

**CBK CHARTER  
Local Control and Accountability Plan  
2024-2025**



# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: CBK Charter

CDS Code: 33 10330 0128397

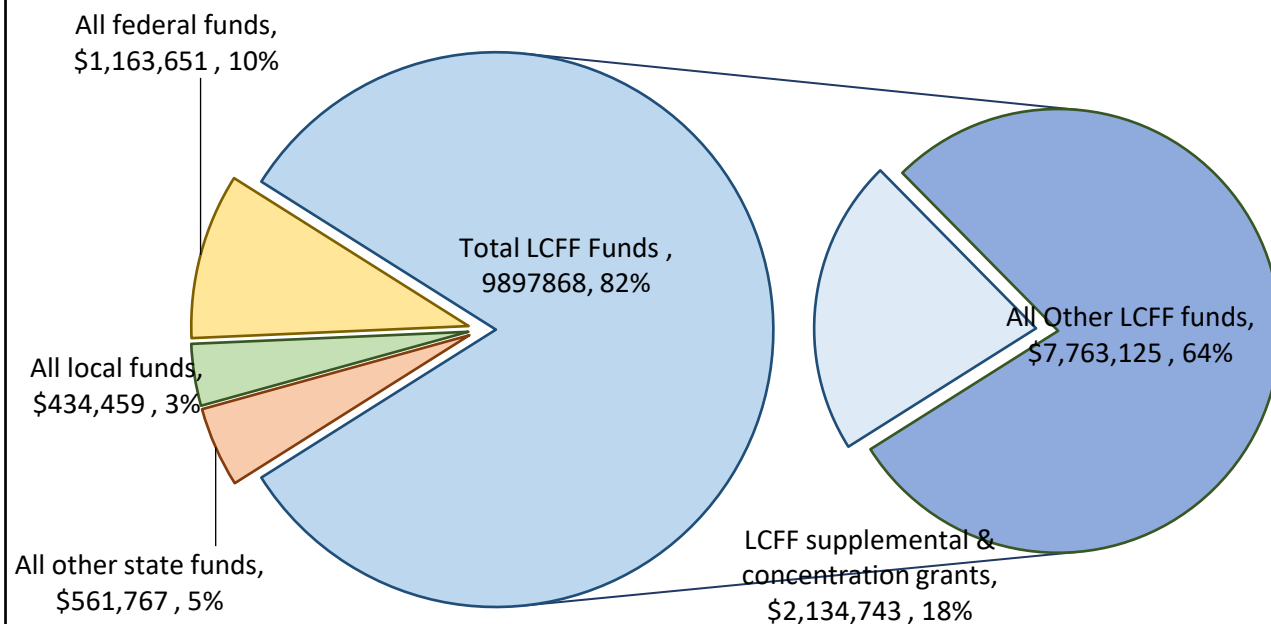
School Year: 2024-25

LEA contact information: Janice Delagrammatikas, Principal [jdelagrammatikas@rcoe.us](mailto:jdelagrammatikas@rcoe.us) 951 826-6461

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

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

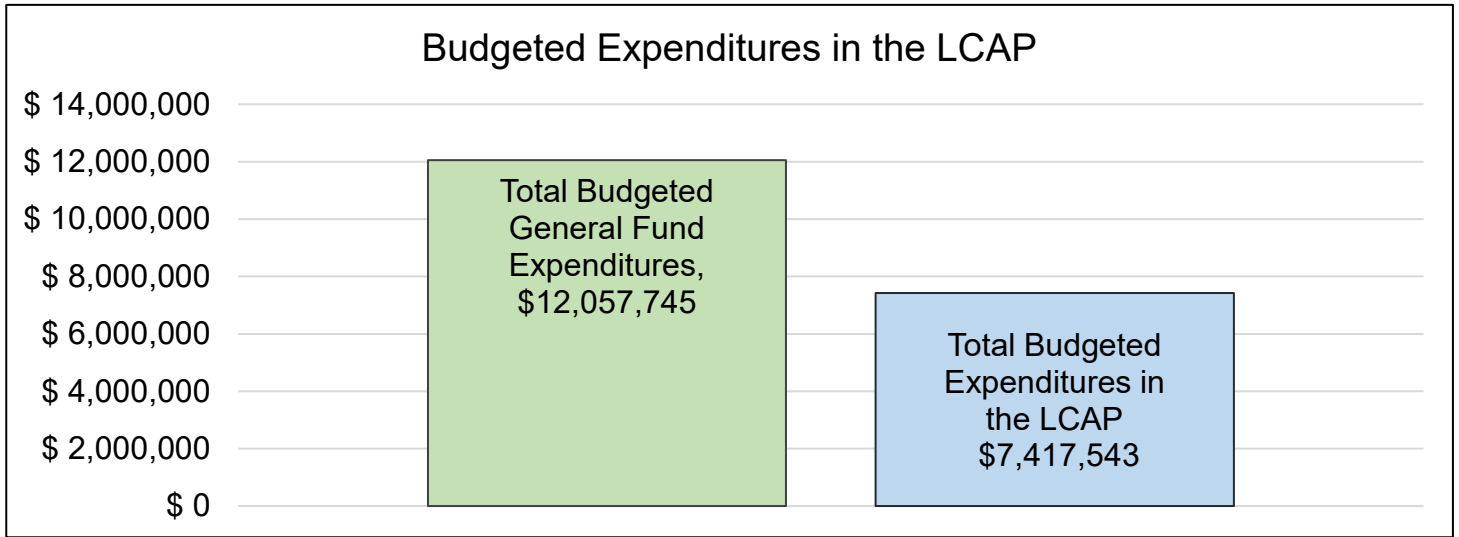


This chart shows the total general purpose revenue CBK Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for CBK Charter is \$12,057,745.00, of which \$9,897,868.00 is Local Control Funding Formula (LCFF), \$561,767.00 is other state funds, \$434,459.00 is local funds, and \$1,163,651.00 is federal funds. Of the \$9,897,868.00 in LCFF Funds, \$2,134,743.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much CBK Charter plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: CBK Charter plans to spend \$12,057,745.00 for the 2024-25 school year. Of that amount, \$7,417,542.92 is tied to actions/services in the LCAP and \$4,640,202.08 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

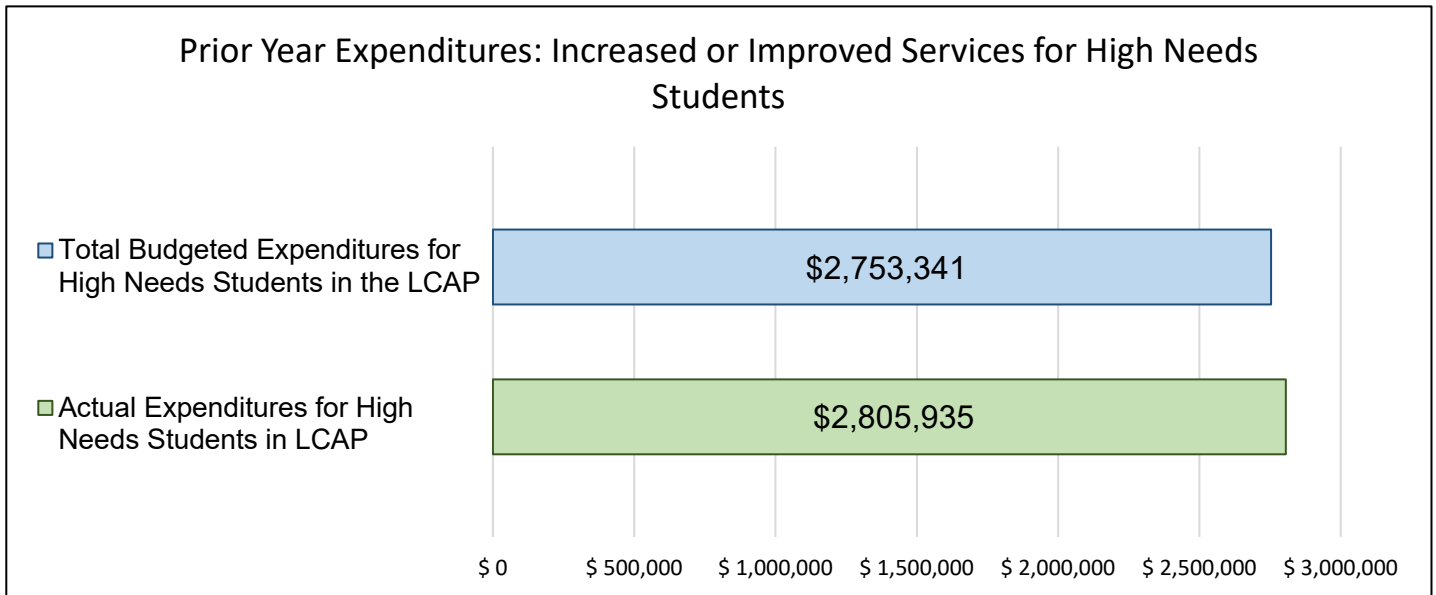
Cost associated with core services, overhead, restricted programs and grants, some one-time and multi-year in nature allocated to the charter

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, CBK Charter is projecting it will receive \$2,134,743.00 based on the enrollment of foster youth, English learner, and low-income students. CBK Charter must describe how it intends to increase or improve services for high needs students in the LCAP. CBK Charter plans to spend \$2,475,568.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what CBK Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what CBK Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, CBK Charter's LCAP budgeted \$2,753,341.00 for planned actions to increase or improve services for high needs students. CBK Charter actually spent \$2,805,935.00 for actions to increase or improve services for high needs students in 2023-24.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
CBK Charter	Janice Delagrammatikas, Principal	<a href="mailto:jdelagrammatikas@rcoe.us">jdelagrammatikas@rcoe.us</a> 951 826-6461

## Goals and Actions

### Goal

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

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching using teacher certification data and Aeries course assignments (Priority 1)	Based on teacher certification data and Aeries course assignments, all teachers were appropriately assigned and fully credentialed in the subject areas 2020-2021	Based on teacher certification data and Aeries course assignments, all teachers were appropriately assigned and fully credentialed in the subject areas 2021-2022.	Based on teacher certification data and Aeries course assignments, all teachers were appropriately assigned and fully credentialed in the subject areas 2022-2023	Based on teacher certification data and Aeries course assignments, all teachers were appropriately assigned and fully credentialed in the subject areas 2023-2024.	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.	All students had access to standards aligned instructional materials in 2022-2023.	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.	The average rating on the California Standards Reflection Tool was 4.03 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 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	All students had full access to a broad course of study in 2023-2024	Maintain at 100%
Graduation 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%	DASS One Year Graduation Rate was 85.4% in 2022-2023 Hispanic 84.1% White 92% EL 80.8% SED 82.9% SWD 87% AA 92.3	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-Apprenticeship.	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-Apprenticeship.	CCI was 1.9% in 2022-2023	Achieve a 5% increase to 7%.
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<p>Academic Achievement in ELA on the Smarter Balanced Assessment as a part of the CAASPP (Priority 4)</p>	<p>The distance from standard was 120.1 on the Smarter Balanced Assessments in ELA in 2018-2019.</p>	<p>The distance from standard was not made available due to not being mandated during Pandemic. Students meeting or exceeding standards in ELA were 25%. Results for 20-21, 21-22 results are not yet available. 25% met or exceeded standard. SWD 21.4% met or exceeded standard SED 23.7 met or exceeded standard EL 7.7 met or exceeded standard AA 16.7% met or exceeded standard HIS 25% met or exceeded standard WHT 18.6% met or exceeded standard</p>	<p>The distance from standard was 107.5 for all students results were provided for two student groups: Hispanic 106.4 points be- low standard SED 102.1 points be- low standard EL 116.5 points be- low standard EO 115.3 points be- low standard</p>	<p>The distance from standard was -72.3on the CAASPP in ELA With 22.43% meeting or exceeding the standard 20% of SWD met or exceeded. 16.05% of SED met or exceeded. 15.58% of Hispanic met or exceeded.</p>	<p>The distance from standard will be 95.1 on the Smarter Balanced Assessments in ELA in the aggregate and each student group</p>
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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	The distance from standard was 190.5 on the CAASPP in Math With .93% meeting or exceeding the standard 0% of SWD met or exceeded. 1.22% met or exceeded. 1.28 of Hispanic met or exceeded.	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	AP Exams were available to all students in 2023-2024. No student opted to take the AP Exams in 2023-2024	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 percentage 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>The percent of students at Nearly Prepared was 15.9% and the percent at Well Prepared was 6.5% in ELA in 2022-2023.</p> <p>SWD 6.67% nearly Prepared SED 11% nearly prepared, 4.9% well prepared EL 0% well prepared 0% nearly prepared, HIS 9% nearly prepared, 6.5% well prepared</p>	<p>The percent of students at Nearly Prepared will be 21% and the percent at Well Prepared will be 13% in ELA</p>
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<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 percentage of students at Nearly Prepared was 1.5% and the percentage at Well Prepared was 0% in math in 2021- 2022.</p> <p>SWD 0% nearly prepared, 0% well prepared</p> <p>SED 0.9% nearly prepared, 0% well prepared</p> <p>EL 0% nearly prepared, 0% well prepared</p> <p>AA 0% nearly prepared, 0% well prepared</p> <p>HIS 1% nearly prepared, 0% well prepared</p> <p>WHT 6.7% nearly prepared, 0% well prepared</p>	<p>The percentage 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>The percentage of students at Nearly Prepared was 11% and the percentage at Well Prepared was 0% in math in 2022- 2023. Data not yet available for 23-24.</p> <p>SWD 1% nearly prepared, 0% well prepared</p> <p>SED 1.2% nearly prepared, 0% well prepared</p> <p>EL 0% nearly prepared, 0% well prepared</p> <p>AA 0% nearly pre-prepared, 0% well prepared</p> <p>HIS 1.2% nearly prepared, 0% well prepared</p>	<p>The percentage of students at Nearly Prepared will be 10% and the percentage at Well Prepared will be 10% in math.</p>
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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	Exact Path ELA was not administered in the 23-24 school year and the NWEA Maps achievement test was introduced. Baseline data was entered in the 23-24 LCAP.	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	Exact Path Reading was not administered in the 23-24 school year and the NWEA Maps achievement test was introduced. Baseline data was entered in the 23-24 LCAP.	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	Exact Path Math was not administered in the 23-24 school year and the NWEA Maps achievement test was introduced. Baseline data was entered in the 23-24 LCAP.	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.	CBKCCI was 1.9 in 2022-2023.	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	This metric was replaced with the College and Career Readiness Index Metric and will no longer be reported	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.	This metric was replaced with the College and Career Readiness Index Metric and will no longer be reported	The percent completing both a-g courses and a CTE pathway will be 15% in the aggregate and for each student group

