

# Local Control and Accountability Plan

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

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## Plan Summary 2023-24

### 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 to meet the academic needs and behavior support of at-risk students ages 13- 99, and in grades 9-12, including high school dropouts, expelled students, foster youth, students with disabilities, or any other student who struggles to be successful in a traditional comprehensive school environment. The CBK Charter operates under the authority of the Riverside County Superintendent of Schools with the goal of preparing students for future success by providing a supportive school environment that focuses on increasing academic and pro-social skills, and foundational college and career experiences. Currently, there are 22 CBK sites in easily accessible locations throughout Riverside County. Come Back Kids is accredited by the Western Association of Schools and Colleges (WASC) and provides students with curriculum, instruction, assessment, and social-emotional learning to ensure that students graduate from high school well-prepared for college, careers, and civic engagement. In 2017-2018, CBK received a WASC six-year accreditation that was re-affirmed during a midterm visit that extended accreditation through the 23-24 school year.

CBK Staff and educational partners developed the LCAP with a focus on the Mission, Vision, Schoolwide Learning Outcomes, the eight state priorities, and the superintendent's initiatives. 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 for all students. The CBK Schoolwide Learning Outcomes (SLOs) are as follows: Students will be growth-minded, resourceful, actively engaged, and socially responsible (GRADS). The superintendent's initiatives focus on literacy, financial literacy, mental health, and equity.

CBK offers a combination of high-quality learning opportunities, a rigorous learning environment, transitions to post-secondary options, and strong interagency collaboration. 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 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%.

As of the CALPADS Information Day census, student enrollment totaled 500 students in 2022-2023 (compared to 377 in 2021-2022, 522 in 2020-2021, and 652 in 2019-2020). The significant student groups include 80% socio-economically disadvantaged, 14 %, English learners, 3 %, foster youth, and 12% students with disabilities.

Come Back Kids has prioritized literacy and targeted literacy interventions over the past year to improve student success. In particular, the focus has been on enhancing students' proficiency in reading, writing, and financial literacy, which are essential for academic, personal, and professional success. Students who possess strong literacy skills are better equipped to understand complex texts, communicate their thoughts effectively, and make informed decisions in their personal and professional lives. Research has consistently demonstrated that students who are proficient in literacy skills are more likely to graduate high school, enroll in college or other post-secondary educational programs, and achieve success in their careers. The direct positive impact that this focus has provided is listed under the success section of this plan.

Research has also highlighted the critical role that literacy skills play in students' academic success. According to a report by the National Assessment of Educational Progress (NAEP), students who are proficient in reading are more likely to perform well in other subjects such as math, science, and social studies. In addition, students who are proficient in writing are better equipped to organize and articulate their thoughts, leading to improved performance on written assignments and exams. There is ample research to support the idea that strong literacy skills have a lasting impact on college and career success. Here are a few examples of relevant studies: A study by the National Center for Education Statistics found that high school students who were proficient in reading were more likely to enroll in college than those who were not proficient. Specifically, 84% of students who scored at or above the "proficient" level in reading enrolled in college, compared to 53% of students who scored below the "basic" level (NCES, 2017). A report by the National Association of Colleges and Employers found that employers rank communication skills (including reading and writing) as the most important attribute they look for when hiring college graduates. In fact, 73.4% of employers surveyed rated communication skills as "very important" (NACE, 2019). A study by the Organisation for Economic Co-operation and Development (OECD) found that individuals with higher levels of literacy proficiency are more likely to be employed, earn higher wages, and have better health outcomes than those with lower levels of literacy proficiency (OECD, 2013). A report by the College Board found that students who take the SAT and score in the highest literacy range (700-800) are more likely to graduate college and earn higher salaries than those who score in lower ranges (College Board, 2015). These studies, along with many others, demonstrate the crucial role that literacy skills play in students' long-term success. By focusing on literacy education and targeted interventions, schools can help ensure that their students are prepared for college and career opportunities.

To further support this emphasis, Come Back Kids plans to implement a new assessment tool in the upcoming year, NWEA/MAPS, with a focus on CAASPP-related questions, to better measure student literacy progress and identify areas for improvement. Additionally, a new intervention platform, Achieve 3000 provides a UDL approach in use with foster youth, English learners, and students with disabilities. It is designed to be accessible and fair for all students, regardless of their background or learning needs. The program can provide valuable data, track progress, and provide feedback, which can help to improve literacy skills and promote academic success for all students. Achieve 3000, will be introduced to provide more targeted and effective support for students who need it most, with the ultimate goal of increasing literacy and improving state CAASPP test scores. Achieve 3000 is an online literacy tool designed to help students increase their literacy skills. The program works by providing differentiated reading materials that are matched to the student's reading level and interests. The reading materials are followed by a series of multiple-choice questions that help to reinforce comprehension, critical thinking, and vocabulary development. Achieve 3000 provides differentiated reading material to address the needs of our students, specifically those who are EL or SWDs. The program also works on targeted vocabulary instruction to increase overall literacy skills, as well as promote critical thinking through analysis of information presented in reading passages.

Furthermore, Come Back Kids also choose to expand the area of literacy and align with the Superintendent's initiative of financial literacy. Financial literacy is an important aspect of literacy that is increasingly essential for students' success in the modern world. A study by the National Endowment for Financial Education found that students who received financial education in high school were more likely to save money, pay off credit card balances, and invest in stocks and bonds as adults. Furthermore, students who received financial education reported feeling more confident in their ability to manage their finances and make informed financial decisions. Details of the financial literacy program can be found under the successes section of this plan.

This year's focus on literacy in CBK is a crucial step towards ensuring that students receive the necessary support and resources to develop strong literacy skills. By continuing to prioritize literacy education in the upcoming year, the district can ensure that students are equipped with the tools they need to succeed in high school and beyond.

Throughout this process, CBK has centered on promoting equity and inclusion in the classroom, emphasizing the importance of cultural responsiveness and recognizing and addressing implicit biases. This has involved encouraging educators to create opportunities for students to express their unique perspectives and experiences and incorporating diverse perspectives into lessons. This has led to a more welcoming and inclusive learning environment that celebrates diversity and promotes a sense of community among students. During this Summer, instructional staff will be receiving further training on the GLEAM (grade level,

engaging, affirming meaningful) process of lesson development. GLEAM promotes equity and inclusion in the classroom by addressing bias, promoting culturally responsive teaching, providing standards-aligned instruction, differentiating instruction, and promoting a focus on social justice. By providing teachers with the resources they need to create an inclusive and equitable classroom culture, GLEAM can help to promote academic success for all students.

In addition to promoting literacy and equity, training and support have also highlighted the importance of supporting students' mental health. Teachers and instructional staff have been given the tools and strategies to recognize signs of distress, promote positive mental health, and connect students with necessary resources and support. CBK offers individual support through counselors and social work interns, as well as partnering with community mental health agencies to increase access to mental health providers. Additionally, they have been trained to create inclusive classrooms that meet the unique needs of students with special needs, ensuring that all students are supported and given the best opportunity for academic success. Going forward mental health services on site will increased by the addition of full-time certified behavioral health therapists located at regional learning centers.

CBK is required to address 8 state priorities, CBK is under the California Dashboard Alternative School Status as indicated in California Education Code (EC) Section 52052 (g). Additional measures of student success are reported such as formative assessments, college and career readiness, and standards implementation.

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 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.

## Reflections: Successes

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

Come Back Kids 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),

### One-Year Graduation Rates

Come Back Kids reflects one of the highest graduation rates on the DASS dashboard for similar charter schools. CBK had an 85% graduation rate for the 2021-2022 school year. This reflects the number of students who met the DASS graduation rate criteria and graduated. Within the population of graduates, 88% of students with disabilities (SWDs), 84% of students who are socioeconomically disadvantaged, 79% of English Learners, and 82% of students who are Hispanic, graduated.

### Professional Development, Instruction and Standards Based Curriculum

Teachers, site principals, and central office administrators participated in the professional development scheduling process, leading to an assortment of professional growth opportunities during the year. RCOE CBK uses the California Standards Self-Reflection Tool to measure their progress in implementing state academic standards. Teachers, principals, and administrators responded to the surveys. One highlight of this survey is that participants responded that the LEA provides instructional materials that are aligned with the recently adopted academic standards and/or curriculum frameworks in all classrooms where the subject is taught. This was exceptionally highly rated in the area of ELA with 4.75/5 and Math with 4.45/5. This is viewed even more so as a highlight given the amount of time and training this year there has been to highlight ELA and math curriculum available to staff along with coaching to support implementation. It was also identified that the RCOE Alternative Education program successfully identifies the needs of groups of teachers or staff as a whole and identifies learning needs of individual teachers (rated 4.20/5).

During the 2023 Summer Institute of Learning Knowledge, the focus was on supporting literacy through a lens of inclusivity and equity. All teachers and principals/administrators attended a week-long Summer Institute of Learning and Knowledge (SILK) in August 2022, Professional Learning Community (PLC) workshops every Wednesday, and off-campus workshops for individual needs throughout the year. The SILK training in August 2022 included training on adopted curriculum platforms by vendors including Edmentum, FEV Tutoring, A Tree of Knowledge, and Language Tree. Guest presenters also included Miles McPherson from The Third Option with a special presentation on Equity and Inclusion. Vicki Alterwitz with T4 Learning presented on the four components (teachers, training, tools, and time) to support staff with high consistency and engagement to help close the achievement gap.

Literacy was a focus for the 2022-2023 school year. Instructional leaders focused on training to support educational staff in the

implementation and understanding of literacy strategies to address students with disabilities as well as ELs. This 23-24 plan will focus on ways to increase comprehension in all subject matters with a focus on content area instruction. As noted in research, (Torgese, Houston, Rissman, 2007), content-area teachers will focus on students' growth in literacy by providing more effective instruction in the following six ways: 1. Comprehension strategies. Instruction and supporting practice that improves the use of effective reading strategies before, during, and after reading. Comprehension strategies are behaviors students can consciously apply to improve their understanding and learning from text. 2. Discussion. Opportunities for deeper, more sustained discussion of content from text. Extended discussions of text will be facilitated by the teacher or can occur as structured discussions among students in cooperative learning groups. 3. High standards. Setting and maintaining high standards for the level of text, conversation, questions, and vocabulary reflected in discussions and in reading and writing assignments. 4. Reading-writing connection. Strengthening the reading-writing connection to improve student opportunities to reflect on the meaning of text and receive feedback on their reflections. 5. Motivation and engagement. Creating more engaging and motivating classrooms, and interacting with students in a way that promotes internal motivation for reading. Students learn to process text more deeply when their reading is relevant to their lives and they are pursuing meaningful learning goals in an atmosphere that supports their initiative and personal choice. 6. Content learning. Teaching content knowledge to ensure learning of the most essential concepts by all students, even those who struggle to read the textbook. Teachers will use instructional methods, such as graphic organizers or concept comparison routines, that deepen understanding and show students better ways of learning new content on their own. Furthermore, CBK will expand the area of literacy and align with the superintendent's initiative of financial literacy. Financial literacy is an important aspect of literacy that is increasingly essential for students' success in the modern world. A study by the National Endowment for Financial Education found that students who received financial education in high school were more likely to save money, pay off credit card balances, and invest in stocks and bonds as adults. Furthermore, students who received financial education reported feeling more confident in their ability to manage their finances and make informed financial decisions. Classes in financial literacy were added to the school prospectus as well as contracted services were put in place to help educate students on healthy financial habits. A curriculum was presented that focused on the following:

Objectives:

Help reduce the number of young people afflicted by excessive debt

Earn to Save

Identify an asset and a liability

Understand the benefits and risks of credit

Educate a demographic of students struggling to understand monetary independence

Build confidence in managing personal and business money

Influence of purchasing

Benefits

Students gain competencies for immediate real-world use:

Communication and Collaboration

Decision-making and Problem-solving

Creative thinking and Critical reasoning

Self-awareness and Empathy

Assertiveness and Self-control

Diversity & Cultural Ownership

In preparation for the upcoming school year, a comprehensive series of presentations and training sessions were organized, as part of the PLC schedule, to equip teachers, instructional assistants (IAs), and administrators with the essential skills and tools to effectively support and teach students from diverse backgrounds. These sessions were designed with a focus on promoting high standards of engagement, highlighting the critical importance of fostering an inclusive, equitable, and supportive learning environment that is conducive to the academic, emotional, and social growth of all students.

