

**CBK CHARTER**  
**Local Control and Accountability Plan**  
**2025-2026**



# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: CBK Charter

CDS Code: 33 10330 0128397

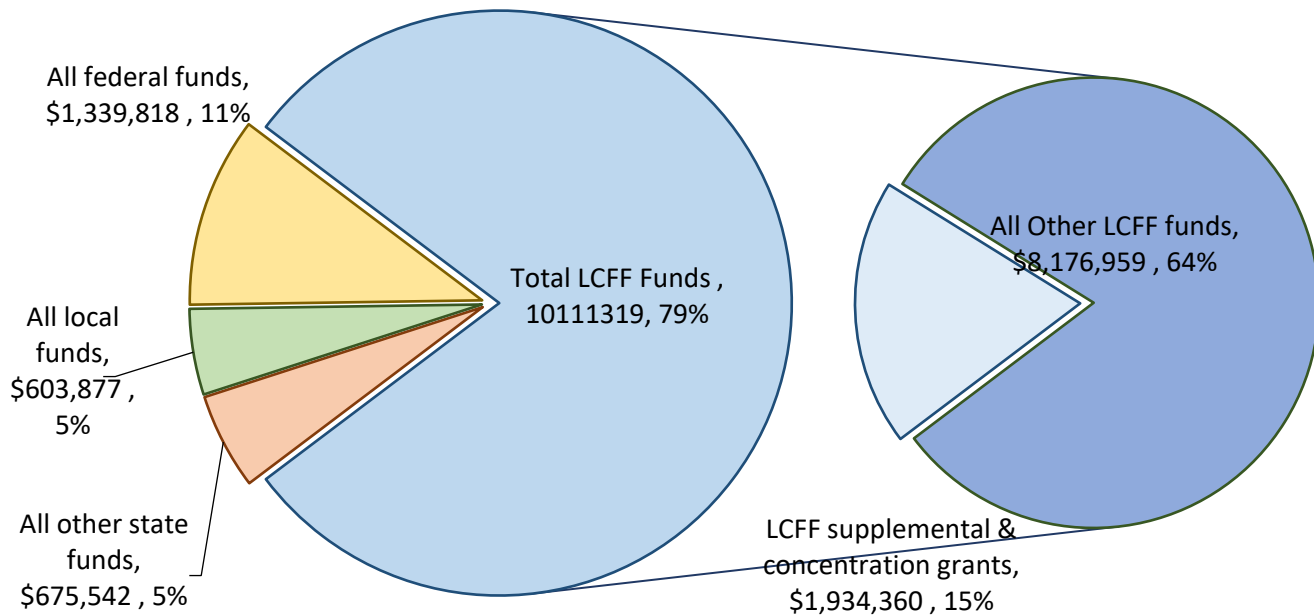
School Year: 2025-2026

LEA contact information: Deanna McCarty, Ed.D. 951-826-6464, dmccarty@rcoe.us

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 2025-2026 School Year

### Projected Revenue by Fund Source

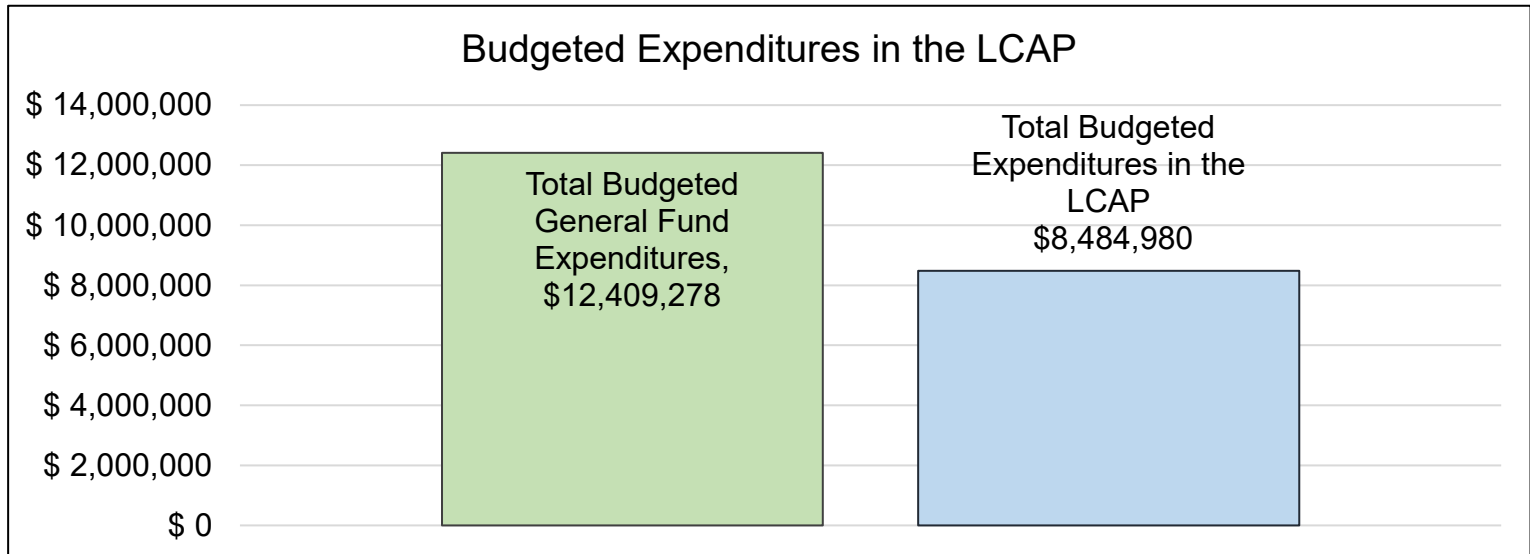


This chart shows the total general purpose revenue CBK Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for CBK Charter is \$12,730,556.00, of which \$10,111,319.00 is Local Control Funding Formula (LCFF), \$675,542.00 is other state funds, \$603,877.00 is local funds, and \$1,339,818.00 is federal funds. Of the \$10,111,319.00 in LCFF Funds, \$1,934,360.00 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 2025-2026. 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 \$12,409,278.00 for the 2025-2026 school year. Of that amount, \$8,484,980.00 is tied to actions/services in the LCAP and \$3,924,298.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

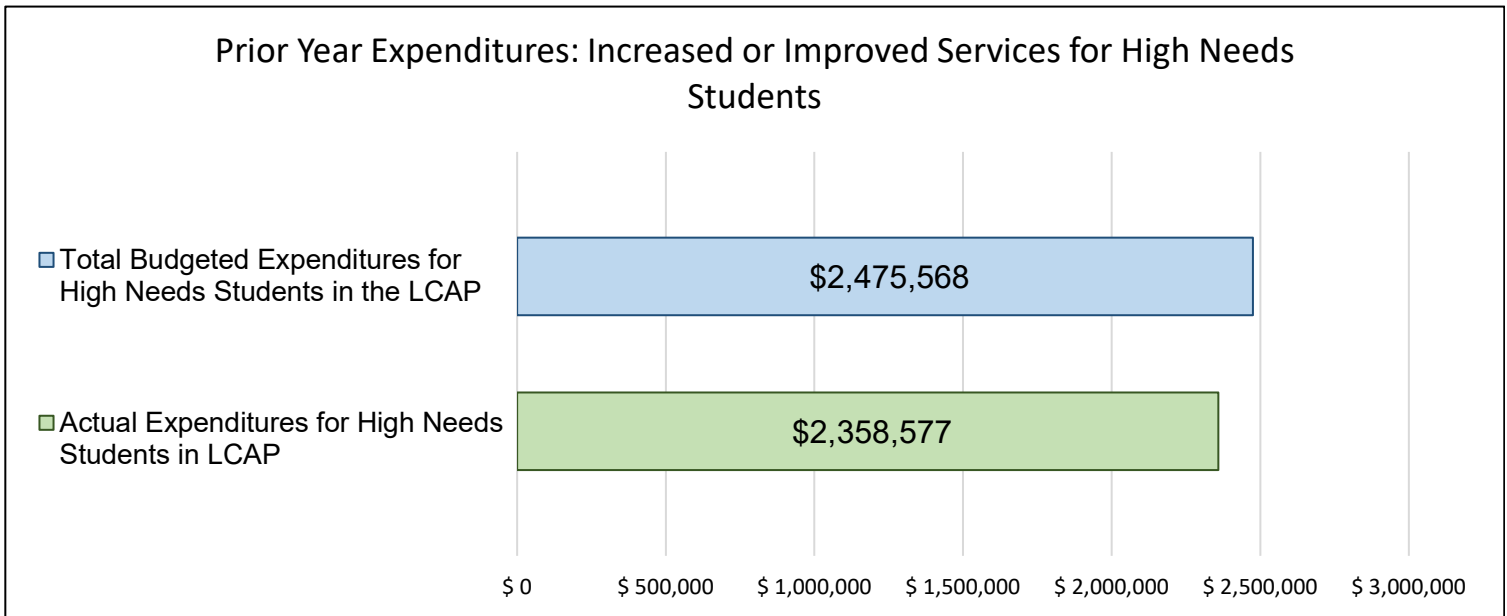
Some general fund expenditures not explicitly included in the Local Control and Accountability Plan (LCAP) are staff salaries that are split-funded across programs, including Community School and Court School. This strategic use of resources allows for greater flexibility and efficiency in supporting students across multiple

## Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, CBK Charter is projecting it will receive \$1,934,360.00 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 \$3,055,408.00 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 2024-2025



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 2024-2025, CBK Charter's LCAP budgeted \$2,475,568.00 for planned actions to increase or improve services for high needs students. CBK Charter actually spent \$2,358,577.00 for actions to increase or improve services for high needs students in 2024-2025. The difference between the budgeted and actual expenditures of \$116,991.00 had the following impact on CBK Charter's ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures for actions and services aimed at supporting high-needs students in 2024–2025 was primarily due to staff vacancies, leaves of absence, and unfilled or long-term vacant positions. As a result, we had fewer staff available to deliver planned supports, such as tutoring and summer interventions. This staffing gap limited the full implementation of intended services, impacting our ability to fully expand and improve supports for high-needs students as originally planned.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## Plan Summary 2025-2026

### 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, and any other student who experience challenges 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 social skills, and foundational college and career experiences. Currently, there are 23 CBK sites in easily accessible locations throughout Riverside County. In the 2025–26 school year, CBK Charter continues to operate under its 6-year WASC Accreditation status, which extends through June 30, 2030. A mid-cycle visit is scheduled for the 2026–27 school year. This accreditation affirms that CBK Charter provides students with a comprehensive educational program—including curriculum, instruction, assessment, and social-emotional learning—that supports high school graduation and prepares students for success in college, careers, and civic life.

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). In alignment with this mission, vision, and pledge, the Superintendent’s Initiatives serve as a strategic foundation for the development and continuous improvement of educational programs across the county. These initiatives are particularly impactful in guiding the direction of alternative education programs, ensuring that students who have historically faced barriers to success receive targeted, responsive support.

The Mental Health Initiative reinforces our commitment to meeting the social-emotional needs of students. With a focus on equity and access, this initiative informs our efforts to ensure students in alternative settings have timely access to mental health services and trauma-informed care.

The Financial Literacy Initiative aligns with our goal of preparing students for independence and lifelong success. By embedding financial literacy into our programs, we empower students—many of whom are preparing for adulthood without traditional family support—to make informed financial decisions.

The Literacy by 5th Grade Initiative underscores the importance of early and ongoing literacy intervention. This informs our instructional practices, especially for students in our programs who enter below grade level in reading and require differentiated, accelerated support.

The Competitive Edge Initiative promotes inclusive practices and cultural understanding, shaping a school culture where every student feels seen, valued, and respected. This supports our work in creating safe and affirming environments for all learners.