## Goal Analysis

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 a decrease in spending on professional development for UDL and a reduction in the implementation of student led enterprises. Professional development continued at the same level and built on our teachers' UDL expertise by adding a GLEAM focus emphasizing grade level rigor, encouraging productive struggle for students, and providing support through inhouse staff and not with outside contracts which saved the CBK a considerable amount. The reduction in student led enterprise activities was due to the loss of the staff member who led that enterprise and other staff changes. There was an increase in the amount of money spent on community outreach and student enrollment this involved increasing staffing support costs for outreach and distribution of tasks.

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 a significant decrease in the amount spent on instructional materials, resources, and textbooks. There were no new textbook adoptions. There was an increase in money spent on professional development over the past year as the administrative team saw a need to increase time spent with instructional staff on developing best practices for instruction. This coincided with an increase in money spent on GLEAM, UDL, and Culturally Responsive instruction. Staffing shortages and vacancies also contributed to a decrease in spending.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

CBK utilized Aeries reports to analyze student enrollment in courses (Action #1, Broad Course of Study). 100 percent of CBK Charter students were enrolled in a course that will satisfy an entrance requirement for the University of California. 48.8 percent of all courses scheduled were UC A-G courses. 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.

CBK maintained textbook sufficiency to ensure all students have access to standards-aligned instructional materials and all students were provided access to technology and digital literacy. Principals conducted audits of their instructional materials and ordered replacement textbooks when needed and when deficiencies were reported by teachers. 100% of teachers provided an inventory of classroom textbooks at the end of the school year. 100% of students were issued a google student account for communication and information. All students were offered a laptop or google Chromebook and hotspot if necessary to be used for instruction. CBK had 495 laptops, additional Chromebooks and 50 hotspots available for students to checkout (Action #2 and Action 3). Actions 2 and 3 were rated as effective.

Principals, and teachers, were provided ongoing professional development 4 days prior to the start of school and every Wednesday during the 23-24 school year. This resulted in 77.5 hours of professional development throughout the year. Professional development included training on effective instructional strategies, interventions, and accommodations for students with disabilities, ELD, GLEAM, Close Reading strategies, NGSS implementation, Local and summative test administration and evaluation, intervention strategies, and other topics. (Action 4) Gleam implementation began in the 23-24 school year and replaced UDL training. GLEAM provides an added layer of grade level and culturally responsive instruction strategies for teachers to draw upon (Action 5). Actions 4 and 5 were rated as effective.

When compared to the past LCAP there is notable evidence of effectiveness in dual enrollment which has increased by more than 100% in terms of number of students enrolled and successful completion over the past 3 years. It should be noted that a new assessment was used this year, NWEA, compared to 2022-2023 when Exact Path was used. There is not a direct correlation between the two assessments. There has also been an increase in the number of students taking and passing the GED high school equivalency exam after a drop during the Pandemic and the switch from the HISET to the GED Exams. The CCI measure has remained static between 1 and 2%, but growth is inhibited by the number of students already outside the four-year cohort, so ineligible to be counted in this measure. Graduation rates for SWD are the second highest subgroup graduation rate. Attendance rates are high and stable.

Students were engaged in college and career transition activities including college visits, college summer camps, career inventories, and graduate portfolios including college applications, FAFSA completion, and scholarship applications. 100% of graduates completed all or part of their graduation portfolio. 18 students participated in college visits. The college and career teacher assisted students with college applications and FAFSA during 207 in person site visits and individual and group Zoom Meetings. Seven volunteers from UCR graduate school also assisted CBK students with their Senior Portfolios (Action 6). 302 students completed CTE courses, and 59 students completed CTE Pathways (Action 7), 63 students are enrolled in or have completed college level courses. (Action 8). Online platforms were utilized to

provide UCR Extension college courses in macroeconomic, U.S. History, Cybersecurity and A++ Certification. In 2023-2024, 5 students earned Computer Technician Professional Certificates, 4 students completed U.S. History courses, and 3 students earned Cybersecurity Professional Certificates. (Action 15) 15 students in the YouthBuild Program completed pre-apprenticeships in either construction or logistics. (Action 9). CBK partnership agreements with LAUNCH Apprenticeship, COD and RCC directed graduating students into paid apprenticeship programs. Enrolled students participate in WIOA paid internship programs through a partnership with CFLC (california Family Life Center) (Action 10). Actions 6,7,8 and 9 and 15 are rated as effective.

All students took academic growth monitoring exams and formative assessments and assigned intervention courses based on their individual needs. 48% of students demonstrated growth in ELA and 50% in math after working in online learning intervention courses in ELA and mathematics as an additional support option for students through the Exact Path learning pathways or Achievement 3000.(Action #11, #18, #16). MTSS teams provide enhanced support and intervention plans for students who continue to struggle with academic progress or behavior that interferes with academic progress. After school support was provided by online Tutor.com. (Actions #12 and 13). The Special Education Administrator, Principals, and School Psychologists provided additional monitoring and evaluation of the progress of students with disabilities on academic achievement, attendance, and behavior. The overall rate of passage for SWD for UC A-G courses was 96% compared to 97% for all students. The graduation rate for SWD was 41.5% compared to 38.5% for all students. On CAASPP ELA SWD 20% of SWD met or exceeded standards, while 22.4% of the al student group met or exceeded standards. On the math CAASPP, Zero percent of SWD met or exceeded the standard and less than 1% of all students met or exceeded the standard (Action #14). Actions 11 and 13 were rated as somewhat effective due to struggles with the implementation of a new testing system and delays in identifying and contracting with an online tutoring provider that met the needs of our students. Actions 12, 14, 15, 18, and 19 were fully implemented and were rated as effective.

CBK provided the GED Equivalency Exam as an alternative means of high school completion (Action 17). Nine students completed high school by passing the GED Exam. This action is rated as effective.

Student Led enterprises (Action 18) was not completed in the prior school year due to open staffing positions. This action was not effective.

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.

Based on data, research, and the input from educational partners this broad goal was discontinued and will be replaced with a targeted equity goal. Metrics that will continue to be used to measure the new goals effectiveness are NWEA ELA paired assessment growth rates NWEA Math paired assessment growth rates, CAASPP ELA, CAASPP Math, degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching, Certification to teach English learners, and California State Standards Implementation Reflection Tool. GLEAM Instruction and Professional Development. The actions which will support the new goal are:

School Aligned Resources

MTSS Teams

Direct Tutoring and Intervention Support to Students

Professional Development

Access and Use of Digital Technology to Support Student Learning



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.

## 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	Data is unavailable	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.	Student attendance rate was 85% in 2023-2024.	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.	Suspension rates were zero in 2023-2024.	Maintain zero suspension rates
Student Expulsion Rates (Priority 6)	Student expulsion rates were zero every year	Student expulsion rate was zero every year.	Student expulsion rate was zero every year.	Student expulsion rate was zero every year.	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 percentage 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%	Perceived Safety at School: Very safe: 39% Safe: 42% = 81%	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 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.	The percent of students responding as agree/strongly agree on the California Healthy Kids Survey (CHKS) on School Connectedness was 67% in 2023-2024.	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	All facilities were rated as in good condition in 2023-2024 on the RCOE Facilities Inspection Tool	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	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 2023-2024	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%.	As of the CALPADS Information Day census, student enrollment totaled 601 students in 2023-2024 (an increase of 65%)	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	No measure reported for grades 9-12	This measure is not reported for grades 9-12.

## Goal Analysis

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.

Substantively, the only difference in the planned actions is that we provided enhanced direct behavioral and mental health services to students rather than through community-based partnerships. This was made possible through the hiring of behavioral health therapists by Alternative Education who also extended supports to students on shared campuses/regional learning centers.

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.

No material differences noted

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Attendance supports (#1), social-emotional support (#3), and foster youth support (#4) were supported using Community Dropout Prevention Specialists (CDP's), whose focus was to improve school attendance and reduce absenteeism through attendance incentives, home visits, and support with home to school transportation issues. The CDP's support students and their families with programs to assist with school attendance including weekly check-ins, calls/texts/emails home when absent, and 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 and 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. These actions were deemed effective as attendance increased from 84.6% to 85% and stayed well above the 80% target.

CAREspaces (wellness centers) at Regional Learning Centers (#6) and behavioral health therapists provided direct mental health services to CBK students (#5). Enhanced behavioral/mental health support for students and their families improved student engagement in school and maintained a zero suspension rate. CAREspaces offers individual counseling, group counseling, family counseling, case management, and referrals. Each location also offered staff training and parent workshops (#11). Services were offered in both English and Spanish and included telehealth and home/community accessibility for students, families, and the community. The plan's successes included continuing instruction in safe and healthy learning environments. CBK continued the Panorama SEL screener as another measure to support our students' behavioral health. (# 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 school wide learner outcomes were effectively implemented at all sites and woven throughout the learning environment. (#2). Actions 2, 5, 6, 7, & 11 were rated as effective based on increased student attendance and zero suspensions.

All full-time School Safety Personnel (#8) positions were filled during the 2023-2024 school year. On the CHKS, 81% of students in CBK indicated feeling safe or very safe at school. Action 8 was rated as effective based on zero suspensions and student responses on the CHKS, which indicated that 100% of CBK students felt either safe or neutral on the school safety measure. Parent input from LCAP meetings also indicated that parents felt students were safe on CBK campuses.

Clean School (Action #9) was evident at all sites with an average rating of 100% exemplary in Cleanliness on the RCOE Facilities inspection tool. Action 9 was considered effective.

Parent Engagement actions (#10,11,12) were rated as effective. Thirty-seven communications were sent to parents on Parent Square and social media posts were posted every Monday, Wednesday, and Friday during the school year. School Advisory Council and ELAC meetings were held four times throughout the school year to review data and provide input on the school program. 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 Kick-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 student.

Action 13 was deemed effective. CDP's attended 149 community outreach events or partner meetings throughout the 23 -24 school year to re-engage students and families. During this same time, CBK enrollment climbed from a low of 377 students during the Pandemic to over 700 students with waiting lists at most sites.

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.

Based on input from staff and other educational partners and an analysis of the data, Goal 2 has been incorporated into Goal 3 of the 24-25 LCAP. Goal 3 is a broad goal focusing on the social emotional learning and mental health of students and the partnerships that support a safe and supportive learning environment. The metrics that measure attendance, school safety, safe and clean facilities, social emotional learning, and parental involvement are all included as metrics in Goal 3. Actions previously accounted for under Goal 2 of the prior LCAP

include Parent Workshops (#1), Parent Engagement and Information Systems (#2), Community Outreach (#3), Enrollment and Attendance Support (#4), Behavioral Health (#7), PBIS (#9), School Safety Personnel (#10), and Clean Schools (#12). New actions have been added to the goal based on data and partner input. These actions are Transportation Support (#5), Multilingual Communication (#6), Student Activities (#8), and School Safety Equipment (#11).

**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.** <sup>(OBJ)</sup>

## Goal

Goal #	Description
Goal #3	English Learners will Develop Proficiency in English.