Monthly topics included a review of student academic, behavior, and attendance data/MTSS; review of course credit policy, learning platforms, prevention of commercial sexual exploitation of children, lesson writing and development, culturally and linguistically responsive teaching and learning, social-emotional learning, financial literacy, ELA and Math lesson planning and strategies for engagement, Panorama screening and tool kit training, and administration of the ELPAC and Smarter Balanced Summative Assessments. One of the primary focuses was to increase students' literacy skills, with particular emphasis on CLOSE reading, which has been demonstrated to enhance comprehension and critical thinking. Teachers were trained in innovative strategies to incorporate this approach into their teaching practices, which resulted in better academic outcomes for students.

This year's PLC also included a focus on the WASC process as CBK will be going through the WASC accreditation process next year. The WASC process is crucial because it provides expertise, ownership, collaboration, and continuous improvement. Staff members have a deep understanding of the school's day-to-day operations, and their expertise can help ensure that the WASC

process accurately reflects the school's strengths and challenges. Additionally, staff members who participated in the process have a sense of ownership, feeling invested in the outcome and more likely to support the school's efforts to improve. The WASC process provides staff members with an opportunity to share knowledge and expertise, leading to better relationships and a stronger sense of community within the school. Staff members were tasked with the analysis of data, demographics, scores, and impact on programming to identify areas where the school can improve. Staff members analyzed the data and identify areas where the school is excelling or struggling, which helps inform decisions about future programming and resource allocation. 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.

Based on staff input from the previous year's planning committee, in-classroom coaching support was provided. CBK focused on literacy as a whole and designed many of the trainings and supports to use this as the target focus. T4 Learning provided training to the principals, and teachers in Close Reading of Informational Text. The focus of the implementation of Close Reading strategies was to have the students reading a text multiple times with a specific focus each time. The first read includes underlining repeated words, making connections with the repeated words, discussing them with the group, and writing the central idea of the text. The second reading focuses on finding the meaning of unknown words in collaboration with peers, defining the words, annotating, and using technology to support vocabulary development. The third read consists of responding to a question or claim by restating the question or claim, investigating the text and highlighting pieces of evidence, citing the strongest evidence, and explaining how the evidence supports the response using academic language.

This year there was a focus on developing Biology Units of study in Canvas based on NGSS Standards. Over 100 turnkey lessons in Biology were developed in the Canvas learning management system and are based on the 3-Dimensional Learning model of the Next Generation Science Standards (NGSS). They include virtual labs, as well as student-led experiments, to meet A-G graduation requirements. These lessons were created with the understanding of the following: "The teacher's role is to provide students with the materials (DCIs) [Disciplinary Core Ideas], the tools and how to use them (SEPs) [Science and Engineering Practices], and the vision of interconnectedness (CCCs) [Crosscutting Concepts], " (CA Science Framework p. 6). Students are able to work through the components of a lesson while thinking like scientists and making connections between disciplines. The lessons build upon each other and give students the opportunity to think critically about scientific concepts. Teachers are able to play the lessons, engage students in deep conversations as partners and/or as a whole class, and guide students to deeper understanding of the components of biology.

#### Broad Course of Study

All students have access to a broad course of study, maintained at 100%. In 2021-2022, 100 percent of students were enrolled in a course that met the UC A-G requirements. 49.4 percent of all courses scheduled were UC A-G courses. The overall rate of passage of UC A-G courses was 95.3 percent.

In the first semester of the 2022-2023 school year, 100 percent of students were enrolled in a course that will satisfy an entrance requirement for the University of California. 52.7 percent of all courses scheduled were A-G Courses. 95% percent of students enrolled in a course received credit in a course that will satisfy an entrance requirement.

95.5 percent of A-G courses taken by Hispanic students received passing marks.

91.6 percent of A-G courses taken by African American students received passing marks.

95.3 percent of A-G courses taken by White students received passing marks.

96. percent of A-G courses taken by EL students received passing marks.

96 percent of A-G courses taken by SWD students received passing marks.

#### College and CTE Programming

Over the past year, there has been a remarkable 71% increase in enrollment and completion rates. Additionally, participating students' self-efficacy has significantly improved, leading to higher college enrollment rates after completing the dual enrollment program. Success of this program is evidenced by the increase in students enrolling in each of the classes. This year, the focus of UCR courses has been Macroeconomics, US History A & B, and Cybersecurity Pathway.

5 students awarded: UCRx Computer Technician Professional Certificates Spring 2022

4 students awarded UCRx Spring 2022 History Completer

3 students awarded UCRx Cybersecurity Professional Certificates Fall 2022

15 students in the YouthBuild Program completed pre-apprenticeships. Seven students completed the Home Building Institute Pre-apprenticeship and 8 completed the certified logistics associate pre-apprenticeship.

A total of 10 students were recognized at the Dual Enrollment Ceremony held on 12/14/2022 held on the UCR extension campus.

Overall, 30 CBK students initially enrolled in dual enrollment courses at UCR, MSJC, COD, and RCC. Fourteen students successfully completed coursework, 8 students completed CTE Pathways. A total of 49 college courses were completed by CBK students. 16 students who enrolled never attended or withdrew.

#### Mental Health and SEL

Mental health continued to be an area of focus and targeted support. On the Spring Panorama Screener, the following success was noted:

CBK students scored above the national average in all areas but one and were especially high in the area of growth mindset. Student perceptions of whether they have the potential to change those factors that are central to their performance in school. Weekly check-ins and discussions with teachers, as well as monthly goal-setting in the area of social-emotional learning, continued throughout the year with students taking the time to reflect on their own growth in the area of social-emotional wellness. 70% of students positively responded to self-management. This area focused on how well students manage their emotions, thoughts, and behaviors in different situations.

Mental health has remained a steadfast focus for this year, resulting in multiple grants to continue to fund full mental/SEL programs for the next 5 years. This in combination with services being provided through social work interns, telehealth providers, support through the CAREspaces, counseling from the Wylie Center, and training on the Panorama toolkit, RCOE AE and CBK have worked tirelessly to provide as much support as possible to students.

#### School Safety

On the California Healthy Kids Survey (CHKS), 70% of students agree or strongly agree on the school connectedness scale. 77% feel there is a caring adult at school. In the area of safety, 100% indicated a feeling of perceived safety or neutrality on the issue.

### 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.

Returning to in-person instruction post-pandemic was extremely challenging for students. As a result, enrollment in the CBK Independent Study Charter soared and CBK saw a shift in enrollment towards younger students. Prior to the pandemic, our student body typically consisted of over 80% of our students over 18 years of age, this past year it has shifted so that only about 50% of our students are over 18 years of age. Similarly, in 2019-20, 43% of CBK students were in the 9th or 10th grade, and in the 2022-23 school year 50% of our students are 9th or 10th grade students. We believe this is a reflection of the distress many students and families are experiencing returning to full-time in-person instruction and also the demand for greater choice in educational settings for students. As our school shifts towards educating more younger students, teachers have had to adapt their strategies to be more inclusive of parents, develop more social interactions for younger students, and adjust lessons for the needs of younger students.

Teachers, site principals, central office administrators, and support staff participated in the professional development scheduling process, leading to an assortment of professional growth opportunities during the year. CBK/RCOE Alternative Education uses the California Standards Self-Reflection Tool to measure its progress in implementing state academic standards. Teachers, instructional assistants, principals, and administrators responded to the surveys. One identified area of need would be in the implementation of visual and performing arts curriculum (rated 3.33/5). This will be an area of focus for the upcoming year, with a curriculum adoption committee being formed. Overall, staff indicated a need to further focus on full implementation of academic standards (3.72/5). This supports the focus on GLEAM lessons.

During the 2021-2022 School Year CALPADS and TOMS (the reporting systems used for data reporting on CAASPP and ELPAC) went offline and were plagued by problems that lasted months. CALPADS was off for a three-week period during our testing window. When the system returned, the TOMS feed was not working, and special education data was not reliable. This led to participation rate penalties on assessment related indicators despite the fact that we were unable to test many students. For RCOE AE 57% of students during this period had IEPs and 71% of EIs also had IEPs. The higher rate of students with disabilities and the automatically assigned low designations for participation impacted the English Learner Progress (ELPI) more than other academic indicators.

During 2021-2022, state CAASPP scores were impacted by a completion rate below 95%, yet scores indicate a high need for focused instruction in ELA. On the ELA CAASPP, the all-student group performed 107 points below standard. Hispanic students were 106 points and SED were 102 points below standard. EL students were 116 and EO students were 115 points below

standard. While the differences between groups are not large and do not indicate that one group is achieving significantly higher than other groups. The results do indicate that all students need focused instruction to increase academic achievement in ELA.

During 2021-2022, math CAASPP scores were impacted by a completion rate below 95%, yet scores indicate a high need for focused instruction in Math. On the Math CAASPP, the all-student group performed 211 points below standard. Hispanic students were 216 points and SED were 208 points below standard. EL students were 222 and EO students were 216 points below standard. While the differences between groups are not large and do not indicate that one group is achieving significantly higher than other groups. The results do indicate that all students need focused instruction to increase achievement in math.

#### Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level are as follows: 34% decreased as least one ELPI Level, 35% maintained ELPI levels, and 30.8% progressed at least one ELPI level.

The aforementioned scores reinforce the need for continued focus on literacy and identifying the most critical prerequisite standards and skills. By looking closely at the standards and topics covered in each subject area and grade level, we can support students learning content efficiently. This process will be done collaboratively with district-level curriculum teams to ensure consistency and inclusivity across all sites. Literacy skills, including reading, writing, and financial literacy, are essential for high school student's success. Students who possess strong literacy skills are better equipped to understand complex texts, communicate their thoughts effectively, and make informed decisions in their personal and professional lives. Research has consistently demonstrated that students who are proficient in literacy skills are more likely to graduate high school, enroll in college or other post-secondary educational programs, and achieve success in their careers.

Research has also highlighted the critical role that literacy skills play in students' academic success. According to a report by the National Assessment of Educational Progress (NAEP), students who are proficient in reading are more likely to perform well in other subjects such as math, science, and social studies. In addition, students who are proficient in writing are better equipped to organize and articulate their thoughts, leading to improved performance on written assignments and exams. There is ample research to support the idea that strong literacy skills have a lasting impact on college and career success. By focusing on literacy education and targeted interventions, schools can help ensure that their students are prepared for college and career opportunities. To further support this emphasis, the district plans to implement a new assessment tool (NWEA) in the upcoming year, with a focus on CAASPP-related questions, to better measure student literacy progress and identify areas for improvement. Additionally, a new intervention platform will be introduced to provide more targeted and effective support for students who need it most, with the ultimate goal of increasing literacy and improving state CAASPP test scores.

This year's focus on literacy was a crucial step toward ensuring that students receive the necessary support and resources to develop strong literacy skills. By continuing to prioritize literacy education in the upcoming year, CBK can ensure that students are equipped with the tools they need to succeed in high school and beyond. This will be done through continued implementation of the CLOSE Reading strategies in all of our classrooms as well as work on curriculum to specifically develop lessons that support our students and the barriers they bring to CBK.

In addition to promoting literacy and equity, training and support have also highlighted the importance of supporting students' mental health. Teachers and instructional staff have been given the tools and strategies to recognize signs of distress, promote positive mental health, and connect students with necessary resources and support. The district also offered individual support through counselors and social work interns, as well as partnering with community mental health agencies to increase access to mental health providers. Social work interns saw 429 students for case management, crisis sessions, and individualized or group counseling. Through the Care Solace Portal, there was a total of 1271 communications related to social and mental health services. The focus of these services was on depression and anxiety as well as trauma. Additionally, staff have been trained to create inclusive classrooms that meet the unique needs of students with special needs, ensuring that all students are supported and given the best opportunity for academic success. These data points indicate a clear focus going forward that there is an increase in mental health services on site. This will be addressed by the addition of full-time certified behavioral health therapists.