Together, these initiatives offer a clear and cohesive framework that guides the design, implementation, and refinement of alternative education programs—ensuring we remain aligned with RCOE’s countywide vision of equity, access, and student success

CBK offers a combination of high-quality learning opportunities, a rigorous learning environment, dual enrollment, transitions to postsecondary 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 2023), 377 in 2021-2022, and 522 in 2020-2021). The significant student groups include 69.9% socio-economically disadvantaged, 15%, English learners, 1.8%, foster youth, and 16.8% students with disabilities.

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. Over the past year, CBK has fully implemented its strategic plan to prioritize literacy and deliver targeted interventions aimed at improving student achievement. This initiative

specifically focuses on enhancing proficiency in reading, writing, and financial literacy—skills that are essential for academic, personal, and professional success. Students who develop strong literacy skills are better able to comprehend complex texts, articulate their ideas clearly, and make informed decisions across all areas of life. As research consistently shows, students with higher literacy levels are more likely to graduate from high school, pursue post-secondary education, and achieve long-term success in the workforce. The tangible outcomes of this literacy-focused approach are documented in the “Success” section of the plan.

To support this emphasis, the district has successfully implemented the NWEA/MAP Growth assessment system, with an intentional focus on CAASPP-aligned questions. This tool is used to monitor literacy progress, pinpoint specific areas for growth, and ensure timely interventions. NWEA/MAP supports our diverse student population—including foster youth, English Learners, and students with disabilities—through a Universal Design for Learning (UDL) framework that ensures accessibility, equity, and accuracy in measurement.

In further alignment with our instructional priorities, we have embedded grade-level, engaging, affirming, and meaningful practices across all classrooms. Teachers have received targeted professional development to support diverse learners, with a particular focus on English Learners. Additionally, we have adopted Achieve3000 as a core tool to provide differentiated reading materials, develop vocabulary, and reinforce comprehension and critical thinking skills. Achieve3000 has proven especially effective in serving English Learners and students with disabilities, helping to increase literacy achievement and strengthen CAASPP performance.

This year, we increase our focus on **collaborative conversations**, a practice supported by John Hattie’s *Visible Learning* research. With an effect size of 0.82, collaborative learning is among the most effective strategies for raising student achievement. We create structured opportunities for students to engage in academic dialogue through peer teaching, group work, reciprocal teaching, and Socratic seminars. These practices help students process and internalize content more deeply while also building communication, reasoning, and social-emotional skills.

Alongside collaborative learning, we continue to implement **focused feedback**, another high-impact practice from Hattie’s research (effect size: 0.70). Educators provide specific, timely, and actionable feedback that helps students understand where they are in their learning, how they can improve, and what steps to take next. This type of feedback reinforces growth mindsets and deepens academic engagement.

Throughout this process, CBK has centered on promoting 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 small group 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 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 Local Control and Accountability Plan Template Page of 8 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

All students have access to a broad course of study, maintained at 100 percent. In **2023-2024** students in CBK Charter, 100 percent of students were enrolled in a course that met the UC A-G requirements. 88% percent of all courses scheduled were UC A-G courses. 84% of students enrolled in a course received credit in a course that will satisfy an entrance requirement.

In the 2024-2025, overall rate of passage of UC A-G courses was 98% percent for first semester of the school year. There was an increase in passing rates for all subgroups, 99% of A-G courses taken by English Learners received passing marks. 99% of A-G courses taken by students with disabilities (SWDs) received passing marks. 98% of A-G courses taken by Hispanic students received passing marks. 98% of A-G courses taken by African American students received passing marks. 98% of A-G courses taken by White students received passing marks. 99% of A-G courses taken by male students received passing marks. 98% of A-G courses taken by female received passing marks.