## 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	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) was at 100%in 2023-2024	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) will be maintained at 100%.
ELPAC (Priority 4)	<p>The percent of English learners scoring Moderately Developed/Well Developed on the ELPAC was 54.17 % in 2018-2019.The CBK</p> <p>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.</p>	<p>The CBK percent of English learners scoring Moderately Developed/Well Developed on the ELPAC was 47.4%. In 2021-2022.</p> <p>English learner Progress Indicator was not reported.</p>	<p>The CBK percent of English learners scoring Moderately Developed/Well Developed on the ELPAC was 60.2% in 2022-2023. 21-22</p> <p>English learner Progress Indicator was 36.5%. Scores for 22-23 have not been reported.</p>	<p>ELPAC for 2022-2023, 16% classified as Level 4, indicating a well-developed level of English, 4.43%, fall into Level 3, indicating a moderately developed level of proficiency. 31% level 2 and 10% level 1.</p> <p>English learner Progress Indicator was 55.2% EL students making progress towards English language proficiency.</p>	<p>The percent of English learners Scoring Moderately Developed/Well Developed on the ELPAC will increase by 63.1%.</p>

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.	EL students scoring advanced/high on the TELL was 39% in 2023-2024.	The percentage of EL students scoring advanced/high on the TELL will be 32.1%.
English learner reclassification (Priority 4) based on the CBK re-classification criteria.	English learner reclassification rate was 6.4% in 2020-2021.	4 English Learner Students were re- classified in 21-22.	17 English Learner Students were reclassified in 2022-23.	English learner reclassification rate was 29% in 2022-2023.	English learner reclassification rate will be 15.4%

## Goal Analysis

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.

There was not any substantive difference between the planned and implemented actions for this goal.

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.

Staff development for EL support was doubled as CBK focused on targeted interventions to support students who are EL. This involved additional training and support to staff outside of contracted hours.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1: Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) was at 100% in 2022-2023. Staffing and curriculum were 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. In 2022-2023, the percent of English learners making progress toward English Language proficiency on the California Dashboard Indicator was 55.2% and 29% of EL students were re-designated. Action 1 was rated as effective.

Action # 2 and Action #4: This year there has been focused attention to literacy within the classroom setting and specifically a focus on grade level standards. EL students have benefitted from focused and intentional designated ELD Instruction. Instruction has prioritized these instructional strategies: making meaning (reading comprehension), collaborative discussion about text, and sharing and exploring ideas. Summarizing text by sharing the central idea with the group and the information with the class. Vocabulary development was 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. The ELD TOSA provided 310 in person small group designated ELD lessons at all 23 sites on a bi-weekly basis. On alternate weeks, EL students worked on personalized learning pathways on the One Tree Language Learning platform and ELD class assignments. All teachers had access to the ELD lessons on a shared Google Drive so they could teach the ELD lesson to students who were not able to attend the group instruction. Actions 2 and 4 were rated as effective.

TELL tests were administered to all EL students (Action 3) upon enrollment and after 90 days of instruction. The percentage of EL students scoring advanced/high on the TELL was 39% in 2023-2024. Thirty four percent scored intermediate, and 28% basic or limited. This correlates with the online educational platforms used to provide services to students who are EL.

The specific gaps that need to be addressed based on the data vary across the assessed language skill domains. Test results indicate educators may need to focus on enhancing higher-level reading and writing skills beyond the fundamental level shown by most participants. For Listening and Speaking, attention could be directed towards fostering more advanced levels of verbal interaction. By targeting these specific areas of need, educators can effectively tailor instruction and interventions to support students in achieving higher levels of language mastery across the skill domains. Action 3 was rated as successful, but to reduce the number of assessments for students, the TELL assessment will be replaced by the assessment integrated in the online ELD learning platform.

Action #5: Staff Development and Support for ELD and Instruction, provided by the ELD TOSA. RCOE ensures that teachers possess certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) and tailors' instruction to meet student needs in all courses. Eight professional development sessions throughout the 23-24 school years supported ELD instruction including two sessions on ELD standards and instructional strategies, one CLOSE Reading review session, four sessions on the district GLEAM Focus (grade level, engaging, affirming and meaningful instruction) and one on a reading and vocabulary intervention platform. This action was rated as mostly effective.

Action #6: The CBK Reclassification Criteria is 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 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.

Student performance of basic skills in English on the Smarter Balanced Assessment in ELA or on the NWEA (online diagnostic assessment and curriculum tool) shows whether the student is performing at or near grade level. In the 23 –24 school year, 20% of EL students were reclassified. This action was rated as effective.

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.

Based on input from staff, and other educational partners and an analysis of the data, goal 3 has been incorporated into goal one and goal two of the 24-25 LCAP. The metrics that measure EL academic achievement were previously under goal one and they remain there. Goal one metrics include NWEA Maps testing, Smarter Balanced assessments, and teacher EL certifications. Goal 2 incorporates metrics for graduation rates, ELPAC scores, English Language Progress, Local progress monitoring of English language acquisition, and EL Reclassification. Other measures of EL progress are located throughout the LCAP in disaggregated measures of student success including dual enrollment, graduation rate, and the college and career indicator.

**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.**

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
CBK Charter	Janice Delagrammatikas, Principal	Jdelagrammatikas@rcoe.us

## Plan Summary 2024-2025

### General Information

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

The CBK Charter School was established to meet the academic needs and behavior support of at-promise 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 23 CBK sites in easily accessible locations throughout Riverside County. This year the CBK Charter went through the WASC Accreditation process and was granted a 6-year accreditation status through June 30, 2030, with a mid-cycle visit in the 26-27 school year. This status indicates that CBK Charter 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.

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, dual enrollment, transitions to post-secondary options, and strong interagency collaboration. CBK sites are in local youth opportunity centers, libraries, and school district campuses, while others are 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, work experience, workplace certifications, foreign language, A-G approved courses, dual enrollment courses. A small group instruction model is used for intervention workshops, designated ELD instruction, and CTE courses. The instructional program focuses on the California State Standards along with rigorous and relevant learning activities, including UDL, high-impact classroom strategies and routines, and Positive Behavioral Support Interventions (PBIS). Students are enrolled in UC A-G approved classes as outlined in the Riverside County Course Prospectus.

The CBK college preparation program offers students opportunities to visit colleges and trade schools, complete financial aid applications, college enrollment, and dual enrollment options. 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, over 3,000 students have completed their high school education, and the CBK one-year grad rate is consistently above that of other similar schools.

As of the CALPADS Information Day census, student enrollment totaled 601 (compared to 500 students in 2022-2023, 377 in 2021-2022, and 522 in 2020-2021). The significant student groups include 72% socio-economically disadvantaged, 18%, English learners, 2%, foster youth, and 17% students with disabilities.

Over the past year, CBK has prioritized literacy and targeted literacy interventions 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 this focus has provided is listed under this plan's success section.

To support this emphasis, CBK implemented a new assessment tool this past year, NWEA/MAPS, with a focus on CAASPP-related questions to better measure student literacy progress and identify areas for improvement. NWEA/MAPS provides a UDL approach for use with foster youth, English learners, and students with disabilities because 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. In alignment with our commitment to enhancing instruction and supporting diverse student populations, CBK has focused on implementing grade-level, engaging, affirming, and meaningful instructional approaches. Staff members have dedicated considerable time to targeting specific student demographics, including English Learners, to ensure tailored interventions and support mechanisms for academic success. Achieve3000 was also introduced to provide more targeted and effective support for students who need it most, with the 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 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 and promote critical thinking through analysis of information presented in reading passages.

CBK also choose to expand the area of literacy and align with the Superintendent's initiative of financial literacy by weaving financial literacy into multiple areas of the curriculum as well as offering a specific financial literacy course. 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 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, CBK 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. Last Summer, and throughout the school year, instructional staff received 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, which increases student's access to mental health providers. Additionally, teachers 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 be increased by the addition of two full-time certified behavioral health therapists dedicated to serving CBK students.

CBK must address 8 state priorities, CBK is under the California Dashboard Alternative School Status 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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

### Local Performance Indicators

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

### Academic Performance

In the 2023-2024 school year, 100 percent of CBK Charter students were enrolled in a course that will satisfy an entrance requirement for the University of California. 48.8 percent of all courses scheduled were UC A-G courses.

Overall rate of passage of UC A-G courses was 97% percent for first semester of the 2023-2024 school year.

97% of A-G courses taken by English Learners received passing marks.

96% of A-G courses taken by students with disabilities (SWDs) received passing marks.

97% of A-G courses taken by Hispanic students received passing marks.

96% of A-G courses taken by African American students received passing marks.

98% of A-G courses taken by White students received passing marks.

98% of A-G courses taken by male students received passing marks.

97% of A-G courses taken by female received passing marks.

## **NWEA/MAPS**

The NWEA/MAPS data offers valuable insights into student progress and performance in Language Arts and Mathematics. This assessment tool meticulously measures growth, stability, or regression in student learning over a specified period. In Language Arts, the data reveals that 45% of students exhibited growth. However, a concerning trend emerges in the percentage of 48% of students who experienced regression. In Mathematics, a higher percentage of students displayed growth compared to Language Arts, with 50.6%. Furthermore, the data suggests that a small proportion of 6% of students remained stable. However, a notable percentage of students experienced regression, where 45.6% regressed.

It is imperative to acknowledge that the utilization of the platform during the first semester presented some challenges due to the integration of systems, potentially influencing the data collection process. Additionally, the small total number of matched pairs could potentially skew the results. Despite these challenges, these findings underscore the critical importance of implementing targeted interventions and support mechanisms to address areas of regression and further augment student growth and achievement in both Language Arts and Mathematics.

## **Dual Enrollment, Certifications, Pre-apprenticeships and CTE**

In the 22-23 school year, there was a 71% increase in enrollment and completion rates for students taking college level courses. This program's success is evidenced by the increase in students enrolling in each class. In 22-23, the focus of UCR courses was Macroeconomics, US History A & B, and A++ Certification, and Cybersecurity Pathway.

5 students earned UCRx Computer Technician Professional Certificates Spring 2022

4 students earned UCRx Spring 2022 History Completer

3 students earned 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.

Thirty CBK students enrolled in dual enrollment courses at UCR, MSJC, COD, and RCC. Eighteen students successfully completed coursework; 8 students completed CTE Pathways. 49 college courses were completed by CBK students. 12 students who enrolled never attended or withdrew.

302 students completed CTE courses and 59 completed CTE Pathways.

**In the first semester of the 23-24 school year,**

17 students earned UCRx Fall 2023 Ethnic Studies Completer

3 students earned UCRx Cybersecurity Professional Certificates Fall 2023

12 students in the YouthBuild Program completed pre-apprenticeships. 6 students completed the Home Building Institute Pre-apprenticeship and 6 completed the certified logistics associate pre-apprenticeship.

32 CBK students enrolled in dual enrollment courses at UCR, MSJC, COD, and RCC. 20 students successfully completed coursework. 39 college courses were completed by CBK students. 12 students who enrolled never attended or withdrew.

In the Spring semester of 23-24, 31 students are enrolled in college level courses and are attending as of 5/14/24

## **ELL**

The percentage of EL students scoring advanced/high on the TELL was 39% in 2023-2024. Thirty four percent scored intermediate, and 28% basic or limited. This correlates with the online educational platforms used to provide services to students who are EL.

The specific gaps that need to be addressed based on the data vary across the assessed language skill domains. Test results indicate educators may need to focus on enhancing higher-level reading and writing skills beyond the fundamental level shown by most participants. For Listening and Speaking, attention could be directed towards fostering more advanced levels of verbal interaction. By targeting these specific areas of need, educators can effectively tailor instruction and interventions to support students in achieving higher levels of language mastery across the skill domains.

## **School Safety/Social Emotional Well Being (Conditions/Climate)**

Social – emotional learning is 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 except self-efficacy and were especially high in the area of growth mindset. Weekly check-ins and discussions with teachers, as well as monthly goal setting in social-emotional learning, continue throughout the year with students taking the time to reflect on their own growth in the area of social-emotional wellness.



Mental health has remained a steadfast focus for this year with additional training on the Panorama screener and toolkit and direct referrals for counseling provided by Alternative Education Behavioral Health Therapists located regionally. Next year, CCBK students will be served by two licensed behavioral health therapists dedicated specifically to CBK

It's noteworthy that there have been positive changes in all areas since the previous semester's surveys in all domains, indicating potential growth and development in students' self-perceptions of their social-emotional skills. These findings underscore the importance of ongoing efforts to support students' social-emotional learning and well-being, aiming to enhance their self-awareness, relationship skills, and overall emotional resilience.

### **California School Dashboard**

The California School Dashboard highlights several strengths and areas of progress for CBK Chater, particularly among various subgroups. The graduation rate has increased by 5%, with notable gains among English Learners and socioeconomically disadvantaged students. English Language Arts (ELA) performance has improved by 4%, with significant progress in Hispanic and African American subgroups. Mathematics scores have risen by 3%, especially among students with disabilities. Chronic absenteeism rates have decreased by 2%, reflecting success in engaging at-risk students. Additionally, college and career readiness rates have increased by 6%, particularly benefiting foster youth and homeless students.