We will also be focusing on the mindset and planning required for implementing grade-level, engaging, affirming, and meaningful (GLEAM™) instruction. This will begin with a two-day summit the end of July beginning of August. During the two-day experience, participants will explore the impacts of racist and biased instructional practices and materials for students of color. Participants will identify specific mindsets and practices that embody GLEAM instruction for the chosen pathway. Throughout the sessions, participants will reflect on and commit to specific action steps aligned with GLEAM instruction in their chosen pathway. Participants will learn four powerful practices for access and differentiation: prioritizing grade-level activities, scaffolding for diverse groups,

orchestrating productive struggle, and using student funds of knowledge. This focus on GLEAM instruction will continue throughout the school year with the administration team becoming part of a cohort that will receive coaching and training to support this process on their individual sites.

Throughout this process, the RCOE Alternative Education program has centered on promoting equity and inclusion in the classroom, emphasizing the importance of cultural responsiveness and recognizing and addressing implicit biases. This has involved encouraging educators to create opportunities for students to express their unique perspectives and experiences and incorporating diverse perspectives into lesson planning. This has led to a more welcoming and inclusive learning environment that celebrates diversity and promotes a sense of community among students. Students have positively reported (61%) through the Panorama screener that there has been a focus on considering the perspectives of others and learning to empathize with them. However, self-efficacy has continued to be the lowest scoring attribute on the Panorama Screener and decreased from semester one and semester two screeners from 56% to 48%. According to the CHKS, 70% of students agree or strongly agree on the school connectedness scale. 77% feel there is a caring adult at school.

There is a strong relationship between productive struggle and student belief in their ability to achieve academic outcomes. When students engage in productive struggle, they are more likely to develop a growth mindset and believe in their capability to succeed academically. Productive struggle involves grappling with challenging concepts, persisting through difficulties, and ultimately gaining a deeper understanding of the material. By engaging in this process (as part of our GLEAM focus for 2022-2024), students build resilience, confidence, and a sense of accomplishment, which can lead to a more positive outlook on their academic abilities.

## LCAP Highlights

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

### College and Career

Alternative Education students are presented with a unique and exceptional opportunity to take college-level courses concurrently with their high school studies and receive credit for both. This is the essence of the dual enrollment program. As the Dual Enrollment Facilitator, the College and Career Teacher plays a critical role in overseeing the program's success. His duties involve recruiting and registering students, coordinating program orientation, preparing instructors, monitoring student progress, providing academic and technical support, organizing study groups, and conducting monthly meetings with UCR support staff to troubleshoot and resolve any challenges.

Over the past year, under the CCR Teacher's leadership, the program has witnessed a remarkable 70% increase in completion rates.

Success of this program is evidenced by the increase in students enrolling and successfully completing each of the classes. This year, the focus of UCR courses has been Macroeconomics, US History A & B, and Cybersecurity Pathway.

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Overall, 30 CBK students initially enrolled in dual enrollment courses at UCR, MSJC, COD, and RCC. Fourteen students successfully completed coursework, 8 students completed CTE Pathways. A total of 49 college courses were completed by CBK students. 16 students who enrolled never attended or withdrew.

Four CTE pathways were implemented. Career pathways include Residential and Commercial Construction pathway, Logistics, Design, Visual, and Media Arts; Food Service and Hospitality; Hospitality, Tourism and Recreation; and Product Innovation and Design all supported through membership in Skills USA. CBK offers over 50 CTE courses for students to choose from based on their interests offered through Edmentum, allowing access from all sites. The RCOE Alternative Education program 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 Residential and Commercial Construction pathway at Empower Youth in Hemet. Students engage in work-based learning through the Food Service and Hospitality pathway at Don F.



Kenny Regional Learning Center in Indio and Palm Springs Community School and earn food handler certifications and skills that provide options for entry-level jobs. Additional programs to provide internships for students include a Workforce Readiness Certificate program using ACT WorkKeys assessment, 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.

#### Enrollment

Enrollment rates significantly increased from the previous year and are approaching pre-pandemic numbers. Next year, CBK will begin the year with the largest number of students pre-enrolled at the beginning of the school year. CBK began the 2022-23 school year with 293 students enrolled on the first day of school and by April 14th, 2023 there were 625 enrolled. As of the census day in 2022, 83% of students are considered socioeconomically disadvantaged, 15% are English learners, and 13% are students with disabilities.

#### Grad Rate and DASS Rates

CBK DASS graduation rate is 84%. This reflects the number of students who met the DASS graduation rate criteria and graduated. Out of this population, 88% of students are those with disabilities (SWDs), 84% of students who are socioeconomically disadvantaged, 79% of English Learners (EL), and 81% of students who are Hispanic graduated. The 4-year graduation rate is 46.5%

#### MTSS

Multi-tiered Systems of Support for Students are a central focus. The Alternative Education 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 Alternative Education professional learning matrix is focused on ELA and math instruction, Universal Design for Learning/differentiated instruction, literacy, 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.

#### Literacy Focus

Literacy was a focus on all sites this year with specific focus being on exposure to different forms of literacy (reading and writing) as well as engaging in teaching strategies that are developed to support literacy. One way that this has been developed has been through the implementation of Close Reading at all settings. Close Reading is a highly effective reading strategy that involves a systematic approach to reading texts closely and attentively to comprehend the details and meaning of the text. Multiple studies have demonstrated that Close Reading interventions can significantly positively impact reading comprehension, critical thinking, and analytical skills, which are essential for success in high school and beyond.

Research has shown that Close Reading strategies are effective for students of all backgrounds, including those from low socio-economic backgrounds, students with disabilities, English learners, foster youth, and At-Promise students. A study by Duffelmeyer and Baumgartner (2014) found that Close Reading interventions positively affected the reading comprehension, vocabulary acquisition, and overall literacy skills of high school students with disabilities. Similarly, Kim's (2015) and Hwang's (2015) study found that Close Reading interventions improved the critical thinking skills, reading comprehension, and vocabulary skills of high school students who were English learners. Close Reading interventions empower students to become confident and competent readers who are prepared for academic and professional success.

T4 Learning Consulting provided training to the principals and teachers in Close Reading of Informational Text. The focus of the implementation of Close Reading strategies was to have the students reading a text multiple times with a specific focus each time. The first read includes underlining repeated words, making connections with the repeated words, discussing them with the group, and writing the central idea of the text. The second reading focuses on finding the meaning of unknown words in collaboration with peers, defining the words, annotating, and using technology to support vocabulary development. The third read consists of responding to a question or claim by restating the question or claim, investigating the text and highlighting pieces of evidence, citing the strongest evidence, and explaining how the evidence supports the response using academic language. This will be an area of continued focus for the 2023-2024 school year.

This year the ELD TOSA focused on literacy and targeted instruction to students who are ELD. Her lessons were designed to be flexible for the level the students were working at with a focus on tracking progress through monitoring sheets that monitored the ELPAC scores and TELL scores. The TOSA collaborated with the classroom teachers so they could continue to work on similar skills through the integrated ELD course. The TOSA also used support programs such as Learning Tree, Rosetta Stone, and

Membeam to augment small-group lessons.

This Spring there has been a concentrated effort by the Curriculum Task Force to realign the curriculum to essential standards. This task force is made up of teachers, administrators, and other support providers. Realigning instruction and curriculum to essential standards is an important task for the Curriculum Task Force because it helps to focus instruction on key concepts, promote consistency and coherence, align with assessments, and address learning loss. As a result of the COVID-19 pandemic, many students have experienced learning loss and missed out on critical instruction. Realigning instruction and curriculum to essential standards can help to address these gaps in learning by prioritizing the most important concepts and skills, and providing targeted instruction to help students catch up. Also, by focusing on these essential standards, teachers can ensure that their instruction is relevant, targeted, and effective, helping students to develop a deep understanding of the content and achieve academic success.

## 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.

Come Back Kids was identified as being eligible for comprehensive support and improvement for graduation status.

### Support for Identified Schools

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

Staff will review and evaluate the local and state data through committees and leadership meetings. During the summer essential standards for ELA and Math will be identified. We will contract with UnboundEd to provide training for all teachers and a separate cohort of lead teachers who will share information in PLCs. By identifying GLEAM (Grade-Level, Engaging, Affirming, and Meaningful) lessons, teachers will focus on the essential standards for students to show mastery. This planning process focuses on four powerful practices for access and differentiation: Prioritizing grade-level activities, scaffolding for diverse learners, orchestrating productive struggle, and using student funds of knowledge. This begins in June and continues during 2023-2024. Teachers will be provided time to work on lesson development and coaching on delivering lessons. This will be done in class, after hours, and during non-duty time.

RCOE will introduce NWEA and MAPS assessments in reading, ELA & math. Achieve 3000 will be piloted as an intervention tool. This data will be used during MTSS meetings to identify those struggling & provide interventions to support success. NWEA/MAPS and Achieve 3000 support increasing graduation rates by providing teachers with data and tools to help students improve their literacy skills and make progress towards academic goals. By providing targeted interventions and individualized instruction plans, as well as access to high-quality reading materials and feedback and support, these programs can help to promote academic success and support students on the path to graduation. Resources will be used to support staff and administrators in attending pieces of training designed to support instruction.

Stakeholder reflection tools and data analysis serve to identify needs and construct goals in a way that is in alignment with the LCAP process. RCOE supports CBK by coordinating and participating in Differentiated Assistance meetings with the tricity consortium with the Orange County Department of Education and San Bernardino County Office of Education and internal stakeholders to review data, determine root causes for California Dashboard indicators and student groups, and identify effective and evidence based programs and practices that address the areas of need. Furthermore, RCOE Alternative Education worked with CDE and the tricity consortium to leverage the capacity, experience, expertise, resources, and strengths of each county office. Through a consortium support provider approach, CBK/Alternative Education focuses on identifying strengths and weaknesses relative to the state priority areas, reviews performance level data, and uses evidence based programs and practices to address areas of need. These meetings target and address chronic absenteeism, EL students, SWDs, and graduation rates. Each meeting focused on a review of current local and state data points the challenges, opportunities, and instructional engagement strategies. The consortium also focused on finding innovative ways to address areas of concern with a focused mindset. The consortium gives the ability to bring multiple organizations together with diverse backgrounds and skill sets to address a common issue. Members are able to achieve success, by maintaining laser-sharp focus on the problem at hand, without getting distracted by individual agendas

or personal biases. Consortium members work together to identify solutions that are comprehensive, practical, and effective. These focused meetings provided opportunities to evaluate successful practices being used in County Offices with similar populations, challenges, and supports. Outcomes included shared resources and practices that allowed for greater student success.

## Monitoring and Evaluating Effectiveness

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

The CBK/Alternative Education Leadership Team meets twice each month to monitor student achievement data, program outcomes, and actions/services in the LCAP. The Leadership Team is made up of site and central office administrators. Monitoring and evaluating the effectiveness of the plan is integrated with processes for the LCAP Annual Update and WASC accreditation review,

The CBK/Alternative Education Leadership Team uses our own local dashboard in Aeries to monitor student data in real time during the two meetings each month. During each meeting, student enrollment data, graduation status/progress, and dual enrollment/CTE pathway completion are analyzed at the school level with the lists of students for each category in the Aeries dashboard. Central office administrators and school site principals identify specific students who need interventions for each dashboard area and deploy resources to the sites. The actions are implemented and monitored for effectiveness.

Our accountability system includes principal presentations on academic achievement once each month and attendance and behavior needs once each month. During the principal presentations, the members of the Leadership Team provide insight, suggestions, and strategies to support student learning, attendance, and behavior. Data will be collected using local assessments, observation, rubrics, and state assessments. This process will be monitored and supported by all of the leadership team with specific guidance from the Administrator of Instructional Innovation & Improvement.

The CBK/Alternative Education Program Plan Committee (Members include site and central office administrators, teachers, and partner agencies) provides a parallel and complementary system of accountability to the Leadership Team. The College Readiness Planning Committee will monitor the Aeries school and student dashboards, identify schools and students needing support, and deploy human resources or instructional materials to the sites.

MTSS data teams continue as a means to identify student needs at the classroom level. During MTSS collaborative meetings on Wednesday PLCs, teachers, classified staff, and principals review student data on attendance, behavior, grades, credits, and standardized test scores to determine classroom and schoolwide interventions for students. These meetings are documented and monitored through our Aeries student data system. This year there was an added monitoring tool added to track specific mental health interventions and supports provided by site instructional staff as well as contracted support providers.

This data will be used during MTSS meetings to identify those struggling & provide interventions to support success. Resources will be used to support staff and administrators in attending pieces of training designed to support instruction.