### NWEA/MAPS

The NWEA/MAP data offers valuable insights into student progress and performance in Language Arts and Mathematics. This assessment tool carefully measures academic growth, stability, or regression over a specified instructional period. At CBK Charter School, the Reading



data reveals that 60.53% of students demonstrated growth, a promising increase compared to previous reporting cycles. A small portion of students—3.51%—remained stable, while 35.96% experienced regression. In Mathematics, 53.70% of students demonstrated growth, while 1.85% remained stable and 44.44% experienced regression. Although the growth percentages are encouraging, the proportion of students showing regression still indicates areas requiring attention. It is important to note that some challenges with platform integration during the first semester may have affected data collection, and a relatively small number of matched testing pairs may have slightly skewed the overall results. Nevertheless, these findings highlight the ongoing need for targeted instructional supports and intervention strategies, particularly in foundational math and literacy skills, to ensure continued academic progress for all students.

### **Dual Enrollment and Certifications:**

In 2024-25, twenty dedicated students from the YouthBuild Program have successfully completed their pre-apprenticeship training, demonstrating resilience, commitment, and a strong desire to build their futures. Among these accomplished students, 12 have successfully completed the Certified Logistics Associate pre-apprenticeship. Eight students have completed the comprehensive Home Building Institute pre-apprenticeship.

In the Fall of 2024, CBK launched its first cohort of 24 students in the CCAP/Early College Program with College of the Desert. After completing the College Success class, students will choose among transfer, Early Childhood, or Healthcare pathways. Our dual enrollment program is a key focus on opportunities for CBK students. From 2021-22 to 2023-24, college course completions increased from 12 to 49, and this year we have almost doubled our enrollment. Students receive support from two teachers—one in the desert and one in Riverside ARTS—who assist with college registration and success. In the first semester of the 24-25 school year, 6 students earned UCRx Fall 2024 Ethnic Studies Completer. 14 students completed the UCRx Cybersecurity Pathway for the 2024-2025 school year. 63 CBK students enrolled in dual enrollment courses at UCR, MSJC, COD, and RCC. 54 students successfully completed coursework. 104 college courses were completed by CBK students. 9 students who enrolled never attended or withdrew

### **English Language Learner**

The Language Tree Performance Indicator (LTPI) data for CBK Charter School in 2023–2024 provides a detailed view of English Learner (EL) progress across the four language domains: Listening, Reading, Speaking, and Writing. The results illustrate areas of strength, as well as domains requiring targeted support and intervention.

In **Listening**, CBK students demonstrated a relatively balanced distribution across proficiency levels. **13% of students were classified as Well Developed**, and **34.8% were Moderately Developed**, suggesting that nearly half of the EL population is demonstrating mid-to-high proficiency in understanding spoken English. However, **30.4% remain at the Beginning level**, highlighting the importance of continued auditory comprehension support.

In contrast, **Reading** presents the greatest challenge for EL students at CBK. A significant **64.7% of students were classified at the Beginning level**, with **0% achieving Well Developed proficiency**. Only **8.8% were Moderately Developed**, and **26.5% Somewhat**

**Developed**, indicating that literacy development, particularly reading comprehension, must remain a primary focus of designated ELD instruction and content-area support.

**Speaking** is an area of strength for CBK's EL students. Nearly **48% were rated as Well Developed**, the highest of any domain, with an additional **31.8% Moderately Developed**. These results suggest that oral language production is a relative strength, and students may be more confident and competent in spoken English than in written or reading-based tasks. Leveraging students' oral language skills to reinforce literacy development could be an effective strategy for cross-domain growth.

**Writing** performance reflects a middle ground, with **33.3% of students scoring Well Developed** and another **33.3% Moderately Developed**. While **26.2% remain at the Beginning level**, the data indicates promise and potential in written expression. Continued instruction using structured writing approaches, scaffolds, and explicit vocabulary development can help push more students toward proficiency.

In summary, CBK's LTPI data shows that English Learners are making meaningful progress in Speaking and Writing, with Listening showing developing strengths as well. However, Reading remains a critical area in need of targeted instructional focus. These findings suggest that while students are building confidence in oral and expressive skills, they require more structured support to develop academic language, especially for accessing and understanding complex text. Aligning ELD supports with literacy interventions, particularly in Reading, will be essential to improving overall language proficiency and academic success for English Learners at CBK.