Based on the California School Dashboard report for 2023, several groups are performing at the lowest level on one or more state indicators. English Learners have the lowest performance in English Language Arts, with only 5% proficiency. Students with Disabilities show the lowest performance in both English Language Arts and Mathematics, with proficiency rates of 3% and 4%, respectively. Socioeconomically Disadvantaged Students also demonstrate lower performance levels, with 8% proficiency in English Language Arts and 9% in Mathematics.

Regarding graduation rates, several groups are in the red performance level: Students with Disabilities have a 60% graduation rate, Foster Youth have a 55% graduation rate, English Learners have a 67% graduation rate, Socioeconomically Disadvantaged Students have a 68% graduation rate, and Hispanic/Latino Students have a 70% graduation rate. These groups require continued targeted interventions to improve their academic outcomes and graduation rates.

### **Academic Achievement**

#### **English Language Arts and Mathematics**

In the 22-23 school year academic achievement as measured by the Smarter Balanced Summative tests in ELA increased by 39.9 points in ELA for the all student group and the dashboard color moved from red to orange. Two student groups were disaggregated Hispanic group increased by 13.9 points and SED group increased by 16.7 points.

In math the all student group increased by 30.2 points on Smarter Balanced Summative tests. The dashboard color changed from red to orange. Disaggregated scores were reported for the Hispanic subgroup (27 point increase) and the SED subgroup (21.6 point increase).

Though overall scores for ELA and math remain below standard (ELA 72.3 points below standard, Math 190.5 points below standard) the trend is in a positive direction and validates the concentrated efforts in literacy and math.

### **College and Career Readiness Indicator (CCRI)**

CCRI is based on students in the combined four- and five-year graduation rate (i.e., current four-year graduation cohort plus fifth year graduates from prior cohort) there were a total of 266 total students across different ethnic and socioeconomic group, Overall, 1.9% of students met the CCRI Standard. Two percent of the EL, SED, and Hispanic students were well prepared.

### **English Learner Progress**

In the 22-23 school year, 29 percent of EL students were re-classified as English Language Proficient. English Learner progress on the CDE Dashboard was blue with 55.2 percent of EL students making progress toward proficiency. This was a 24 percent increase over the previous year.

### **ELPAC**

In 22-23, 98 EL students took the ELPAC test. Sixteen percent of students tested were classified as a level 4, 43% were classified as a level 3, 31% were a level 2, and 10% were a level 1. The clustering of students in level 3 correlate with many of our student's status as long-term English learners.

EL students have continued to show growth in their English Language development. The CBK ELD TOSA is a critical component of that success. The ELD TOSA collaborates with classroom teachers to provide targeted professional development and instructional support. She assists teachers in designing and modifying curriculum and assessments to make them more accessible to ELs (English Learners), ensuring that these students receive equitable educational opportunities. By offering ongoing coaching and modeling, the ELD TOSA helps teachers develop their skills in differentiated instruction, scaffolding techniques, and effective language development strategies. This collaboration enhances teachers' abilities to meet the diverse linguistic and academic needs of ELs, leading to improved student outcomes and academic success. Overall, hiring an ELD TOSA demonstrates a commitment to meeting the unique needs of ELs and promoting an inclusive and supportive learning environment for all students.

## Graduation Rates

DASS Graduation Rates: The DASS 1 year graduation for the 22-23 school year was 85.4%, an increase of 1% over the 21-22 school year.

EL students had the lowest DASS Grad Rate at 80.8.6%.

African American students had the highest graduation rate, 92.3%.

All other groups were between 81 and 88%.

4-year Graduation Rates: In 23-24, the 4-year graduation rate for All students was 38.5%

The EL student 4-year graduation rate was lower than all other groups 29.8%.

The White subgroup had the highest 4-year graduation rate at 46.7%

SWD had the second highest 4-year graduation rate at 41.5%

5-year Graduation Rates 21-22: The five-year graduation rate was 38%.

CBK is currently eligible for comprehensive support and improvement due to the four-year graduation rate. Many of our students enter CBK either outside the 4-year cohort, or so far behind in credit accumulation it is not possible for them to recover enough credits and graduate with their four-year cohort. The DASS Graduation rate was developed to recognize that alternative schools like CBK needed a different measure of graduation success. This was disallowed by the Federal Dept. of Education when California submitted their plan. This determination resulted in CBK entering program improvement.

CBK currently closely monitors all members of the DASS Graduation cohort by identifying each student in the cohort and monitoring their attendance and credit accumulation. Teachers, leadership and CDPs closely monitor individual students in the DASS cohort. Their progress is reviewed monthly at leadership meetings, CDP meetings and MTSS PLCs (Professional Learning Communities). Individual student data is available in real time on our local dashboard. Students who are falling behind are contacted and interventions to support them are provided. CBK is committed to graduating all students and has developed a plan to closely monitor all students' progress toward graduation through real time data on our local dashboard in Aeries and through our differentiated assistance plan.

## Conditions and Climate

### California Health Kids Survey (CHKS)

The California Healthy Kids Survey (CHKS) is a voluntary survey given to students. It helps schools and communities understand student well-being, safety, and engagement. The survey covers various topics like school climate, drug and alcohol use, and mental health. It provides data for important state programs and allows districts to focus on local issues. In the area of “Perceived School Safety” the following responses were received. 97% of students responded feeling neutral, safe, or very safe.

### Suspension Rate

The CBK suspension rate continues to be 0 percent with a dashboard blue color. This success is attributed to strong relationships between teachers and students and Community Dropout Prevention Specialists trained to use alternative discipline methods like PBIS and MTSS. The strong SEL components and mental health resources are also key factors in maintaining a positive and healthy learning environment for all students.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

In 2023-2024, CBK entered differentiated assistance provided by the San Diego County Office of Education (SDCOE) for improving the 4-year graduation rate. The CBK Charter has identified various student groups based on their academic performance and graduation rates. The data indicates that several student groups fall under the "Red" performance category, meaning they have particularly low graduation rates and have experienced declines in these rates. Specifically, English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities all have graduation rates below 42% and have seen declines ranging from 0.4% to 9.8%. White students, although also in the "Red" category, showed an improvement with a graduation rate of 46.7%. The overall graduation rate for all students in the CBK Charter is 38%, which represents a decline of 8.5% from previous years. This data highlights significant challenges in academic engagement and graduation outcomes for these identified groups within the CBK Charter School

The overall 4-year graduation rate declined in the 22-23 school year by 8.5%. The decline was the result of declines in the Hispanic, EL, and socioeconomically disadvantaged subgroup graduation rates. Students with disabilities maintained their rate over the previous year and the white subgroup increased by 5.5%.

The technical assistance process with SDCOE involves a liberatory design process referred to as Putting It All Together. CBK participates in quarterly meetings and individual coaching meetings with SDCOE coaches to identify data, plan for quantitative and qualitative data collection, and develop actions designed to improve the graduation rates of all subgroups. The improvement plan begins with a root cause analysis of the barriers to graduation for each sub-group. As the process continues, CBK will identify a continuous improvement plan to address barriers and increase the graduation rate for all subgroups. This cycle and the steps involved have been reviewed with CDE and the data discussed.

Locally, CBK is collaborating with our Alternative Education Management Team to regularly measure and review student academic growth and progress toward meeting graduation requirements for each subgroup. This review process will be replicated at the class and individual student level with teachers and CDPS as part of the MTSS process and in regular monthly meetings with community dropout prevention specialists.

## Comprehensive Support and Improvement

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

### *Schools Identified*

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

CBK Charter

### *Support for Identified Schools*

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

To support our teachers in their instructional endeavors, we provided training on how to utilize Achieve 3000, a powerful tool for developing reports and enhancing academic instruction. Through committee meetings and leadership gatherings, our staff thoroughly reviewed and evaluated local and state data, enabling us to make data-driven decisions. This supported teachers in implementing evidenced-based practices. This will continue as a practice and process both with leadership and instructional staff.

To support its eligible schools in developing comprehensive support and improvement plans, the LEA employs a consortium support provider approach. The team identifies strengths and weaknesses in relation to state priority areas, reviews performance data, and applies evidence-based programs and practices to address identified needs. During this process, they identified resource inequities, particularly in teachers' knowledge of lesson planning, identifying standards, and using data to drive instruction. The team also considered the student population, noting that many students had significant gaps in instruction or had experienced breaks in enrollment. Over the past year, the team utilized the Plan-Do-Study-Act (PDSA) method. This method involves a four-step process to test and implement changes, breaking tasks into steps,

evaluating outcomes, making improvements, and retesting. This systematic approach ensures continuous improvement and effective implementation of support plans, addressing both instructional and resource gaps while considering the unique challenges faced by the student population.

During the summer, we prioritized the identification of essential standards for English Language Arts (ELA) and Math. RCOE AE contracted with UnboundED to focus on mindsets, planning, and instructional actions required for implementing grade level standard work. This contract focused on using a lens that looked at building grade level equitable and affirming lessons. To equip our educators with the necessary skills and knowledge, we contracted with UnBoundED to provide comprehensive training to all teachers and instructional assistants on standards. This mini-standards instituted focused on how to understand content-specific, grade-level standards; address the role of race, bias, and prejudice in instruction; learn how to plan, design, and deliver grade level, engaging, affirming and meaningful (GLEAM) instruction. Starting in June and continuing throughout the 2023-2024 academic year, dedicated time, during, before, and after school, was allocated for teachers to develop lessons and receive coaching on effective delivery. support was provided both during regular class hours and outside of duty time, allowing for comprehensive professional growth. This will continue to be the focus of practice going into the 2024-2025 school year. Administrators and instructional leaders were provided support through a facilitated cohort model. The Cohort Program offered a collaborative space over four months for teams to address equitable instructional practices. Participants dedicated 20 hours to developing, implementing, and evaluating strategies to disrupt systemic bias and racism. Through virtual sessions and cross-pollination with their team, they empower themselves to enact intentional, equitable, and anti-racist practices, fostering better learning conditions for faculty, staff, and students.

Participants engaged in professional learning sessions designed to deepen their understanding of GLEAM™ principles, providing a solid foundation for subsequent activities. Action plans were collaboratively developed based on insights gleaned from data reviews and principal observations, ensuring a strategic approach to addressing identified challenges.

We introduced the NWEA and MAPS assessments for reading, ELA, and math. This comprehensive assessment framework provided valuable data during Multi-Tiered System of Supports (MTSS) meetings, enabling us to identify struggling students and provide targeted interventions to support their academic success that led to graduation.

***Monitoring and Evaluating Effectiveness***

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

CBK worked with Alternative Education, who worked with CDE and is a part of a tri-county consortium with the Orange County Department of Education and San Bernardino County Office of Education to leverage the capacity, experience, expertise, resources, and strengths of each county office. CBK also has been working with the San Diego County Office of Education for guidance and support through there collaborative process of evaluating data.

Through a consortium support provider approach, the team 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. This past year, the team worked on using the Plan-Do-Study-Act (PDSA) method. The PDSA method is a way to test a change that is implemented. Going through the prescribed four steps guides the thinking process into breaking down the task into steps and then evaluating the outcome, improving on it, and testing again.

Locally, CBK focuses on reviewing data within our AE Leadership Meetings (2x month) through the local dashboard which examines attendance, discipline, and graduation rates. Data is broken down by “equity tools” including disadvantaged, English learning, foster youth, homeless, special education, Hispanic, gender, and race. This allows us to break down data by sub group to see where interventions are occurring the most, as well as where they are needed. In addition, school site administration, teachers, instructional assistants and support staff analyze data from local assessments (quarterly common assessments, NWEA, ELPAC, TELL, grades, and classroom assignments) to evaluate the need for support and intervention.