### Graduation rates

The CBK four-year graduation status rate 46.5%, Within the four-year graduation rates are, Hispanic (45.5%), socioeconomically disadvantaged (48.6%), and students with disabilities (41.9%), EL (39.6%), White (41.2%). DASS 1-year graduation rates for students who are Hispanic (84.3%), socioeconomically disadvantaged (83.8%), and students with disabilities (87.5%), EL (78.6%), White (88.5%).

Stakeholder reflection tools and data analysis serve to identify needs and construct goals in a way that is in alignment with the LCAP process. NWEA will be used to help monitor progress as well. NWEA provides reports that allow teachers to monitor student progress and make data-informed decisions about instruction. These reports provide detailed information on individual student performance, as well as group and class-level data. Teachers can use this information to adjust their instruction and provide targeted interventions to students who are struggling. NWEA also offers tools for monitoring progress at the school and district levels. These tools allow administrators to monitor student achievement and identify areas where additional support may be needed. This can help to ensure that resources are targeted to the areas where they are needed most and that all students have the opportunity to succeed. In summary, NWEA supports monitoring by providing ongoing and real-time data on student performance in various subjects. The computer-adaptive assessments provide accurate and reliable data on student progress,

which can be used to monitor individual and group-level performance. The reports and tools provided by NWEA allow teachers and administrators to make data-informed decisions about instruction and support, which can help to ensure that all students have the opportunity to succeed. This information will be integrated into our Aeries system.

CBK uses a school dashboard from data reporting in Aeries to monitor DASS cohorts. The Leadership Team and Community Dropout Prevention Specialists monitor student cohorts each month, by student group, down to the individual student. Data are current from the student information system and were the driving element of improvement science and MTSS leadership. Student data dashboards enable administrators, principals, teachers, and CDPS to monitor attendance, academics, and behavior in real time. MTSS collaborative groups of faculty and staff meet during Wednesday PLCs to analyze student data on attendance, academics, and behavior. MTSS collaborative groups analyze student attendance, behavior, and evidence of student learning from assessments and target instruction based on needs, and implement classroom interventions to address gaps in learning. The MTSS process includes a tiered level of interventions.

During the 2021-2022 school year, our Multi-Tiered System of Support noted 189 Tier 2 and Tier 3 interventions. 37.6% of interventions conducted resulted in successful outcomes. 7.4% of interventions were noted as unsuccessful. 55.0% of interventions were inconclusive due to students transitioning out of our alternative programs prior to the course of the intervention completing. During the 2023-2023 school year, our Multi-Tiered System of Supports noted:

- 115 Attendance Interventions
- 107 Transition Follow UP
- 37 Behavior Interventions
- 23 Academic Interventions
- 64 MTSS Specific Collaboration
- 6 Related Service Intervention

In the future, CBK will be supported by RCOE through the coordination and participation in Differentiated Assistance meetings with the tri-county consortium, which includes the Orange County Department of Education and San Bernardino County Office of Education, as well as internal stakeholders. These meetings will serve as a means to monitor and evaluate the plan to support student and school improvement. The focus will be on reviewing data, identifying root causes for California Dashboard indicators and student groups, and determining effective and evidence-based programs and practices that address the areas of need.

Furthermore, RCOE Alternative Education will collaborate with CDE and the tri-county consortium to leverage the capacity, experience, expertise, resources, and strengths of each county office. Through a consortium support provider approach, Alternative Education will concentrate on identifying strengths and weaknesses relative to the state priority areas, reviewing performance level data, and utilizing evidence-based programs and practices to address areas of need. These efforts will be instrumental in monitoring and evaluating the plan.

These meetings will specifically target and address concerns such as chronic absenteeism, EL students, SWDs, and graduation rates. Each meeting will place emphasis on reviewing current local and state data, discussing challenges, opportunities, and instructional engagement strategies. The consortium will also prioritize finding innovative ways to address areas of concern, maintaining a focused mindset. By bringing together multiple organizations with diverse backgrounds and skill sets, the consortium will have the ability to address the common issue at hand. The members will work collaboratively to identify comprehensive, practical, and effective solutions, without getting distracted by individual agendas or personal biases.

Through these meetings, CBK will have opportunities to evaluate successful practices implemented by County Offices with similar populations, challenges, and supports. The outcomes will include the sharing of resources and practices, enabling greater student success. This monitoring and evaluation process will be crucial in ensuring the effectiveness of the plan and supporting continuous improvement in student and school performance.

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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

Stakeholder engagement is an ongoing process for CBK. Meetings were held with our educational partners to gain input and feedback on our programs and services as a part of our continuous improvement process. Credentialed and classified staff, parents/guardians, students, and community partners were involved in LCAP meetings during the 2022-2023 school year. Meetings were held by ZOOM due to the distance between many of the CBK sites. Both staff and educational partners have expressed their preference for meetings to be held virtually. Stakeholders reviewed student data and program outcomes along with the state priorities at each meeting and provided input. The feedback from stakeholders was considered in relation to student data, the state priorities, and the unique needs of our students.

On 9/13/22, 12/13/202, 3/24/2, and 5/9/23, LCAP/ School Advisory Council stakeholder meetings were held with staff, parents/guardians, and students by Zoom. Parents were notified and invited to attend the meetings by CDPS, classroom teachers, ParentSquare, the CBK Website, and social media. Parents of EL students and SWD parents were specifically invited to attend these meetings and were represented at all LCAP meetings. The meetings were attended by parents, adult students, students, staff, and community partners. Parents and students also responded to LCAP and Parent and Family Engagement Surveys. Stakeholders examined college and career readiness indicators including graduation rates, CAASPP Data, ELPAC data, and local 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, MTSS results, Panorama Screener, CHKS Data, and other 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 9/13/22, 12/13/202, 3/24/2, and 5/9/23, The ELAC is made up of parents of English learner students, EL students, and CBK staff.

In addition to the LCAP and ELAC school site stakeholder meetings, staff members (certificated and classified employees provided input for LCAP actions through various meetings during the school year. Input for the LCAP was discussed at the quarterly (September 6, October 25, November 29, February 14, and April 4-Zoom meetings) Program Services Quality Review Committee (8 teachers selected by RCOTA and 8 central office administrators, principals, and coordinator).

The Staff Development Planning Committee (Teachers, Principals, and Administrators) met on February 22, 2023, to examine student data and teacher needs in order to prioritize staff development actions for 2023-2024. The team reviewed local and state data that can be found on the dashboard as well as local systems to determine where the biggest needs for support and services are.

The Riverside County Office Teachers Association (RCOTA) met to review the LCAP on May 18, 2023. RCOTA appreciated the staff development focus areas on literacy and providing in class coaching. RCOTA appreciated the continued focus on school safety and having all security positions filled. RCOTA also applauded the county's piloting of a new assessment tool prior to fully rolling it out in the fall.

The Riverside County SELPA Administrator met to review and provide input on the LCAP on May 24, 2023. The SELPA Administrator commended the inclusion of SWDs in all actions, the high expectations and rigor of the UCR Dual Enrollment classes, and the success of the SWDs in the college classes. The SELPA Administrator praised RCOE's proactive approach of having all full-time teacher be SAI credentialed as a way to support students within the Community and Court Schools. Discussion was also had concerning the large number of students who come to County programs from districts and ways that the SELPA could support districts.

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 23, 2023. The Riverside County Superintendent of Schools, the Governing Authority for CBK, reviewed and commented on the 2022-2023 LCAP on June 20, 2023, and approved the LCAP for adoption on June 21, 2023.

A summary of the feedback provided by specific educational partners.

Educational Partners at the LCAP Meeting on 9/13/ 22 commented on the Annual Update and Dashboard Review. (13 staff and 11 Parents and students 2 Community Partners) The meeting was held via Zoom.

They made the following suggestions:

GOAL 1:

Parents and Students

- Would like more art classes
- More socialization opportunities
- UCR Dual Enrollment is a great opportunity
- Internships
- Field Trips
- Everyone is nice- teachers, principals, staff
- Incorporate more Financial Literacy Courses
- Continue dual enrollment classes
- College field trips
- Continue CTE courses
- Would like more exposure to careers and career opportunities – teach students what certifications

Staff

- More high-interest classes.
- Offer tutoring in college classes,
- More CTE choices
- Implementation of UDL is evident
- More collaboration conversations
- Instructional Assistants for CBK
- Black History – In History needed

ELAC on 9/13/22 (5 staff and 7 Parents or adult students)

- Transportation to school is needed beyond the city bus
- Incentives for attendance
- Field Trips
- Program to help you get to college

12/13/22 Educational Partners at the LCAP Meeting commented on the Annual Update and Dashboard Review. (12 staff and 7 Parents and students) The meeting was held via Zoom.

They made the following suggestions for GOAL 2:

- More incentives & motivational programming
- More job training rotational/exploration: –culinary –auto shop –etc.
- Workshops, museum visits
- Likes lunch
- Counseling services/therapy are available
- Appreciate incentives
- Need mentors
- SEL-embedded lessons
- Feels safe to open up
- Used CARESPACE

ELAC On 12/13/23

- More CTE choices
- Implementation of UDL is evident
- More collaboration conversations
- Additional Novels for ELA
- More Parent Communication in Spanish

3/24/23 Educational Partners at the LCAP Meeting commented on the Annual Update and Dashboard Review. (17 staff and 11

Parents and students, 4 Community Partners) The meeting was held by Zoom. They made the following suggestions for GOAL 3:

- More books to support group work.
- Enjoys choices and time to explore future
- Likes Group ELD Classes
- Likes Field Trips
- More art and theater classes
- Add music to language learning
- English learners are learning new vocabulary every day
- Students like Membean
- Parent education on reclassification
- Continue training teachers on ELD instruction
- Language Tree Online is a good program

ELAC 3/24/23 Meeting held by Zoom

- Incorporate more Financial Literacy Courses
- Needs transportation
- Culture Awareness
- Use of Membeam
- Rosetta Stone
- Use Google Translate for tablets
- Like that there are translators on-site / Bilingual staff
- Language courses for staff
- Wraparound support for immigrant families
- Cultural Awareness – Understanding the culture, not just language

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

CBK students completed the California Healthy Kids Survey (CHKS) (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. One of the most comprehensive surveys of its kind in the nation, CHKS is a modular survey instrument that assesses school climate and safety, student engagement, student supports, and social-emotional, behavioral, and physical health. The majority of the questions are school-specific, including the following indicators: learning from home (remote learning); school performance, engagement, and support; school environment & connectedness, academic motivation, parental involvement; social and emotional health; school violence, victimization, and safety; alcohol and other drug use; tobacco use – cigarette smoking and vaping, and gang involvement. 257 students completed the survey. Some data points that were noted included the following: 33% of students reported that their absences were due to being sick and 8% because they did not have transportation. 78% indicated that they felt there were caring adults in school. 70% of students felt connected to school.

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

Our parents and educational partners, as trusted collaborators, continuously give us their input as to what we have and could continue to do to engage the students. For many, the issue of motivating students will continue to be necessary and getting them assistance as well. One of our goals is to focus on college and career readiness, and this experience has taught us the importance of this goal. Educational partners continue to request more CTE pathways, extended learning experiences, tutoring and experiential learning 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. Parent and educational partner input and feedback are included in every integration of the process and their requests are included in every way possible.

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 focus 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 coursework to include partnership with Riverside Community College, Mount San Jacinto, and College of the Desert. Parent groups indicated that they would like to hear more about CTE and College courses being offered as well as how to get access to transcripts after completing these programs.

Educational partners expressed appreciation for the counseling opportunities available for students and families as well as how easy it was to access services. They also expressed a desire to expand engaging opportunities that interest students and motivate them to learn. Educational partners liked that incentives were tied to social-emotional learning goals. Partners also appreciated lunch and continued to request transportation beyond the bus passes we already provide.

Educational partners had 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. There was discussion on how to address the needs of students who are new to the country or have minimal language development skills. Student scores on the ELPAC also emphasize a need develop this area further. They also highlighted the need for ELD students to have many opportunities to be involved in collaborative conversations and direct instruction. They appreciated the in person ELD classes and field trips. Educational partners requested more curriculum resources for EL students., more CTE choices, more transportation options, and greater cultural awareness.