### **California School Dashboard**

CBK Charter School demonstrated promising growth in College and Career Readiness during the 2024–25 school year, with a 3.5% increase in the number of students meeting the preparedness criteria. A total of 5.4% of students are now considered prepared, reflecting intentional efforts to improve post-secondary pathways and provide students with opportunities to plan for their future. This upward trend is a bright spot and signals the potential impact of sustained focus on career exploration and academic planning.

At the same time, the California School Dashboard reveals areas where additional support is needed—particularly for key student subgroups. In English Language Arts, students scored an average of 93.8 points below standard and declined by 21.5 points from the prior year. Both Students with Disabilities and Socioeconomically Disadvantaged students were in the Red performance level, indicating an urgent need for targeted literacy support and instructional scaffolds tailored to the independent study setting.

In Mathematics, students scored 207.3 points below standard and declined by 16.8 points. Again, Students with Disabilities and Socioeconomically Disadvantaged students were identified in the Red category, highlighting persistent gaps in numeracy that must be addressed through differentiated instruction and targeted interventions.

English Learner progress is another critical area. Only 35.2% of English Learners made progress toward English proficiency, representing a 20% decline and placing this indicator in the Red performance level. This reflects the ongoing need to strengthen both designated and integrated ELD instruction, with particular attention to language development within an independent study model.

While the data outlines significant areas for growth, the improvement in College and Career Readiness provides a foundation of hope and a direction for future efforts. CBK remains committed to using this data to drive equity-based decisions and ensure that all students—especially those in identified subgroups—receive the support they need to succeed academically and prepare for life beyond high school.

## **Academic Achievement**

In 2023–2024, CBK Charter School continued to build a more complete picture of student performance in English Language Arts (ELA) and Mathematics through increased participation in state assessments (Smarter Balanced Testing). For Grade 11 ELA, 174 students were tested. The results showed that 4.02% of students exceeded the standard, 14.37% met the standard, and 28.16% nearly met the standard. While 53.45% did not meet the standard, this broader participation offers valuable insight into where support can be strengthened, particularly for students who need additional scaffolding. The data affirms the importance of continuing targeted instructional strategies and literacy interventions, especially for subgroups such as English Learners, Hispanic students, and Socioeconomically Disadvantaged students who are already identified as priority groups in the California School Dashboard.

In Mathematics, 179 students were assessed. Although only a small percentage of students met or exceeded the standard—0.56% and 1.12% respectively—the results provide a clearer understanding of learning needs and opportunities for growth. A total of 4.49% of students nearly met the standard, while 93.82% fell below, highlighting a need for continued instructional support

in foundational numeracy skills. These results, while signaling areas for improvement, also offer an opportunity to reflect on instructional design and better align teaching strategies to the independent study environment.

Overall, the 2023–2024 assessment outcomes provide CBK with a stronger baseline for planning. The expanded testing pool allows for more informed decision-making and targeted resource allocation. Moving forward, the school will continue to focus on strengthening Tier 1 instruction, enhancing intervention models, and supporting educators as they work to ensure all students progress toward meeting grade-level standards.

## **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 was a total of 260 total students included in this group.

The 2023–2024 California School Dashboard data for CBK Charter School shows **positive movement in College and Career Readiness**, with the percentage of students considered "Prepared" increasing to **5.4%**, up from 1.9% the previous year—an improvement of **3.5 percentage points**. This growth moves CBK into the **Orange performance level**, indicating progress from previously lower status and showing that more students are gaining access to and completing opportunities that prepare them for life after high school.

The overall improvement in the indicator is supported by an increase in students achieving either “Prepared” or “Approaching Prepared” status, with only **89.6% now classified as Not Prepared**, compared to **97% in the previous year**. This shift reflects expanded efforts to provide students with access to Career Technical Education (CTE), dual enrollment, A-G coursework, and other college/career readiness programs.

Despite the overall progress, several student subgroups remain in the **Red performance band** and will continue to be a focus for improvement. These include **English Learners, Long-Term English Learners, and Students with Disabilities**. Among these groups, both

English Learner categories had **0% of students reaching the Prepared level**, with slight declines from the prior year. **Students with Disabilities maintained a Prepared rate of 1.7%**, showing stability but leaving room for growth. **Hispanic** and **Socioeconomically Disadvantaged students** moved into the **Orange** performance level, signaling progress compared to other subgroups.

