0.00	\$2,500.00	0%
1	18	\$0.00	\$500.00	\$500.00				\$500.00	0%
1	19	\$0.00	\$700.00		\$700.00			\$700.00	0%
2	1	\$272,689.00	\$2,400.00	\$275,089.00	\$0.00	\$0.00	\$0.00	\$275,089.00	0%
2	2	\$0.00	\$3,500.00	\$3,500.00	\$0.00	\$0.00	\$0.00	\$3,500.00	0%
2	3	\$107,170.00	\$0.00	\$107,170.00	\$0.00	\$0.00	\$0.00	\$107,170.00	0%
2	4	\$107,170.00	\$0.00	\$107,170.00	\$0.00	\$0.00	\$0.00	\$107,170.00	0%
2	5	\$33,726.00	\$6,000.00	\$0.00	\$39,726.00	\$0.00	\$0.00	\$39,726.00	0%
2	6	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
2	7	\$25,788.00	\$0.00	\$25,788.00	\$0.00	\$0.00	\$0.00	\$25,788.00	0%

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services (%)
2	8	\$25,548.00	\$0.00	\$25,548.00	\$0.00	\$0.00	\$0.00	\$25,548.00	0%
2	9	\$25,788.00	\$199,715.00	\$225,503.00	\$0.00	\$0.00	\$0.00	\$225,503.00	0%
2	10	\$165,519.00	\$3,975.00	\$169,494.00	\$0.00	\$0.00	\$0.00	\$169,494.00	0%
2	11	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	0%
2	12	\$0.00	\$800.00	\$800.00	\$0.00	\$0.00	\$0.00	\$800.00	0%
2	13	\$107,170.00	\$4,000.00	\$111,170.00				\$111,170.00	0%
3	1	\$0.00	\$8,200.00			\$0.00	\$8,200.00	\$8,200.00	0%
3	2	\$0.00	\$13,283.00	\$3,488.00	\$9,795.00	\$0.00	\$0.00	\$13,283.00	0%
3	3	\$0.00	\$5,000.00	\$1,000.00	\$0.00	\$0.00	\$4,000.00	\$5,000.00	0%
3	4	\$0.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$1,000.00	0%
3	5	\$700.00	\$1,200.00	\$1,200.00	\$0.00	\$0.00	\$700.00	\$1,900.00	0%
3	6	\$0.00	\$6,500.00	\$6,000.00	\$0.00	\$0.00	\$500.00	\$6,500.00	0%

## 2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$5,568,591.00	\$509,597.00	\$0.00	\$469,720.00	\$6,547,908.00	\$4,713,566.00	\$1,834,342.00

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	\$711,012.00	\$8,430.00	\$0.00	\$305,611.00	\$1,025,053.00
1	2	Instructional Materials, Resources, and Textbooks	All	\$61,735.00	\$65,995.00	\$0.00	\$0.00	\$127,730.00
1	3	Technology and Digital Literacy	All	\$214,971.00	\$0.00	\$0.00	\$0.00	\$214,971.00
1	4	Professional Development	All	\$272,956.00	\$0.00	\$0.00	\$0.00	\$272,956.00
1	5	UDL and Culturally Responsive Instruction	All	\$711,012.00	\$0.00	\$0.00	\$0.00	\$711,012.00
1	6	College and Career Readiness and Transitions	All	\$501,527.00	\$89,868.00	\$0.00	\$0.00	\$591,395.00

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	\$2,000.00	\$0.00	\$0.00	\$33,589.00	\$35,589.00
1	8	College Course Credit	All	\$7,570.00	\$0.00	\$0.00	\$0.00	\$7,570.00
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	\$1,283,844.00	\$0.00	\$0.00	\$0.00	\$1,283,844.00
1	12	Multi-Tiered Systems of Supports (MTSS) – Classroom-Based Supports		\$507,818.00	\$0.00	\$0.00	\$0.00	\$507,818.00