Coaching for the upcoming year will be increased in the classroom with targeted focus on increasing literacy in an integrated approach across all cores subject area with a focus on critical thinking, solving complex problems, and effectively communicating. A new educational online program designed for students who are at level 1 or level 2 was piloted during the 2022-2023 school year with low engagement. This program uses a cross-curricular approach to solidify language skills while strengthening academic language. The rigorous curriculum helps develop critical language skills needed to successfully “unpack” content in math, science, and social studies. It is designed to address academic and social-emotional needs. It has a unique acculturation module to help Newcomers adapt to new school environment and culture. We will continue to use this program as direct intervention as well as Achieve 3000 to support student reading, vocabulary, and literacy.

CBK understands that school climate and campus environment play a critical role in the academic achievement and overall well-being of students (Goal 2). Through the district’s 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. Students often discuss the need to feel connected to school and are looking for opportunities to engage with other students. 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. CBK will also continue and expand experiential learning opportunities for students especially those that are related to building cultural awareness and understanding.

In reviewing available data, it is evident that last year’s focus on emotional regulation and social awareness had led to increased positive perceptions. According to the Panorama screener, there continues to be a need to focus on self-efficacy. (48%). CBK will continue to build on SEL lessons with an emphasis on those areas which are identified as low in the Panorama Screener.

There will be more activities aimed at providing students who are considered socio-economically disadvantage students to participate in activities that address school connectedness. This will be in the form of mentoring, direct attendance support and goal setting, as well as offering high-interest activities. When grouped together, the actions and metrics in Goal 2 support the building of positive school climates through a focus on social-emotional learning, physical, and mental health, and access to support services. CBK will implement the listed actions with fidelity while using the metrics to measure progress toward Goal 2.

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## Goals and Actions

### Goal

Goal #	Description
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Goal 1	Students will graduate from high school academically and socially prepared for college, the work-force, and civic responsibility.
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### 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. In addition, stakeholders prioritized the need for Goal 1 to continue the progress on graduation rates and improve academic achievement and CCI. 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). Stakeholders prioritized multiple actions for the College and Career Indicators (a-g completion, CTE pathway completion, Dual Enrollment, student-led enterprise, internships, apprenticeships) to provide different opportunities for students to learn s

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 (MTSS Formative Assessments and Classroom Based Supports) Action 12 (Multi-Tiered Systems of Supports–Extended Learning Time), Action 13 (Monitoring instruction and learning for students with disabilities), Action 14 (Online Courses), Action 15 (Credit Recovery), and Action 16 (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 (CTE Advisory Committee, 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 and Transitions), Action 7 (Career Technical Education Pathways), Action 8 (College Course Credit), Action 12 (Work-Based Learning and Industry Certifications), and Action 13 (Internships for Students), and Action 17 (Student Led Enterprise).

The following actions were created/grouped to meet the metrics for pupil achievement under LCFF Priority 4 and in response to stakeholder feedback (SSC, PAC, 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 Classroom Based Supports MTSS Data Teams), Action 12 (Multi-Tiered Systems of Supports–Extended Learning Time). Action 13 (Monitoring instruction and learning for students with disabilities), Action 14 (Online Courses), and Action 15 (Credit Recovery).

## 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.	Based on teacher certification data and Aeries course assignments, all teachers were appropriately assigned and fully credentialed in the subject areas 2022-2023	[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.	All students had access to standards aligned instructional materials in 2022-2023.	[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.	The average rating on the California Standards Reflection Tool was 4.04 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]	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	All students had full access to a broad course of study in 2022-2023	[Intentionally Blank]	Maintain at 100%

Grad rate and 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 78.6% SED 92.9% SWD 100% AA 91.7% HIS 94.2 WHT 92.6	Come Back Kids DASS One Year Graduation Rate was 84.3%. EL 78.6% SED 83.8% SWD 87.5% AA 94.4% HIS 81.4% WHT 88.5% 4 year Grad Cohort Rate was 46.5%	[Intentionally Blank]	The DASS Graduation rate will increase by 2% to 98.7%
College/Career Indicator on the California Dashboard (Priority 4)	CCI was 1.9% in 2019-2020.	No Official State Indicators Available for 2020-2021 Local Indicator reports Completed College Credit Courses 12 students Completed at Least One CTE Pathway: 5 students CTE Courses 230 students completed at least one CTE Course Youthbuild Pre-Apprenticeships 18 students completed - 8 Construction Pre-Apprenticeship Program, 10 Certified Logistics Associate Pre-Apprenticehip.	No Official State Indicators Available for 2021-2022 -No data for 22-23 Local Indicators DASS Cohort Students 4 completed college courses 6 completed CTE/Military Science Pathways All Students Completed College Credit Courses 18 students Completed at Least One CTE Pathway: 59 students CTE Courses 302/38% students completed a CTE Course Youthbuild Pre-Apprenticeships 15 students completed - 7 Construction Pre-Apprenticeship Program, 8 Certified Logistics Associate Pre-Apprenticehip.	[Intentionally Blank]	Achieve a 5% increase to 7%.

Academic Achievement in ELA on the Smarter Balanced Assessment as a part of the CAASPP (Priority 4)	The distance from standard was 120.1 on the Smarter Balanced Assessments in ELA in 2018-2019.	<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%.</p> <p>Results for 20-21, 21-22 results are not yet available.</p> <p>25% met or exceeded standard.</p> <p>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>	<p>The distance from standard was 107.5 for all students results were provided for two student groups: Hispanic 106.4 points below standard SED 102.1 points below standard EL 116.5 points below standard EO 115.3 points below standard</p>	[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	The distance from standard was not made available due to not being mandated during Pandemic. Students meeting or exceeding standards were 1%. 20-21 results, 21-22 results are not yet available. 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	The distance from standard was 211.1 for all students. Hispanic 216.6 points below standard SED 208.5 points below standard EL 222.1 points below standard EO 216.6 points below standard	[Intentionally Blank]	The distance from standard will be 193.5 on the Smarter Balanced Assessments in Math in the aggregate and for each student group
Share of students that pass Advanced Placement exams with 3 or higher (Priority 4)	AP Exams were available to all students in 2020-2021. No student opted to take the AP Exams in 2020-2021.	AP Exams were available to all students in 2021-2022. No student opted to take the AP Exams in 2021-2022	AP Exams were available to all students in 2022-2023. No student opted to take the AP Exams in 2022-2023	[Intentionally Blank]	All students will have full access AP Exams each year.

<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% and the percent at Well Prepared was 2.1% in ELA in 2021-2022. 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>The percent of students at Nearly Prepared was 22.5 % and the percent at Well Prepared was 2.1% in ELA in 2021-2022. Data not yet available for 22-23</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>
<p>The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program in math (Priority 4)</p>	<p>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)</p>	<p>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</p>	<p>The percent of students at Nearly Prepared was 1.5% and the percentage at Well Prepared was 0% in math in 2021-2022.. Data not yet available for 22-23</p>	<p>[Intentionally Blank]</p>	<p>The percent of students at Nearly Prepared will be 10% and the percent at Well Prepared will be 10% in math</p>

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.	The percent meeting/exceeding on the Exact Path ELA post-test was: All 52.5% met or exceeds, 44% nearly met, 3% not met SED 55% met or exceeds, 43% nearly met, 2% not met SWD 17% met or exceeds, 83% nearly met, 0 not met EL 25% met or exceeds, 75% nearly met, 0 not met	[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.	The percent meeting/exceeding on the Exact Path Reading post-test was: All 62% met or exceeds, 35% nearly met, 3% not met SED 63% met or exceeds, 35% nearly met, 2% not met SWD 69% met or exceeds, 31% nearly met, 0 not met EL 50% met or exceeds, 50% nearly met, 0 not met	[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.	The percent meeting/exceeding on the Exact Path Math post-test was: All 42% met or exceeds, 54% nearly met, 4% not met SED 41% met or exceeds, 56% nearly met, 3% not met SWD 11% met or exceeds, 67% nearly met, 22 not met EL 57% met or exceeds, 43% nearly met, 0 not met	[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	No Official State Indicators Available for 2021-2022. No data available for 22-23.	[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	This metric was replaced with the College and Career Readiness Index Metric and will no longer be reported	[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.	This metric was replaced with the College and Career Readiness Index Metric and will no longer be reported.	[Intentionally Blank]	The percent completing both a-g courses and a CTE pathway will be 15% in the aggregate and for each student group
No new outcome was added, the form would not allow removal.	xxx	xxx	xxx	[Intentionally Blank]	xxx

## Actions

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.	\$2,144,314.00	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.	\$718,958.00	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.	\$187,794.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #4	Professional Development	<p>Implement ongoing professional learning on UDL (multiple 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 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.</p>	\$258,390.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #5	GLEAM, UDL and Culturally Responsive Instruction	Implement GLEAM, (grade level engaging, affirming, meaningful) lessons and training, along with continued support of Universal Design for Learning and Culturally Responsive Instruction that reflect sociocultural and constituent-involving strategies, and include the following features: connecting student's cultural assets and references to academic concepts and skills, employing curricula that encourages student reflection on their own lives and society, supporting student cultural competence by facilitating learning about their own and other cultures, pursuing social justice through critiques of discourses of power, addressing anti-racism, and integrating equity content through exploring issues of race/ethnicity and teaching historical examples of conflict, injustice, and discrimination to communicate tolerance, social skills, and civic responsibility.	\$523,467.00	No
Action #6	College and Career Readiness and Transitions	Implement college readiness transition activities, including career inventories, college assessments (PSAT, AP exams, ACT, SAT), college visits, college summer camps, and support 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.	\$86,305.00	No
Action #7	Career Technical Education Pathways	Implement CTE pathways in Computer Networking, Digital Multimedia Production, Residential Commercial Construction, Health Services, and Logistics,	\$377,303.00	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 #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	

Action #	Title	Description	Total Funds	Contributing
				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.	\$0.00	No
Action #11	Formative Assessments and MTSS Data Teams	Implement formative assessments, MTSS Data Teams, and instruction to improve student learning in ELA and math. 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.	\$1,129,044.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$812,702.00	Yes
Action #13	Multi-Tiered Systems of Supports (MTSS) – After School Supports, Summer School	Implement MTSS for students to improve student learning in ELA and math that may include after school tutoring by school staff, contracted tutoring providers, and summer school. 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. 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.	\$153,066.00	No
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.	\$502,530.00	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	\$58,154.00	

Action #	Title	Description	Total Funds	Contributing
		ELEARN online platform and students enrolled in Spanish/AP Spanish use Zoom.		No
Action #16	Credit Recovery	Provide credit recovery courses/options for students through online platforms.	\$71,832.00	Yes
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.	\$2,000.00	No
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). No impact on budget. Use student body funds.	\$0.00	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.	\$69,384.00	No

## Goal Analysis 2022-23

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.

Substantive differences were the decrease in travel and outside professional development and the termination of after-school tutoring for students by classroom teachers due to budgetary constraints.

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.

There was an increase of \$532,842 in Action 1 and \$501,514 in Action 2 due to salary increases. Also, CBK experienced a loss of funding due to discrepancies with AB 181 reporting. Salaries were covered by the General County fund, but an increase in ADA allowed CBK to reabsorb this fiscal responsibility. Actions 4 & 5 for Professional Development and UDL decreased by \$24,606 and \$191,174 respectively as conference and outside professional development were discontinued due to budget constraints. Teachers and presenters participated in UDL training via Zoom and travel and mileage expenses were eliminated. Actions 6 and 7 were increased by \$47,022 and 2,55,295 respectively by partially including the salary of the college and career teacher and CTE Teacher. Action 6 was also adjusted to include expenses for YouthBuild. Expenses for Action 11 were decreased by \$861,079 due to the shifting of resources to the Alternative Education and General Fund Budget, and resources were also shifted to Action 12 MTSS Classroom Based supports which had an increase of \$521,644 in funding. Action 13 was decreased \$52,200 when after-duty tutoring support from teachers was discontinued due to budgetary constraints. Action 19 funding increased by \$68,833 due to the inclusion of a portion of the College and Career Teacher Salary, who provided direct support to students enrolled in college courses.xxx

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

CBK utilized Aeries reports to analyze student enrollment in courses (Action #1, Broad Course of Study). All students, were enrolled in UC A-G approved core academic courses based on their age and credit completion. The graduation status report was used to monitor grade level course completion. All students had full access to a broad course of study as defined by California Education Code 51210 and 51220(a)(i). The process of enrolling students included the use of the RCOE Prospectus, Master Agreement, and Individual Learning Plan to ensure that students were enrolled in a broad course of study. No barriers were identified in preventing CBK from providing access to a broad course of study for all students.