Furthermore, the leadership team continues to meet and are implementing learning walks and collaborative instructional review walkthroughs as part of our ongoing professional development initiatives. These strategies are integral to our efforts to address the specific needs identified under differentiated assistance and align with the objectives outlined in our strategic plan. By engaging in learning walks, educators, administrators, and instructional coaches can observe classroom instruction firsthand, identify effective practices, and pinpoint areas for improvement. Through collaborative instructional review walkthroughs, teams of educators work together to evaluate teaching practices against established standards and provide constructive feedback. These activities not only foster a culture of collaboration and continuous improvement but also directly support our strategic plan by focusing on enhancing teaching effectiveness and improving student learning outcomes. By continuing to implement learning walks and collaborative instructional review walkthroughs, we are ensuring that our professional development efforts are targeted, data-driven, and aligned with our overarching goals for student success within RCOE

## Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Educational Partner(s)	Process for Engagement
LCAP/SAC Engagement Meetings - Teachers, principals, students, support staff, other school personnel, parents/guardians,	LCAP engagement meetings were held in person and by Zoom at all 23 school sites. <ul style="list-style-type: none"> <li>September 19, 2023</li> <li>December 15, 2023</li> <li>March 22, 2024</li> <li>May 10, 2024</li> </ul>
Administration, union president, vice president, teachers, principals, Operations Support Services (OSS) division rep., Personnel representative.	Program Services Quality Review Committee (PSQR) meetings – this is completed 6 times a year through a virtual format. Members are selected at the beginning of the year (8 teachers selected by RCOTA and 8 -central office administrators, principals, and coordinator)
English Learner Parents and community members	English Learner Advisory Committee (ELAC) & District English Learner Advisory Committee (ELAC). <ul style="list-style-type: none"> <li>September 19, 2023</li> <li>December 15, 2023</li> <li>March 22, 2024</li> <li>May 10, 2024</li> </ul>
Staff Development Planning Committee (Teachers, Principals, and Administrators)	Staff met in person, reviewed the data from the year – local and state assessments, student, staff, and parent surveys, social emotional health surveys and data of services.
RCOE Alternative Education Leadership Team	In person and zoom meetings where the team reviewed data and prioritized the proposed actions/services based on the metrics for the state priorities and the needs of the students.
RCOTA	The Riverside County Office Teachers Association provides input during LCAP meetings and during one-on-one review meeting time



Educational partner engagement is an ongoing process for CBK. Meetings are held with our educational partners to gain input and feedback on our educational program and services as a part of our continuous improvement process. Staff, parents/guardians, students, and community partners were involved in LCAP educational partner meetings during the 2023-2024 school year. Meetings were held in person and virtually. Partners reviewed student data (including survey results, attendance, and student progress) and program outcomes (including graduation rates, student achievement, EL progress, college and career readiness) along with the state priorities at each meeting and provided input. The feedback from partners is considered in relation to student data, the state priorities, and the unique needs of our students. This year there was a focus on determining new goals and actions to go along with the new three-year LCAP plan. Feedback from LCAP Engagement Meetings . During this meeting there was also focused discussion on analyzing the CDE Dashboard and areas identified for improvement. Discussions focused on ways to increase the 4 year graduation rate, Under the conditions of learning and how they affect school performance (teachers, courses, facilities, books, access to books/programs, etc.). The following comments were provided and considered while developing goals and actions:

- Parents, students, and staff report that transportation is often a problem and would like support in understanding transportation availability and how to access it (bus routes, bus passes, transportation support).
- Parents and students appreciate the assistance with college and career options and want more transition planning.
- Provide parents an additional support with accessing informational platforms such as Aeries Parent Portal, Edmentum Course Progress monitoring and understanding student assignment contracts.
- Continue to provide hotspots so that internet can be accessed at home
- Parents and students appreciate the one-on-one meeting with teachers and the established relationships.
- Parents appreciate that students have fewer discipline problems in CBK and are engaging more with learning.
- Teachers are supportive, caring and communicate well with students and parents.
- Parents want to know more about how to tell if their student is completing all their assignments.
- Parents appreciate that there are fewer distractions in independent study.
- Appreciates security at sites that have dedicated security personnel.
- Would like to have access to welding automotive and more CTE programs or certifications.
- Would like to see more student activities for independent study students to build school connectiveness
- Students appreciate the CBK Leadership Class
- Parents appreciate text messages and phone calls about their student's progress.
- Buildings are secure and safe
- Behavioral health has been a great thing. Parents appreciate how easy it is to get help for their child.
- Parent feels her student has more confidence in his academics. Add courses or programs for music or art.
- Students want more opportunities for hands-on learning.
- Tutoring is a positive for learning. Appreciate that it was added and is available all the time.

Feedback on learning conditions and their impact on school performance was collected and utilized in goal and action development. Parents and students expressed the need for support in understanding transportation options and accessing informational platforms like Aeries for grade monitoring. Continued provision of hotspots for internet access at home was recommended. Positive aspects highlighted included 1:1 instruction, supportive and communicative teachers, clear directions in independent study programs, Parents desired more information on student progress and college and career programs. Expansion of CTE programming to include fields like medical, welding, and automotive. Students wanted more activities to connect them with other students. They wanted more art and music classes. Recommendations included focusing on offering more electives, tutoring, and providing opportunities for hands-on learning and creative activities. Overall, positive experiences were reported, including improved academic confidence, credit recovery offerings, and appreciation for support programs. Additionally, fewer distractions and strong relationships between teachers and students were credited with more academic success for students and fewer problems at school. One parent noted that for the first time their student liked going to school. Under engagement and what motivates (classes, activities, staff, etc.) students to be actively involved at school (to lower dropout rates, improve daily attendance, feel safe, and reduce discipline issues) the following comments were provided and considered when developing goals and actions:

- Students feel safe on campus
  - More opportunities in “the Arts”
  - Appreciates that everyone at the school communicates with them
  - Hands on activities help learning and should continue.
  - Tutoring after school is needed
  - Appreciate incentives
  - Appreciate the emphasis on social emotional learning
- 
- Appreciates that his student knows what they need to do to complete coursework and graduate
  - Appreciates that students can take college courses while in high school.
  - Parent likes that their teacher is also the special education teacher and they are easy to get a hold of.
  - Students would like more CTE options and college courses.
  - Safety is great
  - Teachers really care for their students,
  - Provide more transportation opportunities for all students.
  - More activities to engage students in school
  - Likes the ELD classes
  - Wants more college visits and experiences
  - Parent would like more opportunities to meet with teacher about their student

Feedback on student engagement and motivation to reduce dropout rates, improve graduation rates, improve attendance, enhance safety, and decrease discipline issues was gathered for goal and action development. Key points include students feeling safe on campus, the need for more arts opportunities, appreciation for effective communication, and the benefits of hands-on activities. Other suggestions encompass tutoring, wellness activities, and incentives for continued effort. Positive changes noted include improved behavior, positive attitude towards

school, Inclusion for students with disabilities, and individualized teacher support were highlighted as factors that enhance attendance. Parents desire, additional CTE courses, transition, and post-secondary transition planning. Suggestions for improvement include expanded transportation options, tutoring, and more electives, especially in the arts.

Under the area of student achievement, the following comments were reported on how to better prepare students for college and career and considered when developing goals and actions:

- Parents like that translation is provided during this meeting.
- Provide college and career trips
- Appreciate that the school offers financial literacy course
- Like that students have options of educational offerings for career and college and want dual enrollment to continue
- Would like to see expansion of career certifications and more opportunities for college courses
- Want to see more practical course offerings
- Internship w/ pay at the school site
- Believe CBK provides students with resources like mental health, college, and financial aid assistance
- Focus on life skills such as financial literacy or real estate, how to build credit.
- More exposure to different CTE courses
- More exposure to the arts.
- EL- appreciates Ms. Drogo and the ELD program.
- More dual enrollment so they can get a degree while in HS. Mechanics / auto body / basic skills

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
Goal #1	All students will demonstrate growth towards meeting or exceeding standards in ELA and Math to meet graduation and CCI requirements	Focus Goal

State Priorities addressed by this goal.

Priority 1, Basic services; Priority 2, State Standard; Priority 4, Pupil Achievement; Priority 7, Course Access; Priority 8, Student Outcomes; LCFF resources for this priority include that: (1) teachers are assigned and fully credentialed, (2) students have access to the standards-aligned instructional materials, and (3) school facilities are maintained (Priority 1). LCFF resources for this priority include implementation of academic content and performance standards for all students, including students who are English learners (Priority 2). LCFF resources for this priority address test performance, getting college- and career-ready, students who are English learners and reclassified, advanced placement exams, and preparing for college by the Early Assessment Program (Priority 4). The LCFF priority addresses a course of study where programs and services are developed and provided to students learning English as a second language, students with special needs, youth in foster care, and individuals with exceptional needs. (Priority 7). This LCFF priority addresses other indicators of student performance in required areas of study (Priority 8), specifically looking at the history of marginalized student groups, understanding and implement community-informed best practices, and invest in professional learning for all educators (e.g., identity, mindset, and skills).

Priority 1: Basic Services: This goal directly addresses Priority 1 by focusing on academic achievement in fundamental subjects such as English Language Arts (ELA) and Math. By ensuring that all students make progress in these core areas, CBK is fulfilling its obligation to provide essential educational services.

Priority 2: State Standards: The goal is aligned with Priority 2 as it emphasizes progress towards meeting or exceeding state standards in ELA and Math. By prioritizing standards-based instruction and assessment, CBK ensures that students are prepared to succeed academically.

Priority 4: Pupil Achievement: Improving student achievement is a central focus of Priority 4, and this goal directly contributes to that priority by targeting growth in ELA and Math proficiency. By tracking student progress and providing support as needed, CBK aims to raise achievement levels for all students.

Priority 7: Course Access: The goal indirectly supports Priority 7 by emphasizing proficiency in ELA and Math, which are foundational skills necessary for success in a wide range of courses. By ensuring that all students demonstrate growth in these subjects, CBK promotes equitable access to a rigorous and comprehensive curriculum.

Priority 8: Student Outcomes: Priority 8 centers on improving student outcomes, and the goal of demonstrating growth in ELA and Math directly addresses this priority. By setting clear expectations for academic progress and providing targeted interventions, CBK works to enhance overall student achievement and success.

In summary, the goal of demonstrating growth towards meeting or exceeding standards in ELA and Math aligns with multiple California state priorities outlined in the LCAP, including Basic Services, State Standards, Pupil Achievement, Course Access, and Student Outcomes. By focusing on improving academic proficiency in these core subjects, CBK aims to provide high-quality education and support the success of all students.

An explanation of why the LEA has developed this goal.

The primary focus of education is ensuring that students meet or exceed academic standards in core subjects such as English Language Arts (ELA) and Mathematics. By setting this goal, the district aims to prioritize academic achievement and ensure that all students are proficient in these foundational areas. CBK and the State of California have specific requirements for ELA and math credits for graduation. By ensuring students meet or exceed these requirements, CBK can increase the likelihood of students graduating on time. Furthermore, proficiency in ELA and math is often a prerequisite for higher education and many careers. By focusing on these two areas and monitoring students' progress through assessments and data analysis, we can identify areas of weakness and implement targeted intervention. This proactive approach can help prevent academic setbacks and reduce the likelihood of students falling behind, not attending, or dropping out.

Based on the California School Dashboard report for 2023, several groups are performing at the lowest level on one or more state indicators. English Learners have the lowest performance in English Language Arts, with only 5% proficiency. Students with Disabilities show the lowest performance in both English Language Arts and Mathematics, with proficiency rates of 3% and 4%, respectively. Socioeconomically Disadvantaged Students also demonstrate lower performance levels, with 8% proficiency in English Language Arts and 9% in Mathematics. Regarding graduation rates, several groups are in the red performance level: Students with Disabilities have a 60% graduation rate, Foster Youth have a 55% graduation rate, English Learners have a 67% graduation rate, Socioeconomically Disadvantaged Students have a 68% graduation rate, and Hispanic/Latino Students have a 70% graduation rate. These groups require targeted interventions to improve their academic outcomes and graduation rates.

These two areas have been areas of need. While there was growth noted last year, testing on local and state assessments still indicated these to be areas of need. On the CA Dashboard CBK students were -72.3 (ELA) and -190.5 (Math) for a status of Low on the CA Dashboard. Hispanic students were -95.7 (ELA) and -198.1 (Math) for a status of Low. Students who are socio-economically disadvantaged were -88.9 (ELA) and -194.4 (Math), for as status of Low.

Furthermore, teachers have reported through a Priority 2 self-reflection survey on the implementation of state academic standards that they continue to need support in implementing standards in all areas (3.73/4.0).