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	\$102,200.00	\$10,000.00	\$0.00	\$50,000.00	\$162,200.00
1	14	Monitoring Instruction and Learning for Students with Disabilities.	Students with Disabilities	\$0.00	\$283,583.00	\$0.00	\$66,120.00	\$349,703.00
1	15	Online Courses	All	\$59,049.00	\$0.00	\$0.00	\$0.00	\$59,049.00
1	16	Credit Recovery	All	\$65,477.00	\$0.00	\$0.00	\$0.00	\$65,477.00
1	17	High School Equivalency Test (GED and HiSET)	All	\$1,000.00	\$1,500.00	\$0.00	\$0.00	\$2,500.00
1	18	Student Led Enterprise	All	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	19	Support for Students enrolled in Dual/Concurrent College Courses	All	\$0.00	\$700.00	\$0.00	\$0.00	\$700.00
2	1	Attendance Supports	All	\$275,089.00	\$0.00	\$0.00	\$0.00	\$275,089.00
2	2	Positive Behavior Intervention and Supports	All	\$3,500.00	\$0.00	\$0.00	\$0.00	\$3,500.00
2	3	Social-Emotional Support	All	\$107,170.00	\$0.00	\$0.00	\$0.00	\$107,170.00
2	4	Foster Youth Support		\$107,170.00	\$0.00	\$0.00	\$0.00	\$107,170.00
2	5	Behavioral/Mental Health Services	All	\$0.00	\$39,726.00	\$0.00	\$0.00	\$39,726.00
2	6	Wellness Centers	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	7	Social Emotional Learning	All	\$25,788.00	\$0.00	\$0.00	\$0.00	\$25,788.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	8	School Safety Personnel	All	\$25,548.00	\$0.00	\$0.00	\$0.00	\$25,548.00
2	9	Clean Schools	All	\$225,503.00	\$0.00	\$0.00	\$0.00	\$225,503.00
2	10	Parent Communication	All	\$169,494.00	\$0.00	\$0.00	\$0.00	\$169,494.00
2	11	Student and Parent Workshops	All	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
2	12	Parent and Student Decision Making	All	\$800.00	\$0.00	\$0.00	\$0.00	\$800.00
2	13	Community Outreach and Student Enrollment	All	\$111,170.00	\$0.00	\$0.00	\$0.00	\$111,170.00
3	1	Instructional Materials for English Learners	English Learner	\$0.00	\$0.00	\$0.00	\$8,200.00	\$8,200.00
3	2	English Language Development	English Learner	\$3,488.00	\$9,795.00	\$0.00	\$0.00	\$13,283.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	Formative English Language Assessments	English Learner	\$1,000.00	\$0.00	\$0.00	\$4,000.00	\$5,000.00
3	4	Instruction for ELs and Universal Design for Learning	English Learner	\$0.00	\$0.00	\$0.00	\$1,000.00	\$1,000.00
3	5	Staff Development and Support for ELD and Instruction	English Learner	\$1,200.00	\$0.00	\$0.00	\$700.00	\$1,900.00
3	6	EL Reclassification and Progress Monitoring	English Learner	\$6,000.00	\$0.00	\$0.00	\$500.00	\$6,500.00

## 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)
\$4,215,154.00	\$1,352,938.00	32.10%	0.00%	32.10%	\$1,381,504.00	0.00%	32.77%

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$1,381,504.00	\$1,381,504.00
<b>LEA-wide Total:</b>	\$3,500.00	\$3,500.00
<b>Limited Total:</b>	\$597,230.00	\$597,230.00
<b>Schoolwide Total:</b>	\$780,774.00	\$780,774.00

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 (%)
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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	3	Technology and Digital Literacy	Yes	Limited	Low income, English learner, foster youth	Schoolwide	\$214,971.00	0%
1	4	Professional Development	Yes	Schoolwide	Low income, English learner, foster youth	Schoolwide	\$272,956.00	0%
1	12	Multi-Tiered Systems of Supports (MTSS) – Classroom-Based Supports	Yes	Schoolwide	Low income, English Learner, foster youth	Schoolwide	\$507,818.00	0%
2	1	Attendance Supports	Yes	Limited	EL	Schoolwide	\$275,089.00	0%
2	2	Positive Behavior Intervention and Supports	Yes	LEA-wide	EL	Schoolwide	\$3,500.00	0%
2	4	Foster Youth Support	Yes	Limited	Foster Youth	Schoolwide	\$107,170.00	0%



## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$4,548,189.00	\$6,623,109.00