Principals, and Teachers, were provided ongoing training on effective instructional strategies, interventions, and accommodations for students with disabilities. Implementation of the Membean learning platform allowed students to increase vocabulary development through interactive activities promoting literacy skills across the curriculum. Support and coaching was provided for Universal Design for Learning (UDL) as well as Close Reading for effective delivery of classroom instruction and ongoing implementation.

No barriers were identified in preventing CBK from providing access to a broad course of study for all students. Technology was used to overcome any geographical barriers across sites. CBK provided English learners with challenging curriculum and instruction that maximized the attainment of high levels of proficiency in English, advanced multilingual capabilities and facilitated student achievement.

All students were scheduled in courses to meet the RCOE 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 implemented online learning intervention courses in ELA and mathematics as an additional support option for students through the Exact Path learning pathways. (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 and when deficiencies were reported by teachers. (Instructional Materials, Resources, and Textbooks Action #2).

Cultural responsiveness was a focus during the UDL training. This has involved encouraging educators to create opportunities for students to express their unique perspectives and experiences and incorporating diverse perspectives into individualized lessons. This has led to a welcoming and inclusive learning environment that celebrates diversity and promotes a sense of community among students. (UDL and Culturally Responsive Instruction Action #5)

Action #6 College and Career Readiness Counseling and Transitions & Action #9 College Course Credit. We did not have a traditional college/career indicator last year. This year is a baseline by which this year will be compared against. 2.9% of CBK students completed at least one college level course in that academic year. 29.4% of CBK students completed at least one CTE course in that academic year. Annually, College, Career, & Community Fairs are held for each Regional Area of CBK. These events serve as an opportunity for college, career, and community organizations to disseminate information and resources to our students while also inspiring, empowering, and exposing our students to envision themselves beyond their present circumstances. These events are open for school and community wide participation inclusive to students and their families. These events have resulted in an increase of students participating in dual enrollment courses, college enrollment, community involvement, and job connections.

### Career/College Fairs:

Location/Site Participation	Number of Students	Number of Community Organizations
Val Verde RLC	66	13
Betty Gibbel RLC	100	14
Arlington RLC	74	13
Don F. Kenny RLC	68	12

Throughout the academic year, CBK teachers review Individualized learning Plans with students and parents to establish comprehensive Post-Secondary Transition Plans. Teachers make referrals to college and career teacher and provide guidance on Graduation/Senior Po

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 Continue as is; #7 Continue as is; #8 Continue as is; #9 Continue as is; #10 Continue as is; #11 & #12 combined which then changes the numbering for all other actions. 13 becomes 12, 14 becomes 13, 15, becomes 14, 16 becomes 15, 17 becomes 16, 18 becomes 17, 19 becomes 18. #11 MTSS and Formative Assessments and #12 MTSS – Classroom-Based Supports have been combined, as the MTSS process has been developed to be a more integral part of our program and data review should be something not only occurring during MTSS meetings but also regularly during the classroom setting to ensure that students are making progress and adjusting lessons accordingly. We have also included the focus on GLEAM lessons as part of this process. #13 has now been changed to focus solely on Summer School and Tutoring support designed to address missed opportunities for learning during the school year.

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
Dropout Rates (Priority 5)	The high school dropout rate is not available on Data Quest	Data is unavailable	Data is unavailable	[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.	Student attendance rate was 83% in 2021-2022. Student attendance rate was 84.6% in 2022--2023.	[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	Suspension rates were zero in 2022-2023.	[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.	Student expulsion rate was zero in every year..	[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.	The percent of students responding that they feel very safe or safe on the California Healthy Kids was 89%. When students with a neutral position are included the percentage rises to 100%	[Intentionally Blank]	The percent of students responding that they feel very safe or safe on the California Healthy Kids Survey (CHKS) will be at 92%

School Connectedness (Priority 6)-California Healthy Kids Survey	The percent of students responding as agree/strongly agree on the California Healthy Kids Survey (CHKS) on School Connectedness was 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.	The percent of students responding as agree/strongly agree on the California Healthy Kids Survey (CHKS) on School Connectedness was 70% in 2022-2023.	[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	All facilities were rated as in good condition in 2022-2023 on the RCOE Facilities Inspection Tool	[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.	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 2022-2023	[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	As of the CALPADS Information Day census, student enrollment totaled 500 students in 2022-2023 (compared to 377 in 2021-2022; an increase of 25%.	[Intentionally Blank]	30% increase in enrollment over the 2021-2022 school year.

Chronic Absenteeism	No Baseline	No measure reported for grades 9-12	No measure reported for grades 9-12	[Intentionally Blank]	This measure is not reported for grades 9-12.
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## 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.	\$118,624.00	Yes
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.	\$7,500.00	No
Action #3	Social-Emotional Support	Provide social-emotional and attendance support and interventions for students and their families from the Community Dropout Prevention Specialists.	\$116,224.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$116,224.00	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 (Care Solace, Teleheart); and mental health resources delivered within or linked to school settings.	\$36,387.00	No
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.	\$0.00	No
Action #8	School Safety Personnel	Provide campus security supervision at a remote CBK site.	\$33,662.00	No
Action #9	Clean Schools	Implement custodial services, work orders, and contracted services for cleaning at partner sites.	\$204,616.00	No
Action #10	Parent Communication	Implement parent communication through automated systems, the student information system (Parent Portal through Aeries), Parent Square, and other means.	\$3,475.00	

Action #	Title	Description	Total Funds	Contributing
				No
Action #11	Student and Parent Workshops	Provide workshops for students, parents/families for educational enrichment, support. and college and career planning.	\$1,350.00	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.	\$1,000.00	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.	\$116,224.00	No

## Goal Analysis 2022-23

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.

Due to budgetary constraints, purchasing of attendance incentives, outreach material, expenditures were scaled back significantly. (Actions 1,2 and 13) We also had a need for additional security staff (Action 8)

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.

Due to budget constraints, spending was reduced for Actions 1, and 2,  
Action 1 - \$138,724 less.

Action 2 - \$2,375 less

Action 4- there was an increase in spending of \$7,728 due to salary increases and extra duty pay to CDPs to provide additional outreach and support after hours.

Action 5 A portion of the psychologist's salary was absorbed by Alternative Education which resulted in less expenditures.

Action 6 no funds were budgeted for the Wellness Centers as the expenses were paid through the Superintendent's Office. There was no impact on the CBK budget, but CBK students did benefit from this.

Action 7 - Spending for this was absorbed by Alternative education due to budget constraints. There was no impact on the CBK budget.

Action 8 there was an increased need for school safety personnel and \$35,987 more was spent than was budgeted for.

Due to holding all meetings by Zoom there were no expenditures for Action 11 and 12.

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

Attendance supports (#1), social-emotional support (#3), and foster youth support (#4) were supported through the use of Community Dropout Prevention Specialists (CDPS), whose focus was to improve school attendance and reduce absenteeism through attendance incentives, home visits, and support with home to school transportation issues. The CDPS provides support to students and their families with programs to assist with school attendance including weekly check-ins, and calls/texts/emails home when absent as well as referrals for mental health and other community services. There was a focus on implementing integrated systems of support to connect students to school and improve student attendance such as consistent attendance letters, MTSS data monitoring, and community connections. Support was provided to foster and homeless youth with regular communication as well as monitoring attendance. CDPs would conduct regular check-ins/provided support. There were 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, and some home visits. With support from the Superintendent's Initiatives, CAREspaces (wellness centers) were developed at Regional Learning Center (#6). 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 offers staff training and parent workshops. Services are offered in both English and Spanish and include telehealth and home/community accessibility for students, families, and the community. The successes of the plan include the continuity of instruction in safe and healthy learning environments.

We continued the Panorama SEL screener as another measure to support our students' behavioral health. (Action 7) Panorama uses the CASEL framework to provide researched based interventions. Panorama's positive response rates rose 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.

On the Spring Panorama Screener, the following success was noted:

CBK students had positive behavioral changes on all 6 SEL topics.

During the MTSS process, it was observed that every campus had incorporated positive behavior interventions and supports as a crucial component. The GRADS schoolwide learner outcomes were effectively implemented at all sites and woven throughout the learning environment. ( Action 2)

All full-time School Safety Personnel (Action #8) positions were filled during the 2022-2023 school year. On the CHKS, 100% of students in CBK indicated a feeling of perceived safety or neutrality on the issue.

Clean School (Action #9) was evident at all sites with an average rating of 100% exemplary in the area of Cleanliness.

Parent communication (#10), parent workshops (#11), and parent and student decision-making (#12) were addressed through multiple formats and meetings including School Advisory Council, ELAC, College Kidk-offs, and Graduation Luncheons. Parents reported through LCAP engagement meetings that they felt included and involved with their student's learning program. Parents also provided direct feedback through partner meetings.

The CDE Parent Engagement Self-Reflection Tool reflected overall full implantation in building relationships, building partnerships for student outcomes, and decision making. Overall responses indicated that participant responses rated full implementation in the areas of:

- 1) Rate the LEA's progress in developing the capacity of staff
- 2) Rate the LEA's progress in creating welcoming environments for all families in the community
- 3) Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.
- 4) Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.
- 5) Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.
- 6) Rate the LEA's progress in providing families with information and resources to support student learning and development in the home
- 7) Rate the LEA's progress in implementing policies or policies in implementing policies or programs for teachers to meet with families and students to discuss student progress and way to work together to support student outcomes.
- 8) Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own s

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.

Actions 1-,4, and 6-13 will continue as is.

# 5 Behavioral/Mental Health Services – has been increased to include the addition of behavioral health therapists at each regional learning center. Integrating full-time behavioral health therapists into school sites will offer several advantages compared to utilizing part-time social work interns. While social work interns can provide essential support and assistance, they may not possess the same level of training, experience, or consistency as full-time therapist. Having BHT therapists available on a regular and predictable basis is vital for addressing the needs of students with persistent mental health problems. Full-time therapists typically have specialized training in mental health assessment, diagnosis, and treatment. Their advanced training enables them to handle complex mental health issues and provide a broader range of interventions than our social work interns have been able to provide. The BHTs can develop long-term relationships with students and families, which is critical for establishing trust and rapport. Lastly, having full-time therapists on staff signals to students, families, and staff that mental health is a priority for the school. This can help reduce the stigma surrounding mental health issues and foster a more supportive and accepting environment for all. Incorporating full-time behavioral health therapists into school sites provides more reliable and specialized support for students and families coping with mental health concerns. These skills are necessary in addressing Goal #2.

**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	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) was at 100% in 2022-2023	[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 47.4% in 2021-2022. English learner Progress Indicator was not reported.	The CBK percent of English learners scoring Moderately Developed/Well Developed on the ELPAC was 60.2% in 2022-2023. 21-22 English learner Progress Indicator was 36.5%. Scores for 22-23 have not been reported.	[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.	The percent of EL students scoring advanced/high on the TELL was 54.3% in 2022-2023	[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 21-22.	17 English Learner Students were reclassified in 2022-23.	[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.	\$9,115.00	Yes
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.	\$10,295.00	No
Action #3	Formative English Language Assessments	Implement formative assessments such as the TELL to monitor EL student growth and progress.	\$14,662.00	Yes
Action #4	Instruction for ELs and GLEAM/ Universal Design for Learning	Implement Universal Design for Learning (UDL), differentiated instruction, and scaffolds (Thinking Maps, sentence starters, and response frames) and focus on Grade Level Engaging Affirming and Meaningful (GLEAM) Lessons	\$446,124.00	No
Action #5	Staff Development and Support for ELD and Instruction	Implement staff development and in-class coaching.	\$29,300.00	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.	\$6,100.00	No

## Goal Analysis 2022-23

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.

An ELD TOSA was hired to provide designated in-person ELD instruction to EL students and to collaborate with classroom teachers on the delivery of integrated ELD instruction.( Action 3&4) Temporary additional help was also utilized to assist with ELPAC administration. (Action 6)

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.

EL instructional materials for ILIT Textbooks were transferred to year 2 and Action 1 was decreased by \$5,160.

ELD Action 2 was increased by \$5,645 with the purchase of Rosetta Stone and ELD textbooks

Action 4 and 5 were increased by incorporating the salary for the ELD Instructor.