Accountability: Meeting or exceeding standards in ELA and Math is often a key metric used to assess school and district performance. By establishing this goal, CBK demonstrates its commitment to accountability and transparency in educational outcomes (Priority 4 & 8).  
College and Career Readiness: Proficiency in ELA and Math is essential for students' future success in both college and career pathways. By emphasizing growth towards meeting or exceeding standards in these subjects, CBK aims to prepare students for post-secondary education and workforce readiness. (Priority 4)

Closing Achievement Gaps: Setting high expectations for all students and monitoring their progress towards meeting academic standards helps to identify and address achievement gaps. By ensuring that all students make growth towards proficiency, CBK works towards equity and closing disparities in academic achievement. (Priority 1, 2,4,7)

Data-Driven Decision Making: Tracking student growth in ELA and Math provides valuable data for informing instructional practices, identifying areas for improvement, and allocating resources effectively. This goal supports a data-driven approach to decision-making within CBK. (Priority1, 2,4)

State and Federal Requirements: State and federal education policies often emphasize the importance of academic proficiency in ELA and Math. By aligning with these requirements, CBK ensures compliance with mandated standards and expectations.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	NWEA ELA paired assessment growth rates (Priority 8)	45% showed MAP growth in ELA for pre and post-testing	[Insert outcome here]	[Insert outcome here]	The percent of students demonstrating growth on the NWEA in ELA for all students will be 55%	Difference of 10%
1.3	NWEA Math paired assessment growth rates (Priority 8)	50.6 % showed MAP growth in Math for pre and post testing	[Insert outcome here]	[Insert outcome here]	The percent of students demonstrating growth on the NWEA in math for all students will be 60.6%	Difference of 10%
1.4	CAASPP ELA (Priority 4)	The distance from standard was 72.3 on the CAASPP in ELA With 22.43% meeting or exceeding the standard 20% of SWD met or exceeded. 16.05% of SED met or exceeded.	[Insert outcome here]	[Insert outcome here]	The distance from standard will be 57 or less on the CAASPP in ELA	Difference of 15 points

		15.58% of Hispanic met or exceeded.				
1.5	CAASPP Math (Priority 4)	The distance from standard was 190.5 on the CAASPP in Math With 0.93% meeting or exceeding the standard 0% of SWD met or exceeded. 1.22% met or exceeded. 1.28 of Hispanic met or exceeded.	[Insert outcome here]	[Insert outcome here]	The distance from standard will be 175 or less on the CAASPP in math	Difference of 15 points
1.6	Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching (Priority 1)	Teachers deemed to be “ineffective” according to School Accountability Report Card is 0%, 100% effective	[Insert outcome here]	[Insert outcome here]	Teachers deemed to be effective according to the School Accountability Report Card will be maintained at 100%.	No difference, maintained at 100%.
1.7	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 2023-2024	[Insert outcome here]	[Insert outcome here]	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) will be maintained at 100%.	No difference, maintained at 100%.
1.8	California State Standards Implementation Reflection Tool. Implementation of academic content and performance	The average rating on the California Standards Reflection Tool was 4.03 based on all five areas: Professional Learning on New	[Insert outcome here]	[Insert outcome here]	The average rating on the California State Standards Implementation Reflection Tool will be 4 based on the average of all areas	No difference, will maintain at 4.0

	standards and English language development standards (Priority 2)	Standards. Instructional Materials Aligned to New Standards. Identifying Areas Needing Improvement. Progress in Implementing Standards in All Areas. Identifying Professional Learning.				
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## Goal Analysis for 2023-2024

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A for 2023-2024 this is a new goal.

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.

N/A for 2023-2024 this is a new goal.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A for 2023-2024 this is a new goal with new actions

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

N/A this is a new goal with new actions and metrics. Metrics used for this goal were identified on the 2023-2024 LCAP but under different goals. The only new metric introduced is NWEA/MAPS Growth to measure ELA and Math. CBK recently moved to a different assessment platform, NWEA, instead of Exact Path. This was a result of teachers, administrators, principals and engagement partners wanting to have a



better understanding of how students are doing at meeting the standards. NWEA/MAPS Growth. This test provides growth reports and RIT scores and opportunities to see how students are progressing on individual standards.

**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.**

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	GLEAM Instruction and Professional Development	Ensure culturally and linguistically responsive instruction for all students by providing a space and structure for teachers to (1) engage in dialogue and dynamic learning with students; (2) explore their own identities, mindsets, and skills (mirror work) as they simultaneously seek to understand and affirm their students' backgrounds, cultures, and languages (window work); and (3) cultivate restorative, student-centered classroom cultures while focusing on instruction that is grade level centered. This will be done through time spent in PD and PLC meetings as well as SILK training and additional support coaching	2,866,060	N
1.2	School Aligned Resources	Students have students have access to standards-aligned instructional materials in multiple modalities	100,930	N
1.3	MTSS Teams	MTSS team meetings to review and evaluated data to determine interventions for students within the area of academics, behavior, and attendance as monitored and documented through the AERIES system	999,978	Y
1.4	Direct Tutoring and Intervention Support to Students	Tutoring provided by contracted tutoring programs on-line, in person, and through learning platforms such as Achieve3000 and Membean	318,939	Y
1.5	Professional Development	Professional development in the form of targeted support by the Administrator of Innovation and Support, Teacher on Special Assignment (TOSA) through in-class coaching and weekly professional development	52,243	N
1.6	Access and Use of Digital Technology to Support Student Learning	The provision of one-to-one devices and the use of digital platforms to support access to grade level materials (i.e. Clever, Edmentum, Canvas, Language Tree, etc.) and allow for courses to be presented in a manner that can support all types of learners such as EL, SWD	176,639	N

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
Goal #2	All students will graduate from high school with equitable access to college, career, or post-secondary pathways	Broad Goal

State Priorities addressed by this goal.

Priority 4, Student Achievement; Priority 5, Pupil Engagement; Priority 7, Course Access; Priority 8, Student Outcomes  
LCFF resources for this priority address test performance, getting college- and career-ready, students who are English learners reclassified, advanced placement exams, and preparing for college by the Early Assessment Program (priority 4). This goal also addresses school attendance, chronic absenteeism, high school dropout rates, and high school graduation rates (Priority 5). Focus on student outcomes and subgroups that impact the overall program. and specifically review the DASS graduation rates (Priority 8) The LCFF priority addresses a course of study where programs and services are developed and provided to students learning English as a second language, students with special needs, youth in foster care, and individuals with exceptional needs (Priority 7).

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 and the four/five year graduation rate (Priority 5), college and career readiness indicator (Priority 4), student data from the local assessments (NWEA in ELA, reading, and math-Priority 8), and input from our engagement partner groups. The metrics and actions/services target the performance outcomes for graduation rates (Priority 5), college/career indicator (Priority 4), academic performance in ELA and math (Priority 4), and data from the Alternative Education local assessments in ELA and math (Priority 8). Engagement groups 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 skills for post-secondary education success.

The actions were created/grouped 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 engagement partner feedback (CTE Advisory Committee, Leadership Team, Staff Development Planning Committee, LCAP site engagement meetings, ELAC/DELAC/SAC): Action 1 (Dual Enrollment Programming), Action 4 (Attendance Support and Focus), Action 5 (Monitoring instruction for SWDs), Action 6 (Support for English Learners), Action 7 (High School Equivalency Test) and Action 10 ( Summer School).

The following actions were created/grouped to meet the metrics for CCI under LCFF Priority 4 and in response to engagement partner feedback (CTE Advisory Committee, Leadership Team, Staff Development Planning Committee, LCAP site engagement meetings): Action 1 (Dual Enrollment Programming), Action 2 (CTE Pathways), Action 4 (CCI Planning & Awareness), Action 4 (Attendance Support and Focus),

Action 5 (Monitoring instruction for SWDs), Action 6 (Support for English Learners), Action 8 (Work-Based Learning and Industry Certifications ) Action 9 (Student Led Enterprise), Action 10 ( Summer School),

The following actions were created/grouped to meet the metrics for pupil achievement under LCFF Priority 4 and course access under LCFF Priority 8 and in response to engagement partner feedback (SSC, PAC, Leadership Team, Staff Development Planning Committee, LCAP site engagement meetings): Action 1 (Dual Enrollment Programming), Action 2 (CTE Pathways), Action 3 (CCI Planning & Awareness),), Action 5 (Monitoring instruction for SWDs), Action 7 (Support for English Learners), Action 7 (High School Equivalency Test), and Action 10 ( Summer School).

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Four /five-year graduation rate 38.5%/38% EL 29.8% Hispanic 37.1 SED 39.2 SWD 41.5 White 46.7	27% four-year, 10.8% five-year graduation rate	[Insert outcome here]	[Insert outcome here]	37% four-year, 20.8% five-year graduation rate Total 57.8% 4/5-year graduation rate	difference 20% four-year, and five-year graduation rate
2.2	DASS One-Year High School Graduation Rate on the California Dashboard (Priority 5) Hispanic 84.1% White 92% EL 80.8% SED 82.9% SWD 87% AA 92.3	DASS One Year Graduation Rate was 85.4% in 2022-2023	[Insert outcome here]	[Insert outcome here]	Achieve 90.4% School DASS One-Year High School Graduation Rate	Difference is 5% increase in DAS Graduation rate.
2.3	Enrollment and completion rates for dual/concurrent enrollment	23-24 school year: 63 students -10% as measured by students in dual enrollment/ divided	[Insert outcome here]	[Insert outcome here]	Achieve 20% dual/concurrent enrollment based on Census Day	Difference of 10% DE students. Completion difference is 13%.

		by Census Day # are in dual/concurrent enrollment. Course. Semester one completion rate - 62%			enrollment. Completion rate 75%.	
2.4	College/Career Indicator on the California Dashboard (Priority 4)	CCI was 1.9% in 2022-2023	[Insert outcome here]	[Insert outcome here]	Achieve an 11.9% CCI Rate.	9% difference in the CCI Indicator.
2.5	English learner growth on a test of English language learners. Local assessment.(Priority 8)	EL students scoring advanced/high on the TELL 39% in 2023-2024	[Insert outcome here]	[Insert outcome here]	EL students scoring advanced/high on the TELL 49%	Difference of 10% increase on EL students scoring advanced/high on the EL local assessment.
2.6	English learner reclassification (Priority 4) based on the Alternative Education reclassification criteria.	English learner reclassification rate was 29% in 2022-2023	[Insert outcome here]	[Insert outcome here]	English learner reclassification rate will be 34%	Difference of 5% increase of EL reclassification
2.7	ELPAC (Priority 4)	ELPAC 2022-2023, 16% classified as Level 4, indicating a well-developed, 4.43%,fall into Level 3, indicating a moderately developed proficiency. 31% level 2 and 10% level 1.	[Insert outcome here]	[Insert outcome here]	ELPAC 35.43% of students will be either well developed or moderately developed in proficiency	Difference of 15%. Increase in well or moderately developed in proficiency
2.8	Course Access: Pupil enrollment in a broad	All students had full access to a broad	[Insert outcome here]	[Insert outcome here]	Maintain at 100%	0% Difference

	course of study based on Aeries course scheduling reports and graduation status reports (Priority 7)	course of study in 2023-2024				
2.9	Students have access to standards-aligned instructional materials based on the Alternative Education Textbook Management System (Priority 1)	All students had access to standards-aligned instructional materials in 2023-2024	[Insert outcome here]	[Insert outcome here]	Maintain at 100%	0% Difference
2.10	Chronic Absenteeism (Priority 5)	Dataquest 22-23 rates indicate: 45.1% overall EL 49.6%, FY 78.3%, Homeless 58.1%, Migrant 47.5%, SED 46.4%, SWD *	[Insert outcome here]	[Insert outcome here]	Overall Chronic Absenteeism 35%	Reduce 10.1%

## Goal Analysis for 2023-2024

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

NA new goal for 2024-2025

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.

N/A this is a new goal.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A for this is a new goal with new actions

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

This is a new goal for 2024-2024.

**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.**

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Dual Enrollment Programming	Course offerings and guidance offered through UCR, RCC, COD, MSJC, and other local community courses which allow for students to earn credit and/or experience courses provided by college instructors while enrolled in high school programming. Students provided enrollment assistance and comprehensive progress monitoring in college coursework.	77,194	No
2.2	CTE Pathways	Expand current career technical programming that includes welding, digital media, culinary/hospitality, residential commercial construction, and computer networking/science.	496,082	No
2.3	College and Career Indicator (CCI) Planning and Awareness	Implement comprehensive college readiness programming, integrating college introductions, tours, CTE opportunities, and transition activities. This includes career inventories, college assessments (PSAT, AP exams, ACT, SAT), summer camps, and College and Career teacher support for college applications, financial aid, and FAFSA completion. Additionally, strategically plan CCI readiness through academic scheduling, expand dual enrollment, IB, AP, and CTE offerings, embed literacy and numeracy skills, provide SBAC preparation, and offer concentrated support for underrepresented groups in accessing dual enrollment, college and career guidance, and FAFSA completion	51,097	No
2.4	Attendance Support and Focus	CDPs directly support students who are foster, homeless, or migrant in developing individual plans to meet attendance goals. There is MTSS data monitoring.	247,006	Yes
2.5	Monitoring instruction, Learning, and Graduation Rates 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 administrators and school psychologists.	388,675	No
2.6	Monitoring instruction,	Monitor and evaluate the progress of EL students on	150,241	Yes

	Learning and Graduation Rates for EL students.	academic achievement, attendance, and behavior. Provide teachers with in-class support from administrator, and EL teacher on special assignment		
2.7	High School Equivalency Test (GED and HiSET)	Implement the High School Equivalency Test prep and assessment (GED and HiSET) as an alternative to the high school diploma.	6,000	No
2.8	Work-Based Learning and Industry Certifications	Implement Workability, Work Experience permits, internships, and other employment certificate programs (i.e., food handler permits, OSHA certification).	49,097	No
2.9	Student Led Enterprise	Implement student led enterprise courses and competitions to enhance financial literacy and an entrepreneurial spirit (mindset that embraces critical questioning, innovation, service, and continuous improvement) and participate in projects and competitions with enrollment across all sites.	1,000	No
2.10	Summer School	Implement a targeted summer school program to support the grad rate and provide instruction and support for students who have missed learning opportunities during the school year. Offer engaging, affirming, and meaningful instruction aimed at helping students develop and enhance knowledge on grade level standards, ensuring their academic progress and success.	132,187	No

## Goal

Goal #	Description	Type of Goal
Goal #3	<b>Support students' personal growth and learning in safe, nurturing environments, while also enhancing connections and communication between homes, schools, and communities.</b>	Broad Goal

State Priorities addressed by this goal.