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	Broad Course of Study	No	\$457,119.00	\$1,037,735.00
1	2	Instructional Materials, Resources, and Textbooks	No	\$126,336.00	\$167,737.00
1	3	Technology and Digital Literacy	No	\$323,336.00	\$367,110.00
1	4	Professional Development	No	\$213,302.00	\$273,133.00
1	5	UDL and Culturally Responsive Instruction	No	\$1,000.00	\$816,922.00
1	6	College and Career Readiness and Transitions	Yes	\$224,095.00	\$184,530.00
1	7	Career Technical Education Pathways	No	\$61,760.00	\$33,887.00
1	8	College Course Credit	No	\$1,500.00	\$6,537.00
1	9	Work-Based Learning and Industry Certifications	No	\$1,000.00	\$1,530.00



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	10	Internships and Apprenticeships for Students	No	\$1,000.00	\$0.00
1	11	Formative Assessments and MTSS Data Teams	No	\$875,422.00	\$1,714,770.00
1	12	Multi-Tiered Systems of Supports (MTSS) – Classroom-Based Supports	Yes	\$476,535.00	\$476,535.00
1	13	Multi-Tiered Systems of Supports (MTSS) – After School Supports, Summer School	Yes	\$75,531.00	\$75,531.00
1	14	Monitoring Instruction and Learning for Students with Disabilities.	No	\$384,144.00	\$316,434.00
1	15	Online Courses	No	\$59,049.00	\$60,658.00
1	16	Credit Recovery	Yes	\$111,478.00	\$65,477.00
1	17	High School Equivalency Test (GED and HiSET)	No	\$1,500.00	\$1,267.00
1	18	Student Led Enterprise	No	\$0.00	\$0.00
2	1	Attendance Supports	No	\$103,605.00	\$261,077.00

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	Positive Behavior Intervention and Supports	No	\$500.00	\$0.00
2	3	Social-Emotional Support	No	\$101,105.00	\$137,512.00
2	4	Foster Youth Support	Yes	\$174,105.00	\$201,367.00
2	5	Behavioral/Mental Health Services	Yes	\$38,056.00	\$33,201.00
2	6	Wellness Centers	No	\$433,800.00	\$0.00
2	7	Social Emotional Learning	Yes	\$29,800.00	\$53,169.00
2	8	School Safety Personnel	No	\$23,724.00	\$25,179.00
2	9	Clean Schools	No	\$202,595.00	\$171,814.00
2	10	Parent Communication	No	\$12,892.00	\$122,897.00
2	11	Parent Workshops	No	\$1,000.00	\$0.00
2	12	Parent and Student Decision Making	No	\$500.00	\$0.00
3	1	Instructional Materials for English Learners	No	\$8,200.00	\$8,200.00
3	2	English Language Development	No	\$6,500.00	\$3,488.00
3	3	Formative English Language Assessments	No	\$3,900.00	\$4,725.00

<b>Last Year's Goal #</b>	<b>Last Year's Action #</b>	<b>Action Title</b>	<b>Contributed to Increased or Improved Services?</b>	<b>Last Year's Total Planned Expenditures (Total Funds)</b>	<b>Estimated Actual Expenditures (Input Total Funds)</b>
3	4	Instruction for ELs and Universal Design for Learning	No	\$12,600.00	\$0.00
3	5	Staff Development and Support for ELD and Instruction	No	\$700.00	\$150.00
3	6	EL Reclassification and Progress Monitoring	No	\$500.00	\$537.00

## 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	\$1,089,191.00	\$1,129,600.00	\$1,089,810.00	\$39,790.00	0.00%	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 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)
1	1	College and Career Readiness and Transitions	Yes	\$224,095.00	\$184,530.00	0.00%	0.00%
1	2	Multi-Tiered Systems of Supports (MTSS) – Classroom-Based Supports	Yes	\$476,535.00	\$476,535.00	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 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)
1	3	Multi-Tiered Systems of Supports (MTSS) – After School Supports, Summer School	Yes	\$23,931.00	\$75,531.00	0.00%	0.00%
1	4	Credit Recovery	Yes	\$0.00	\$65,477.00	0.00%	0.00%
2	1	Foster Youth Support	Yes	\$174,105.00	\$201,367.00	0.00%	0.00%
2	2	Behavioral/Mental Health Services	Yes	\$0.00	\$33,201.00	0.00%	0.00%
2	3	Social Emotional Learning	Yes	\$1,000.00	\$53,169.00	0.00%	0.00%

## 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	\$3,684,181.00	\$1,089,191.00	0.00%	29.56%	\$1,089,810.00	0.00%	29.58%	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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> 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 individual 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).

California Department of Education January 2022