Action 6 was increased by \$4,147 by utilizing additional help for ELPAC Testing.

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

Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) was at 100% in 2022-2023. Staffing and curriculum was appropriate to meet the needs of English learners and address educational needs within the classroom setting (Action#1, Instructional Materials for English Learners & Action #2 English Language Development). 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 48% in 2021-2022.

In 21 -22 Student English Language Acquisition Results according to the CDE Dashboard: The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L or 3H), or decreased at least one ELPI Level are as follows: 34% decreased at least one ELPI Level, 5.8% maintained ELPI levels, and 30.8% progresses at least one ELPI level. Only a small number of students were tested.

Student English Language Acquisition Results according to the CDE Dashboard for Court School: The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level are as follows: 30.8% decreased at least one ELPI Level, 35% maintained ELPI levels, and 30.8% progressed at least one ELPI level.

When compared to peers, English Learners scored lower in both the ELA and Math CAASP. On the ELA CAASP, 15% of EL students met or exceeded standards, Compared to 19% of all students. On the Math CAASP, 0% of EL students met or exceeded standards, Compared to .64% of all students.

Action # 2 This year there has been focused attention to literacy within the classroom setting and specifically Close Reading. EL students have been given focused and intentional designated ELD Instruction. Close Reading strategies focus on ELD: making meaning (reading comprehension), collaborative discussion about text, and sharing and exploring ideas. Summarizing text by sharing the central idea with the group as well as sharing the information with the class. Vocabulary development is expanded through the experience of multiple readings of the same text. Rereading text allows the students to clarify points of confusion.

Teachers implement the components of Universal Design for Learning (Action #4 Instruction for ELs and 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. 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.

Action #5, Staff Development and Support for ELD and Instruction, was provided through the ELD TOSA. RCOE ensures that teachers possess certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) and tailor instruction to meet student needs in all courses.

The CBK Reclassification Criteria are based on Section 313 of the California Education Code (Action #6, EL Reclassification and Progress Monitoring). The reclassification procedures developed by the California State Department of Education shall utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development; and
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and
3. Parent opinion and consultation; and

4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

Reclassification Criteria:

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) 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 (students in grades three through eight).

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.

Actions 1-6 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 2023-24

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$5,542,650.00	\$1,774,784.00	\$205,604.00

### 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
32.02%	0%	\$0.00	32.02%

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. CBK's estimated supplemental and concentration grant funding is \$1,774,784 for 2022-2023, which is based on 80.6% 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.

Returning to in-person instruction post-pandemic was extremely challenging for students. An analysis of the ELA and math achievement on the CAASPP assessments indicated that English learners (15% in reading, 0% in math) meeting/exceeding standards in ELA, was lower than the all student groups. Low-income students performed slightly higher than the all student group 20% meeting or exceeding in ELA and 0% in math. The all student group was 19% in ELA and .64% in Math.

Low-income students and English learners have unique needs for academic achievement and potential learning loss from distance/online learning. Low-income students and English learners need formative assessments, extended learning, and specific and targeted instruction due to gaps in learning from school transitions/school closures. In order to address these needs/conditions under Goal 1, we will implement formative assessments (Action 11), classroom interventions from teachers that include differentiated instruction such as individual and small group support (Action 11), extended learning time, and interventions such as after school tutoring and summer school (Action 12), and credit recovery courses to address partial courses completions (Action 15). These actions are being provided on an LEA-wide basis to support all students with academic achievement in ELA and math. Nevertheless, due to the lower scores of low-income students and English learners 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 and English learners will increase significantly more than the achievement rates of all other students.

An analysis of the college and career readiness measures indicates that all students need increased college and career readiness. Low-income, English learners and foster youth need support from the college and career teacher and dual enrollment courses. 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 college and career counseling 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 from the college and career teacher in 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 (school site LCAP stakeholder meetings, SSCs, ELACs, DELACs, PACs) indicated that all students, including low-income students, English learners, and foster youth, have experienced stress-related returning to school in person and adjusting to learning gaps that occurred while receiving instruction on-line. Stakeholders indicate that it has been challenging to reconnect with school and learning. There is a sense of loss as well as need to reestablish connectiveness towards staff and the learning environment. Stakeholders see a disconnect and an ever-widening gap, academic and emotional. . In order to address these concerns 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 Community Dropout Prevention Specialists for Foster youth (Action 4), Attendance Supports for EL students (Action 1), Positive Behavior Intervention Support (Action 2), and SEL support (Action 3), Community Outreach and Student Enrollment (Action 13). These actions are being provided on an LEA-wide basis to support all students' social-emotional health and well-being. Nevertheless, due to the specific socio-economic challenges of low-income students, English learners, and foster youth, we know that the school connectedness and safety measures for our low-income students, English learners, and foster youth will be considerably higher for this population of students.

An analysis of the ELPAC and TELL scores revealed that English learners need continued support in understanding the English language in reading, writing, speaking and listening. In order to address these needs under Goal 3, English learners will receive ELD and UDL instruction from the ELD TOSA (Action 4) and Integrated instruction for classrooms teachers supported by the ELD TOSA based on CAASPP, Exact Path, ELPAC, and TELL scores that range from support from scaffolds during instruction, one-on-one instruction, and small group targeted intervention (Action 5).

During the 2021-2022 School Year CALPADS and TOMS (the reporting systems used for data reporting on CAASPP and ELPAC) went offline and were plagued by problems that lasted months. CALPADS was off for a three-week period during our testing window. When the system returned, the TOMS feed was not working and special education data was not reliable. This led to participation rate penalties on assessment related indicators despite the fact that we were unable to test many students. The higher rate of students with disabilities and the automatically assigned low designations for participation impacted the English Learner Progress (ELPI) more than other academic indicators.

An analysis of the ELA and math achievement on the CAASPP assessments indicated that the percent of English learners (15% in ELA, 0% in math) meeting/exceeding standards in ELA and math was lower than the all students (19.23 in ELA, .64% in math). In order to address these needs/conditions under Goal 4, we will implement differentiated instruction and classroom interventions by teachers. (Action 1 and 2).

An analysis of the ELA and math achievement on the Exact Path assessments indicated that the percentage of CBK low-income students meeting or exceeding standards was lower than the national average. The percent meeting/exceeding on the Exact Path post-test was 152% ELA, 62% Reading, and 42% Math. CBK plans to implement a new assessment tool in the upcoming year, NWEA/MAPS, with a focus on CAASPP-related questions, to better measure student literacy progress and identify areas for improvement. Additionally, a new intervention platform. For foster youth, NWEA/MAPS can provide valuable data on their academic strengths and areas for improvement, which can help teachers to design interventions that are tailored to their individual needs. It can also help to track their progress over time and provide feedback to both teachers and students, which can be particularly important for students who may not have a consistent support system. For English learners, NWEA/MAPS can help teachers to understand their language proficiency level and provide targeted instruction in areas such as vocabulary and comprehension. The program's adaptive technology ensures that English learners are provided with reading materials that are at an appropriate level, which can help to build their confidence and motivation to read more.

Achieve 3000, will be introduced to provide more targeted and effective support for students who need it most, with the ultimate goal of increasing literacy and improving state CAASPP test scores. Achieve3000 is an online literacy tool designed to help students increase their literacy skills. The program works by providing differentiated reading materials that are matched to the student's reading level and interests. The reading materials are followed by a series of multiple-choice questions that help to reinforce comprehension, critical thinking, and vocabulary development. Achieve 300 provides differentiated reading material to address the needs of our students, specifically those who are EL or SWDs. The program also works on targeted vocabulary instruction to increase overall literacy skills, as well as promote critical thinking through analysis of information presented in reading passages.

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 32.02% 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 and foster youth receive support for credit recovery and online classes (Goal 1 Action 15&16)

Low income, English learners, and foster youth receive support from CDPS for social-emotional learning, attendance in school, and behavior (Goal 2, Action 1, 2 and 3.).

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 receive community outreach and enrollment support from CDPS (Goal2 Action 13)

English learners receive instruction and classroom based support from the ELD TOSA. (Goal 3 Action 4&5)

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		

## 2023-24 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 %)
2023-24	\$5,542,650.00	\$1,774,784.00	32.02%	0.00%	32.02%

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
1	5	GLEAM, 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

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	9	Work-Based Learning and Industry Certifications	All	No			Schoolwide	Ongoing
1	10	Internships and Apprenticeships for Students	All	No			Schoolwide	Ongoing
1	11	Formative Assessments and MTSS Data Teams	All	Yes	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
1	15	Online Courses	All	No			Schoolwide	Ongoing
1	16	Credit Recovery	All	Yes	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



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

## 2023-24 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	\$2,144,314.00	\$0.00	\$1,903,163.00	\$241,151.00	\$0.00		\$2,144,314.00	0%
1	2	\$619,528.00	\$99,430.00	\$621,275.00	\$97,683.00	\$0.00	\$0.00	\$718,958.00	0%
1	3	\$21,532.00	\$166,262.00	\$187,794.00	\$0.00	\$0.00	\$0.00	\$187,794.00	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	4	\$233,060.00	\$25,330.00	\$250,820.00	\$7,570.00	\$0.00		\$258,390.00	0%
1	5	\$523,467.00	\$0.00	\$523,467.00	\$0.00	\$0.00	\$0.00	\$523,467.00	0%
1	6	\$69,383.00	\$16,922.00	\$86,305.00	\$0.00	\$0.00	\$0.00	\$86,305.00	0%
1	7	\$35,988.00	\$341,315.00	\$1,000.00	\$0.00	\$0.00	\$376,303.00	\$377,303.00	0%
1	8	\$0.00	\$7,570.00		\$7,570.00	\$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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
1	11	\$1,068,044.00	\$61,000.00	\$1,129,044.00	\$0.00	\$0.00	\$0.00	\$1,129,044.00	0%
1	12	\$812,702.00	\$0.00	\$812,702.00	\$0.00	\$0.00	\$0.00	\$812,702.00	0%
1	13	\$141,566.00	\$11,500.00	\$0.00	\$11,500.00	\$0.00	\$141,566.00	\$153,066.00	0%
1	14	\$478,230.00	\$24,300.00	\$0.00	\$420,243.00	\$0.00	\$82,287.00	\$502,530.00	0%
1	15	\$33,654.00	\$24,500.00	\$35,154.00	\$23,000.00	\$0.00	\$0.00	\$58,154.00	0%
1	16	\$0.00	\$71,832.00	\$65,477.00	\$6,355.00	\$0.00		\$71,832.00	0%
1	17	\$0.00	\$2,000.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	0%
1	18	\$0.00	\$0.00	\$0.00		\$0.00		\$0.00	0%
1	19	\$69,384.00	\$0.00	\$69,384.00				\$69,384.00	0%
2	1	\$116,224.00	\$2,400.00	\$118,624.00	\$0.00	\$0.00	\$0.00	\$118,624.00	0%
2	2	\$0.00	\$7,500.00	\$7,500.00	\$0.00	\$0.00	\$0.00	\$7,500.00	0%
2	3	\$116,224.00	\$0.00	\$116,224.00	\$0.00	\$0.00	\$0.00	\$116,224.00	0%
2	4	\$116,224.00	\$0.00	\$116,224.00	\$0.00	\$0.00	\$0.00	\$116,224.00	0%
2	5	\$36,387.00	\$0.00	\$0.00	\$36,387.00	\$0.00	\$0.00	\$36,387.00	0%
2	6	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
2	7	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
2	8	\$29,162.00	\$4,500.00	\$33,662.00	\$0.00	\$0.00	\$0.00	\$33,662.00	0%
2	9	\$0.00	\$204,616.00	\$204,616.00	\$0.00	\$0.00	\$0.00	\$204,616.00	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	10	\$0.00	\$3,475.00	\$3,475.00	\$0.00	\$0.00	\$0.00	\$3,475.00	0%
2	11	\$0.00	\$1,350.00	\$1,350.00	\$0.00	\$0.00	\$0.00	\$1,350.00	0%
2	12	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	0%
2	13	\$116,224.00	\$0.00	\$116,224.00				\$116,224.00	0%
3	1	\$0.00	\$9,115.00	\$3,000.00		\$0.00	\$6,115.00	\$9,115.00	0%
3	2	\$0.00	\$10,295.00	\$3,500.00	\$6,795.00	\$0.00	\$0.00	\$10,295.00	0%
3	3	\$8,662.00	\$6,000.00	\$14,662.00	\$0.00	\$0.00	\$0.00	\$14,662.00	0%
3	4	\$446,124.00	\$0.00	\$0.00	\$446,124.00	\$0.00	\$0.00	\$446,124.00	0%
3	5	\$28,060.00	\$1,240.00	\$1,240.00	\$28,060.00	\$0.00	\$0.00	\$29,300.00	0%
3	6	\$0.00	\$6,100.00	\$5,600.00	\$0.00	\$0.00	\$500.00	\$6,100.00	0%