Priority 1, Basic Service; Priority 3, Family Engagement; Priority 5, Student Engagement; Priority 6 School Climate; Priority 8, other pupil outcomes.  
LCFF resources for this priority include family engagement in decision-making, promotion of family participation in the education process for all students and including students with disabilities.

An explanation of why the LEA has developed this goal.

This broad goal, rooted in addressing the social-emotional learning needs of students, is crafted based on local indicators on the California Dashboard, supplemented by student data from state indicators on the California Dashboard/DASS, and enriched by input from partner groups. It strategically targets key performance outcomes: safe and healthy learning environments (Priority 1), parent involvement (Priority 3), student attendance (Priority 5), student suspension rates (Priority 6), and the California Healthy Kids Survey (Priority 6). With a commitment to ongoing priorities in student behavioral/mental health services, CBK prioritizes the cultivation of skills essential for self-management, self-



awareness, social awareness, responsible decision-making, and relationship-building, all integral to student attendance, conduct, and academic achievement. Furthermore, this goal underscores a holistic approach to student development, particularly vital for those enrolled in an alternative education school, who often arrive after enduring traumatic experiences, aiming not only for academic success but also for the nurturing of social-emotional skills and personal growth (Priority 8).

Recognizing the importance of these skills in students' overall success and well-being, CBK aims to empower students to become well-rounded individuals capable of navigating various life situations. (Priority 8). By fostering positive, safe, and healthy learning environments, RCOE seeks to optimize conditions for student learning and growth. Such environments are conducive to academic achievement and help students thrive emotionally and socially (Priority 6). Strengthening connections and communication between homes, schools, and communities is crucial for creating a supportive ecosystem around students. By involving parents, caregivers, community organizations, and other stakeholders in students' education, CBK aims to enhance student support networks and foster a sense of community ownership over education (Priority 3). These goals also align with efforts to promote equity and inclusion in education. By prioritizing the development of essential skills in all students and ensuring access to safe, supportive environments, CBK aims to address disparities and create opportunities for all students to succeed regardless of their background or circumstances (Priority 2 & 5). Prioritizing social-emotional learning, positive school climate, and community engagement aligns with state and local education priorities. These goals reflect a commitment to meeting not only academic standards but also broader educational outcomes that contribute to students' long-term success and well-being (Priority 6).

The actions below are designed to meet the metrics for local and state indicators on the California Dashboard Dashboard for LCFF priorities and to address pupil engagement under LCFF Priority 5 and school climate under LCFF Priority 6: Improve attendance through enrollment support (Action 3.4) transportation support, supports and incentives.(Action 3.5) Maintain no suspensions through PBIS (Action 3.7 and 3.9). Enhance student attendance and connectedness in school through activities, (Action 3.8). Maintain positive student attitudes toward school and their academic progress through social-emotional support (Action 3.7 and 3.9). Develop skills in self-management, self-awareness, social awareness, responsible decision-making, and relationship-building through mentoring and direct support by BHTs (Action 3.9 and 3.7). Improve school climate through: School safety personnel and services (Action 3.10), School safety equipment (Action 3.11), Clean schools (Action 3.12). Enhance parent engagement through Parent workshops and committees (Action 3.1). Local Indicators on the California Dashboard for Clean and Safe Schools (Basic Services): These actions contribute to meeting local indicators on the California Dashboard for clean and safe schools: School safety personnel and services (Action 3.8), School safety equipment (Action 3.11), Clean Schools (Action 3.12)

Goal 3 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/reduction in chronic absenteeism (Priority 5), reduced dropout rates (Priority 5), zero suspension and expulsion rates for school climate (Priority 6), and the California Healthy Kids Survey and Panorama Screener 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 3

## Measuring and Reporting Results



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Suspension rate	0% Suspension 2022-2023 School Year	[Insert outcome here]	[Insert outcome here]	0% Suspension Rates	0% difference in suspension rate
2	Student Attendance Rates (Priority 5)	Student daily attendance rates were 85% in 2022-2023	[Insert outcome here]	[Insert outcome here]	Achieve at 87% overall student attendance rate	2% difference in increased student attendance
3	Chronic Absenteeism Rates (Priority 5)	No Performance Rating available for Chronic absenteeism.	[Insert outcome here]	[Insert outcome here]	When data is made available a target will be reported.	
4	School Safety (Priority 6) California Health Kids Survey (CHKS)	Perceived Safety at School: Very safe: 39% Safe: 42% = 81%	[Insert outcome here]	[Insert outcome here]	The percent of students responding that they feel very safe or safe on the CHKS will be at 90%	9% difference in CHKS school safety measure
5	Safe and Clean Facilities (Priority 1) Facilities Inspection Tool	All facilities were rated as in good condition in 2022-2023 on the RCOE Facilities Inspection Tool	[Insert outcome here]	[Insert outcome here]	Maintain all facilities rated as in good condition using the Facilities Inspection Tool	Maintain, 0 difference
6	Social Emotional (Priority 6) Panorama Screener Social Emotional Learning	Percent responding favorably: Self-Management - 40th to 59 <sup>th</sup> national percentile Social Awareness 40th to 59 <sup>th</sup> national percentile Growth Mindset - 80th to 90 <sup>th</sup> national percentile	[Insert outcome here]	[Insert outcome here]	Percent responding favorably: Self-Management - 60th to 79 <sup>th</sup> national percentile Social Awareness 60th to 79 <sup>th</sup> national percentile Growth Mindset - 80th to 90 <sup>th</sup> national percentile	Each area will increase by one national percentile range except Growth mindset, Social Perspective Taking and Emotion regulation will maintain at the 80 <sup>th</sup> to 90 the percentile level

		Social Perspective Taking – 80th to 90th national percentile Emotion Regulation – 80th to 90 <sup>th</sup> national percentile Self-Efficacy- 20th to 39th national percentile			Social Perspective Taking – 80th to 90th national percentile Emotion Regulation – 80th to 90 <sup>th</sup> national percentile Self-Efficacy- 30th to 39th national percentile	
7	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 2023-2024	[Insert outcome here]	[Insert outcome here]	Maintain average rating on the CDE Parent Engagement Self-Reflection Tool at full implementation	0 difference, maintain

## Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A this is a new goal.

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.

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A this is a new goal.

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

N/A this is a new goal

**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.**

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent/Guardian workshops and committees	Training and support to educators and families helps both groups work collaboratively to build trusting relationships and partnerships focused on supporting improved student outcomes. These regular workshops and seminars for parents and guardians on topics such as effective communication strategies, navigating the education system, and supporting student learning at home will occur through College Success, various parent advisory committees, SAC, ELAC, DELAC, parent/student information, activities, orientations.	1,000	Yes
3.2	Parent Engagement and Information Systems	The use of various parent outreach systems, opportunities to communicate about student progress and programming. (Parent Square). CDPs directly communicate with parents about student progress and opportunities for engagement with the school community	123,503	No
3.3	Community Outreach and Student Recruitment	Community Dropout Prevention Specialists engage with community and community partners to spread awareness about CBK and recruit students.	123,500	No
3.4	Enrollment and Attendance Support	Attendance and Registration Technician (ART) directly supports parents in registering students, gathering and maintaining records and monitors attendance. Provide a system of attendance interventions and supports.	585,291	Yes
3.5	Transportation Support	Students are provided bus passes to support transportation to and from school	2,400	No
3.6	Multilingual Communication	Translation provided to ensure that all communications, including newsletters, websites, notices, meetings, and workshops are provided in multiple languages to accommodate the diverse linguistic backgrounds of families in the community.	6,000	No

3.7	Behavioral Health	Implement and monitor mental health/social health wellness and screener to provide mental health and support by providing a multi-tiered system of intervention. Students have access to licensed behavioral health therapist (BHT) on each school campus. Families are provided direct support and linkage to supporting community agencies and resources.	101,053	No
3.8	Student Activities, and Programs	School activities such as extra-curricular activities, and experiential learning trips to enrich student engagement and foster a stronger sense of connection to the school community	2,000	No
3.9	Positive Behavior Intervention and supports	Implement integrated systems of support and other means of correction to improve student behavior in school such as Positive Behavior Interventions and Supports (PBIS), Restorative Practices, MTSS data monitoring and intervention planning, incentives, and other means of Corrections (counseling, mentoring, mental health services, behavior plans) improve student behavior and increase attendance through the GRADS Program. Growth minded, Resourceful, Actively Engaged, Determined, and Socially Responsible	52,500	Yes
3.10	School Safety Personnel and Services	Provide campus security supervisors to support safety and social emotional learning and informal mentorship and guidance.	86,861	No
3.11	School Safety Equipment	Maintain PPE supplies and school safety equipment/infrastructure (e.g., alarms, security cameras, two-way radios).	500	No
3.12	Clean Schools	Implement custodial services, work orders, and contracted services for cleaning at partner sites.	219,467	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,134,743	\$226,024

## 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
27.499%	[Insert percentage here]%	[\$[Insert dollar amount here]	31.889%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	Students who attend independent study programs do not receive direct instruction on a daily basis, this can make learning more challenging resulting in gaps. This is even more evident for students with disabilities, FY, and EL	MTSS team meetings to review and evaluate data help determine effective interventions for students in academics, behavior, and attendance, which are monitored and documented through the AERIES system. By using a data-driven approach, these meetings identify students' specific needs and provide targeted support, leading to improved academic performance and grades. Consistent monitoring and timely interventions help keep students on track, increasing their chances of graduating on time. Additionally, by addressing behavioral and attendance issues early, students are more likely to be present and engaged, which positively impacts their preparation and performance on state testing. Overall, this comprehensive support system ensures that students receive the help they need to succeed academically and personally.	Graduation rates, CAASPP scores (ELA & Math), NWEA assessments
1.4	Students are struggling with state and local testing. There are learning gaps within their academic skills. This is even more evident for students with disabilities, FY, and EL	Tutoring and intervention provide students with focused academic targeted support which can help to reduce the learning gaps that are present.	NWEA local assessment, graduation rates,
2.4	Students who are enrolled in Independent Study struggle with maintaining enrollment. A majority of CBK students who are chronically absent are EL 49.6%, FY 78.3%, Homeless 58.1%, And SED 46.4%,	CDPS work directly with students through home visits, attendance plans and meeting with them one-on-one. These supports also include providing resources to families so that students can be successful in school	CDE Dashboard, data quest reports
3.3	72% of Riverside County students are SED. IN CBK 79.8 Students are SED. Students who are SED are at a greater risk of dropping out due to outside pressures (having to work, child care) etc.	CDPS attend various functions and district schools promoting and recruiting students who are at risk of dropping out to enroll in CBK	CDE Dashboard Enrollment Data

3.4	Students in independent study programs do not attend school daily. Weekly attendance must be monitored closely to ensure success	Enrollment and attendance support can help identify students who are struggling to keep up with their studies. Early identification of attendance issues can lead to timely interventions, which can prevent students from falling behind. By tracking enrollment and attendance, schools can provide additional resources and support to students who need them, such as tutoring, counseling, or other academic assistance	Aeries attendance
3.9	Students who have joined CBK Charter have become disenfranchised from learning and are at greater risk of dropping out or becoming disconnected from learning as evidenced by data on the dashboard	Implementing integrated systems of support, such as PBIS, Restorative Practices, MTSS data monitoring, and various corrective measures, significantly benefits all students by fostering a positive school climate, providing personalized interventions, and creating stable, inclusive environments. These approaches promote better behavior, higher attendance, and improved academic outcomes for every student including CAASPP scores and graduation rates. The GRADS Program (Growth-minded, Resourceful, Actively Engaged, Determined, and Socially Responsible) further supports students by encouraging perseverance, resourcefulness, and active engagement. By helping students develop resilience, self-advocacy, and social responsibility, these integrated systems and the GRADS Program create a nurturing environment that supports the overall well-being and success of the entire student body	Aeries discipline/attendance, CDE dashboard,

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.6	EL students four /five-year graduation are the lowest subgroup for CBK Charter.	In order to increase the amount of EL students who are graduating there will be focused effort on specific targeted instruction by EL TOSA and s	DASS One Year Rate and DASHBOARD 4/5 year graduation rate
2.10	Students often have gaps in learning when they join CBK Charter and are not on trajectory to graduate within the four/five year cohort	Summer School allows students to focus on interventions and recover credits. Allowing teachers to provide Summer School instructions ensures continuity of programming	Aeries gradebook, Graduation rates

Insert or delete rows, as necessary.

For any limited 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, as applicable.

N/A

Additional Concentration Grant Funding

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.

Additional funds will be used support additional teachers to provide direct services to students. This will lead to lower caseloads allowing teachers to spend more time with students who need additional targeted support.