The upward trend in CBK's overall College and Career indicator highlights the impact of intentional programming and reflects the school's ongoing commitment to expanding postsecondary pathways. Continued emphasis on early planning, access to rigorous coursework, and support for students in completing CCI-aligned programs will be essential to building on this momentum and improving outcomes for all learners, especially those in underserved groups.

### **English Learner Progress**

In the 23-24 school year, 13.2% percent of EL students were re-classified as English Language Proficient.

### **ELPAC**

The 2023–2024 Summative ELPAC results for CBK Charter School provide a detailed snapshot of English Language Proficiency levels among English Learner (EL) students. According to the data, 7.34% of students reached Level 4 (Well Developed), which is the threshold for being considered proficient and eligible for reclassification.

The majority of students are still developing their language skills: 33.03% scored at Level 3 (Moderately Developed), and 44.04% at Level 2 (Somewhat Developed). An additional 15.60% scored at Level 1 (Beginning to Develop), indicating early stages of English acquisition.

This distribution shows that while a small percentage of EL students have reached full proficiency, most are progressing through the developmental stages of language acquisition. The largest concentration of students falls within the “Somewhat Developed” category, suggesting that with continued support—particularly in integrated and designated ELD instruction—many of these students may advance to higher proficiency levels in the coming years. The data highlights a clear need to sustain and expand language development supports across the program to help more students move toward reclassification.

### **Graduation Rates**

The **DASS 1-Year Graduation Rates** for 2023–2024 provide a powerful snapshot of success among CBK Charter School's at-promise student population. Based on students who completed graduation requirements within the academic year, **96% of all students graduated**, with several student groups achieving **100% graduation**—including **English Learners, Long-Term English Learners, and White students**. **Students with Disabilities** graduated at **92.9%**, while **Hispanic students** and **Socioeconomically Disadvantaged students** both achieved graduation rates above **95%**. These results highlight the strength of CBK's flexible pathways, personalized support, and focused efforts to help students cross the finish line once they are in their final year of enrollment.

Then looking at the California School Dashboard's cohort-based **4- and 5-year graduation data**, improvement is also evident. CBK's **overall graduation rate increased from 38% in 2022–2023 to 41.7% in 2023–2024**, marking a 3.8 percentage point gain. This upward trend

reflects the school's targeted focus on improving outcomes as part of its Comprehensive Support and Improvement (CSI) plan. Importantly, **32 students completed their graduation requirements in the fifth year**, contributing to the overall progress.

Several subgroups showed growth this year. **English Learners** increased their graduation rate by **7.5%**, reaching **37.3%**, while **Long-Term English Learners** improved by **7.3%** to the same rate. **Hispanic students**, who make up a significant portion of the student body, graduated at **40.4%**, up **3.3%** from the prior year. **Socioeconomically Disadvantaged students**, the largest subgroup, reached **41%**, increasing by **1.8%**. The 5-year rate for these subgroups further supports this trend, with fifth-year graduates helping to lift overall rates across English Learners, Homeless students, Students with Disabilities, and Hispanic students.

Some subgroups, including **Homeless students** (30.6%) and **White students** (38.7%), experienced slight declines in their 4-year rates, but even within these groups, fifth-year graduates contributed meaningfully to the school's progress. For example, **Students with Disabilities** graduated at **40.3%**, with both four- and five-year paths contributing to that total.

Overall, the data shows that while CBK remains in the red performance level on the Dashboard, **the graduation rate is steadily improving**, particularly through extended time and flexible support systems. The gains seen across multiple subgroups, especially those identified for additional support under CSI, indicate that the school's focused strategies are beginning to make a measurable impact. With continued effort and refinement, these trends can serve as a foundation for even greater success in the years ahead.

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.

### **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. **100% of students responded feeling neutral, safe, or very safe.** No students reported unsafe or very unsafe.

### **Suspension Rate**



The CBK suspension rate continues to be **0% 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.