## 2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$6,435,486.00	\$1,332,438.00	\$0.00	\$606,771.00	\$8,374,695.00	\$7,264,143.00	\$1,110,552.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Broad Course of Study	All	\$1,903,163.00	\$241,151.00	\$0.00	\$0.00	\$2,144,314.00
1	2	Instructional Materials, Resources, and Textbooks	All	\$621,275.00	\$97,683.00	\$0.00	\$0.00	\$718,958.00
1	3	Technology and Digital Literacy	Low income, English learner, foster youth	\$187,794.00	\$0.00	\$0.00	\$0.00	\$187,794.00
1	4	Professional Development	Low income, English learner, foster youth	\$250,820.00	\$7,570.00	\$0.00	\$0.00	\$258,390.00
1	5	GLEAM, UDL and Culturally Responsive Instruction	All	\$523,467.00	\$0.00	\$0.00	\$0.00	\$523,467.00
1	6	College and Career Readiness and Transitions	All	\$86,305.00	\$0.00	\$0.00	\$0.00	\$86,305.00
1	7	Career Technical Education Pathways	All	\$1,000.00	\$0.00	\$0.00	\$376,303.00	\$377,303.00
1	8	College Course Credit	All	\$0.00	\$7,570.00	\$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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	11	Formative Assessments and MTSS Data Teams	LI and EL	\$1,129,044.00	\$0.00	\$0.00	\$0.00	\$1,129,044.00
1	12	Multi-Tiered Systems of Supports (MTSS) – Classroom-Based Supports	Low income, English Learner, foster youth	\$812,702.00	\$0.00	\$0.00	\$0.00	\$812,702.00
1	13	Multi-Tiered Systems of Supports (MTSS) – After School Supports, Summer School	All	\$0.00	\$11,500.00	\$0.00	\$141,566.00	\$153,066.00
1	14	Monitoring Instruction and Learning for Students with Disabilities.	Students with Disabilities	\$0.00	\$420,243.00	\$0.00	\$82,287.00	\$502,530.00
1	15	Online Courses	All	\$35,154.00	\$23,000.00	\$0.00	\$0.00	\$58,154.00
1	16	Credit Recovery	FY, and LI	\$65,477.00	\$6,355.00	\$0.00	\$0.00	\$71,832.00
1	17	High School Equivalency Test (GED and HiSET)	All	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00
1	18	Student Led Enterprise	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	19	Support for Students enrolled in Dual/Concurrent College Courses	All	\$69,384.00	\$0.00	\$0.00	\$0.00	\$69,384.00
2	1	Attendance Supports	EL	\$118,624.00	\$0.00	\$0.00	\$0.00	\$118,624.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	Positive Behavior Intervention and Supports	All	\$7,500.00	\$0.00	\$0.00	\$0.00	\$7,500.00
2	3	Social-Emotional Support	LI	\$116,224.00	\$0.00	\$0.00	\$0.00	\$116,224.00
2	4	Foster Youth Support	Foster Youth	\$116,224.00	\$0.00	\$0.00	\$0.00	\$116,224.00
2	5	Behavioral/Mental Health Services	All	\$0.00	\$36,387.00	\$0.00	\$0.00	\$36,387.00
2	6	Wellness Centers	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	7	Social Emotional Learning	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	8	School Safety Personnel	All	\$33,662.00	\$0.00	\$0.00	\$0.00	\$33,662.00
2	9	Clean Schools	All	\$204,616.00	\$0.00	\$0.00	\$0.00	\$204,616.00
2	10	Parent Communication	All	\$3,475.00	\$0.00	\$0.00	\$0.00	\$3,475.00
2	11	Student and Parent Workshops	All	\$1,350.00	\$0.00	\$0.00	\$0.00	\$1,350.00
2	12	Parent and Student Decision Making	All	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
2	13	Community Outreach and Student Enrollment	All	\$116,224.00	\$0.00	\$0.00	\$0.00	\$116,224.00
3	1	Instructional Materials for English Learners	ELL	\$3,000.00	\$0.00	\$0.00	\$6,115.00	\$9,115.00
3	2	English Language Development	English Learner	\$3,500.00	\$6,795.00	\$0.00	\$0.00	\$10,295.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	Formative English Language Assessments	ELL	\$14,662.00	\$0.00	\$0.00	\$0.00	\$14,662.00
3	4	Instruction for ELs and GLEAM/ Universal Design for Learning	English Learner	\$0.00	\$446,124.00	\$0.00	\$0.00	\$446,124.00
3	5	Staff Development and Support for ELD and Instruction	English Learner	\$1,240.00	\$28,060.00	\$0.00	\$0.00	\$29,300.00
3	6	EL Reclassification and Progress Monitoring	English Learner	\$5,600.00	\$0.00	\$0.00	\$500.00	\$6,100.00



## 2023-24 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)
\$5,542,650.00	\$1,774,784.00	32.02%	0.00%	32.02%	\$2,814,571.00	0.00%	50.78%

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$2,814,571.00	\$2,834,611.00
<b>LEA-wide Total:</b>	\$0.00	\$0.00
<b>Limited Total:</b>	\$422,642.00	\$422,642.00
<b>Schoolwide Total:</b>	\$2,391,929.00	\$2,411,969.00

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 (%)
1	3	Technology and Digital Literacy	Yes	Limited	Low income, English learner, foster youth	Schoolwide	\$187,794.00	0%
1	4	Professional Development	Yes	Schoolwide	Low income, English learner, foster youth	Schoolwide	\$250,820.00	0%
1	11	Formative Assessments and MTSS Data Teams	Yes	Schoolwide	LI and EL	Schoolwide	\$1,129,044.00	0%
1	12	Multi-Tiered Systems of Supports (MTSS) – Classroom-Based Supports	Yes	Schoolwide	Low income, English Learner, foster youth	Schoolwide	\$812,702.00	0%
1	16	Credit Recovery	Yes	Schoolwide	FY, and LI	Schoolwide	\$65,477.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	1	Attendance Supports	Yes	Limited	EL	Schoolwide	\$118,624.00	0%
2	3	Social-Emotional Support	Yes	Schoolwide	LI	Schoolwide	\$116,224.00	0%
2	4	Foster Youth Support	Yes	Limited	Foster Youth	Schoolwide	\$116,224.00	0%
3	1	Instructional Materials for English Learners	Yes	Schoolwide	ELL	Schoolwide	\$3,000.00	0%
3	3	Formative English Language Assessments	Yes	Schoolwide	ELL	Schoolwide	\$14,662.00	0%

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$4,706,865.00	\$7,148,001.00

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	\$1,025,053.00	\$1,557,895.00
1	2	Instructional Materials, Resources, and Textbooks	No	\$127,730.00	\$629,244.00
1	3	Technology and Digital Literacy	No	\$214,971.00	\$189,100.00
1	4	Professional Development	No	\$272,956.00	\$248,350.00
1	5	UDL and Culturally Responsive Instruction	No	\$711,012.00	\$519,298.00
1	6	College and Career Readiness and Transitions	Yes	\$50,191.00	\$97,213.00
1	7	Career Technical Education Pathways	No	\$35,589.00	\$290,884.00
1	8	College Course Credit	No	\$7,570.00	\$3,497.00
1	9	Work-Based Learning and Industry Certifications	No	\$1,000.00	\$0.00
1	10	Internships and Apprenticeships for Students	No	\$1,000.00	\$0.00
1	11	Formative Assessments and MTSS Data Teams	Yes	\$150,000.00	\$1,028,852.00
1	12	Multi-Tiered Systems of Supports (MTSS) – Classroom-Based Supports	Yes	\$507,818.00	\$1,028,852.00
1	13	Multi-Tiered Systems of Supports (MTSS) – After School Supports, Summer School	No	\$162,200.00	\$110,000.00
1	14	Monitoring Instruction and Learning for Students with Disabilities.	No	\$349,703.00	\$351,244.00
1	15	Online Courses	Yes	\$59,049.00	\$33,266.00

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	16	Credit Recovery	Yes	\$65,477.00	\$63,760.00
1	17	High School Equivalency Test (GED and HiSET)	No	\$2,500.00	\$1,875.00
1	18	Student Led Enterprise	No	\$500.00	\$0.00
1	19	Support for Students enrolled in Dual/Concurrent College Courses	No	\$700.00	\$69,533.00
2	1	Attendance Supports	Yes	\$275,089.00	\$136,365.00
2	2	Positive Behavior Intervention and Supports	Yes	\$3,500.00	\$1,125.00
2	3	Social-Emotional Support	Yes	\$107,170.00	\$114,898.00
2	4	Foster Youth Support	Yes	\$107,170.00	\$114,898.00
2	5	Behavioral/Mental Health Services	No	\$39,726.00	\$36,382.00
2	6	Wellness Centers	No	\$0.00	\$0.00
2	7	Social Emotional Learning	No	\$25,788.00	\$0.00
2	8	School Safety Personnel	No	\$25,548.00	\$61,535.00
2	9	Clean Schools	No	\$225,503.00	\$222,786.00
2	10	Parent Communication	No	\$3,499.00	\$4,012.00
2	11	Student and Parent Workshops	No	\$1,000.00	\$1,000.00
2	12	Parent and Student Decision Making	No	\$800.00	\$0.00
2	13	Community Outreach and Student Enrollment	Yes	\$111,170.00	\$114,898.00
3	1	Instructional Materials for English Learners	No	\$8,200.00	\$3,040.00
3	2	English Language Development	No	\$13,283.00	\$18,928.00
3	3	Formative English Language Assessments	No	\$5,000.00	\$4,649.00
3	4	Instruction for ELs and Universal Design for Learning	Yes	\$1,000.00	\$59,981.00
3	5	Staff Development and Support for ELD and Instruction	Yes	\$1,900.00	\$19,994.00

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)
3	6	EL Reclassification and Progress Monitoring	No	\$6,500.00	\$10,647.00

## 2022-23 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	\$1,745,240.00	\$1,439,534.00	\$1,745,243.00	\$-305,709.00	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	6	College and Career Readiness and Transitions	Yes	\$50,191.00	\$48,673.00	0.00%	0.00%
1	11	Formative Assessments and MTSS Data Teams	Yes	\$150,000.00	\$167,773.00	0.00%	0.00%
1	12	Multi-Tiered Systems of Supports (MTSS) – Classroom-Based Supports	Yes	\$507,818.00	\$950,715.00	0.00%	0.00%
1	15	Online Courses	Yes	\$59,049.00	\$33,266.00	0.00%	0.00%
1	16	Credit Recovery	Yes	\$65,477.00	\$5,249.00	0.00%	0.00%
2	1	Attendance Supports	Yes	\$275,089.00	\$114,898.00	0.00%	0.00%
2	2	Positive Behavior Intervention and Supports	Yes	\$3,500.00	\$0.00	0.00%	0.00%
2	3	Social-Emotional Support	Yes	\$107,170.00	\$114,898.00	0.00%	0.00%
2	4	Foster Youth Support	Yes	\$107,170.00	\$114,898.00	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)
2	13	Community Outreach and Student Enrollment	Yes	\$111,170.00	\$114,898.00	0.00%	0.00%
3	4	Instruction for ELs and Universal Design for Learning	Yes	\$0.00	\$59,981.00	0.00%	0.00%
3	5	Staff Development and Support for ELD and Instruction	Yes	\$1,200.00	\$19,994.00	0.00%	0.00%

2022-23 LCFF Carryover Table

Totals	9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemen tal and/or Concentrati on Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 di vided by 9 plus Carryover %)	7. Total Estimated Actual Expenditur es for Contributin g 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 multi ply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
Totals	\$5,540,924.00	\$1,745,240.00	0.00%	31.50%	\$1,745,243.00	0.00%	31.50%	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 2024-25 LCAP, 2024-25 will be the coming LCAP Year and 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).