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	N/A	1: 125
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1: 22.5

# **Local Control and Accountability Plan (LCAP) Action Tables Template**

Developed by the California Department of Education, July 2023

## 2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 9,335,804.00	\$ 7,389,287.60

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Broad Course of Study	No	\$ 2,385,465	\$ 2,262,897
1	2	Instructional Materials, Resources, and Textbooks	No	\$ 1,438,916	\$ 77,105
1	3	Technology and Digital Literacy	No	\$ 187,794	\$ 58,943
1	4	Professional Development	Yes	\$ 258,390	\$ 27,890
1	5	GLEAM, UDL and Culturally Responsive Instruction	No	\$ 523,467	\$ 241,188
1	6	College and Career Readiness and Transitions		\$ 86,305	\$ 93,666
1	7	Career Technical Education Pathways		\$ 377,303	\$ 491,511
1	8	College Course Credit		\$ 7,570	\$ 3,686
1	9	Work-Based Learning and Industry Certifications		\$ 1,000	\$ -
1	10	Internships and Apprenticeships for Students		\$ -	\$ 489
1	11	Formative Assessments and MTSS Data Teams	Yes	\$ 1,129,044	\$ 881,090
1	12	Multi-Tiered Systems of Supports (MTSS) Classroom-Based Supports	Yes	\$ 812,702	\$ 931,506
1	13	Multi-Tiered Systems of Supports (MTSS) After School Supports, Summer School	Yes	\$ 153,066	\$ 243,184
1	14	Monitoring Instruction and Learning for Students with Disabilities.		\$ 502,530	\$ 506,904
1	15	Online Courses		\$ 58,154	\$ 29,376
1	16	Credit Recovery	Yes	\$ 71,832	\$ 29,376



2023-24 Contributing Actions Annual Update Table

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 7 from 4)	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)
\$ 2,101,456	\$ 2,753,341	\$ 2,805,935	\$ (52,594)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's 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	4	Professional Development	Yes	\$ 250,820	\$ 27,889.61	0.00%	0.00%
1	11	Formative Assessments and MTSS Data Teams	Yes	\$ 1,129,044	\$ 881,090.42	0.00%	0.00%
1	12	Multi-Tiered Systems of Supports (MTSS) Classroom-Based Supports	Yes	\$ 812,702	\$ 931,505.59	0.00%	0.00%
1	13	Multi-Tiered Systems of Supports (MTSS) After School Supports, Summer School	Yes	\$ -	\$ 243,184.00	0.00%	0.00%
1	16	Credit Recovery	Yes	\$ 65,477	\$ 29,376.00	0.00%	0.00%
2	1	Attendance Supports	Yes	\$ 118,624	\$ 139,212.27	0.00%	0.00%
2	3	Social-Emotional Support	Yes	\$ 116,224	\$ 121,712.27	0.00%	0.00%
2	4	Foster Youth Support	Yes	\$ 116,224	\$ 121,712.27	0.00%	0.00%
2	13	Community Outreach and Student Enrollment	Yes	\$ 116,224	\$ 234,425.22	0.00%	0.00%
3	1	Instructional Materials for English Learners	Yes	\$ 3,000	\$ 5,250.00	0.00%	0.00%
3	2	English Language Development	Yes	\$ 3,500	\$ 18,270.00	0.00%	0.00%
3	3	Formative English Language Assessments	Yes	\$ 14,662	\$ -	0.00%	0.00%
3	5	Self development and support for ELD and language	Yes	\$ 1,240	\$ 51,380.80	0.00%	0.00%
3	6	EL Reclassification and Progress Monitoring	Yes	\$ 5,600	\$ 926.88	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 7,170,000	\$ 2,101,456	0.00%	29.31%	\$ 2,805,935	0.00%	39.13%	\$0.00 - No Carryover	0.00% - No Carryover

2024-2025 Total Planned Expenditures Table								
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	LCFF Carryover – Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year			
2024-2025	\$ 7,763,125	\$ 2,134,743	27.499%	0.000%	27.499%			
Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel	
Totals	\$ 6,169,587	\$ 193,280	\$ 432,346	\$ 622,330	\$ 7,417,542.92	\$ 6,240,568	\$ 1,176,975	
Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Target
1	1	GLEAM Instruction and Professional	All	No	LEA-wide	N/A	School Sites	All
1	2	School Aligned Resources	All	No	LEA-wide	N/A	School Sites	All
1	3	MTSS Teams	El, SWD, SED, FY	Yes	LEA-wide	All	School Sites	All
1	4	Direct Tutoring and Intervention Support to Students	El, SWD, SED, FY	Yes	LEA-wide	English Learners and Foster Youth	School Sites	All
1	5	Professional Development		No	LEA-wide	N/A	School Sites	All
1	6	Access and Use of Digital Technology to Support Student Learning		No	LEA-wide	N/A	School Sites	All
2	1	Dual Enrollment Programming		No	Limited	N/A	School Sites	All
2	2	CTE Pathways		No	Limited	N/A	School Sites	All
2	3	College and Career Indicator (CCI) Planning and Awareness		No	LEA-wide	N/A	School Sites	All
2	4	Attendance Support and Focus	El, SWD, SED, FY	Yes	Schoolwide	All	District Wide	All
2	5	Monitoring instruction, Learning, and Graduation Rates for Students with Disabilities	SWD	No	Limited	N/A	School Sites	All
2	6	Monitoring instruction, Learning and Graduation Rates for EL students	EL	Yes	Limited	English Learners	School Sites	All
2	7	High School Equivalency Test (HSET and HiSET)		No	Limited	N/A	School Sites	All
2	8	Work-Based Learning and Industry Certifications		No	Schoolwide	N/A	School Sites	All
2	9	Student Led Enterprise		No	Limited	N/A	School Sites	All
3	10	Summer School	All	Yes	Limited	All	District wide	Just
3	1	Parent/Guardian workshops and committees		No	LEA-wide	N/A	District wide	All
3	2	Parent Engagement and Information Systems		No	LEA-wide	All	District wide	All
3	3	Community Outreach and Student Recruitment	SEU, FY, Homeless	Yes	LEA-wide	Low-Income	District wide	All
3	4	Enrollment and Attendance Support	ALL	Yes	Schoolwide	All	District wide	All
3	5	Transportation Support		No	LEA-wide	N/A	School Sites	All
3	6	Multilingual Communication		No	LEA-wide	N/A	School Sites	All
3	7	Behavioral Health		No	LEA-wide	N/A	School Sites	All
3	8	Student Activities, and Programs		No	Schoolwide	N/A	School Sites	All
3	9	Positive Behavior Intervention and Supports	El, SWD, SED, FY	Yes	Schoolwide	Foster Youth and Low-Income	District wide	All
3	10	School Safety Personnel and Services		No	Schoolwide	N/A	District wide	All
3	11	School Safety Equipment		No	Schoolwide	N/A	District wide	All
3	12	Clean Schools		No	Schoolwide	N/A	District wide	All



Funding Sources								
Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1 year	\$ 2,849,760	\$ 16,300	\$ 2,866,060	\$ -	\$ -	\$ -	\$ 2,866,060	0.000%
1 year	\$ -	\$ 100,930	\$ 4,000	\$ 96,930	\$ -	\$ -	\$ 100,930	0.000%
1 year	\$ 999,198	\$ 3,780	\$ 999,978	\$ -	\$ -	\$ -	\$ 999,978	0.000%
1 year	\$ 249,000	\$ 69,939	\$ 309,695	\$ -	\$ 9,244	\$ -	\$ 318,939	0.000%
1 year	\$ 52,342	\$ -	\$ 52,342	\$ -	\$ -	\$ -	\$ 52,342	0.000%
1 year	\$ -	\$ 176,639	\$ 176,639	\$ -	\$ -	\$ -	\$ 176,639	0.000%
1 year	\$ 49,554	\$ 27,640	\$ 50,554	\$ 26,640	\$ -	\$ -	\$ 77,194	0.000%
1 year	\$ 76,810	\$ 419,272	\$ -	\$ 26,500	\$ -	\$ 469,582	\$ 496,082	0.000%
1 year	\$ 48,097	\$ 3,000	\$ 51,097	\$ -	\$ -	\$ -	\$ 51,097	0.000%
1 year	\$ 247,006	\$ -	\$ 247,006	\$ -	\$ -	\$ -	\$ 247,006	0.000%
1 year	\$ 364,675	\$ 24,000	\$ -	\$ 19,105	\$ 341,654	\$ 27,916	\$ 388,675	0.000%
1 year	\$ 122,132	\$ 28,109	\$ 25,409	\$ -	\$ -	\$ 124,832	\$ 150,241	0.000%
1 year	\$ -	\$ 6,000	\$ 1,500	\$ 4,500	\$ -	\$ -	\$ 6,000	0.000%
1 year	\$ 48,097	\$ 1,000	\$ 49,097	\$ -	\$ -	\$ -	\$ 49,097	0.000%
1 year	\$ -	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,000	0.000%
1 year July	\$ 132,187	\$ -	\$ 132,187	\$ -	\$ -	\$ -	\$ 132,187	0.000%
1 year	\$ -	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,000	0.000%
1 year	\$ 123,503	\$ -	\$ 123,503	\$ -	\$ -	\$ -	\$ 123,503	0.000%
1 year	\$ 123,503	\$ -	\$ 123,503	\$ -	\$ -	\$ -	\$ 123,503	0.000%
1 year	\$ 585,291	\$ -	\$ 585,291	\$ -	\$ -	\$ -	\$ 585,291	0.000%
1 year	\$ -	\$ 2,400	\$ 2,400	\$ -	\$ -	\$ -	\$ 2,400	0.000%
1 year	\$ -	\$ 6,000	\$ 6,000	\$ -	\$ -	\$ -	\$ 6,000	0.000%
1 year	\$ 100,553	\$ 500	\$ -	\$ 19,605	\$ 81,448	\$ -	\$ 101,053	0.000%
1 year	\$ -	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000	0.000%
1 year	\$ -	\$ 52,500	\$ 52,500	\$ -	\$ -	\$ -	\$ 52,500	0.000%
1 year	\$ 71,861	\$ 15,000	\$ 86,861	\$ -	\$ -	\$ -	\$ 86,861	0.000%
1 year	\$ -	\$ 500	\$ 500	\$ -	\$ -	\$ -	\$ 500	0.000%
1 year	\$ -	\$ 219,467	\$ 219,467	\$ -	\$ -	\$ -	\$ 219,467	0.000%



2024-2025 Contributing Actions Table

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)	Totals by Type	Total LCFF Funds
\$ 7,763,125	\$ 2,134,743	27.499%	0.000%	27.499%	\$ 2,475,568	0.000%	31.889%	Total:	\$ 2,475,568
LEA-wide Total:									\$ 1,433,176
Limited Total:									\$ 157,595
Schoolwide Total:									\$ 884,797

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	MTSS Teams	Yes	LEA-wide	All	School Sites	\$ 999,978	0.000%
1	4	Direct Tutoring and Intervention Support to S	Yes	LEA-wide	English Learners and Foster Youth	School Sites	\$ 309,695	0.000%
2	4	Attendance Support and Focus	Yes	Schoolwide	All	District Wide	\$ 247,006	0.000%
2	6	Monitoring instruction, Learning and Gradua	Yes	Limited	English Learners	School Sites	\$ 25,409	0.000%
2	10	Summer School	Yes	Limited	All	District wide	\$ 132,187	0.000%
3	3	Community Outreach and Student Recruitm	Yes	LEA-wide	Low-Income	District wide	\$ 123,503	0.000%
3	4	Enrollment and Attendance Support	Yes	Schoolwide	All	District wide	\$ 585,291	0.000%
3	9	Positive Behavior Intervention and Supports	Yes	Schoolwide	Foster Youth and Low-Income	District wide	\$ 52,500	0.000%

## Instructions

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Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

**Goal Analysis**

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - 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.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### ***General Information***

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### ***Reflections: Annual Performance***

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### ***Reflections: Technical Assistance***

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### ***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**

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

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

#### **Support for Identified Schools**

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

### Requirements

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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 district-level goals. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

***Respond to the prompts as follows:***

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

***Complete the table as follows:***

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

## Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

### Focus Goal(s)

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.

## Type of Goal

Identify the type of goal being implemented as a Focus Goal.

## State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

## An 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.

## ***Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding***

### Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An 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.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## ***Broad 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.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An 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***

### 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.

### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.



State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

## Metric #

- Enter the metric number.

## Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

## Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - 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.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

### ***Actions:***

Complete the table as follows. Add additional rows as necessary.

#### Action #

- Enter the action number.

#### Title

- Provide a short title for the action. This title will also appear in the action tables.

#### Description

- Provide a brief description of the action.
  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

#### Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

#### Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**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.

#### Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## 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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

***LEA-wide and Schoolwide Actions***

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

***For School Districts Only***

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant



- 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 LEA's 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:

### *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

#### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### ***Additional Concentration Grant Funding***

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 tables are required to be included as part of the LCAP 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 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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 transitional kindergarten through grade five), 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.”
- **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.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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).

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