### Attendance

Over the past four academic years, chronic absenteeism rates within our program have shown a **notable downward trend**, reflecting improved student attendance and engagement efforts. In **2023–24**, the chronic absenteeism rate decreased to **35.7%**, down significantly from **45.1% in 2022–23** and **46.2% in 2021–22**. This decline represents a **9.4 percentage point improvement** from the previous year and a **10.5 percentage point improvement** from the peak rate observed in 2021–22.

The number of students identified as chronically absent also decreased, from **378 students in 2022–23** to **311 in 2023–24**, even as overall enrollment slightly increased from 838 to 870. This positive shift suggests that interventions and supports aimed at improving attendance—such as expanded student outreach, targeted support services, and re-engagement strategies—are having a measurable impact.

## 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. In 2024-2025, CBK Charter School remained in CSI through the SDCOE. However, the most recent data reflects signs of meaningful progress. The overall 4-year graduation rate increased to 41.7%, up from 38% the previous year—a gain of 3.8 percentage points. This improvement signals early outcomes from the school’s targeted interventions under its CSI plan.

While CBK continues to serve a high-needs student population, several student groups that were previously declining have shown measurable improvement. Graduation rates increased for English Learners (up 7.5% to 37.3%), Long-Term English Learners (up 7.3% to 37.5%), Hispanic students (up 3.3% to 40.4%), and Socioeconomically Disadvantaged students (up 1.8% to 41%). These student groups, which had previously contributed to the school’s designation for support, remain in the red performance band but are demonstrating upward trends.

Students with Disabilities maintained a relatively stable rate, graduating at 40.3%, while the White student subgroup, which had previously shown improvement, declined by 8% to 38.7%. Homeless students also saw a decline of 4.9%, graduating at 30.6%. Despite these decreases, the **5-year graduation rate** shows that many students, including those in struggling subgroups, are reaching completion with additional time. For instance, fifth-year graduates significantly boosted rates among English Learners, Students with Disabilities, and Hispanic students.

Notably, the DASS 1-Year Graduation Rate, which tracks seniors completing graduation requirements within a single year, reached 96% overall—including 100% for English Learners, Long-Term English Learners, and White students, and over 95% for Socioeconomically Disadvantaged and Hispanic students. These figures demonstrate the success of CBK’s flexible, student-centered model when students remain engaged through their final year.

Together, these data points reflect that while graduation rates remain an area for focused improvement, the trends are moving in the right direction. Gains across multiple subgroups suggest that CBK’s tiered support systems, extended timelines, and academic re-engagement strategies are having a positive impact. Continued monitoring, expanded interventions, and alignment with SDCOE support will be key to sustaining this progress and moving more students toward on-time graduation in the years ahead.

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 Local Control and Accountability Plan Template Page of 8 student level with teachers and CDPS as part of the MTSS process and in regular monthly meetings with community dropout prevention specialists.

This year CBK is eligible for LRBEG funding and will be using the year as a planning and development year to determine the best way to expend the funding that has been made available. Funding will be used to address areas of concern that have been identified through our work with SDCOE and the Southern Consortium, specifically areas that are indicated in red on the dashboard: English Learner Progress (EL &

LTEL), Graduation Rate (Hispanic, Homeless, LTEL, SED, SWD, White), English Language Arts (Hispanic, SED), and Mathematics (Hispanic, SED) .

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

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

CBK partnered with the San Diego County Office of Education (SDCOE) in the development and implementation of its CSI. This collaboration focused on aligning improvement work to our eligibility criteria and included a structured process of engagement and data analysis. CBK Charter actively participated in the Differentiated Assistance (DA) Kickoff and engaged in Affinity Group Improvement Meetings facilitated by SDCOE. School leadership met regularly with an assigned SDCOE coach and/or attended virtual and in-person office hours to further support the development and refinement of the CSI plan.

Throughout the year, the CBK Charter DA Team completed a series of action period activities that included data analysis, root cause identification and reevaluation, and continuous improvement cycles. These activities were documented in the DA Deliverables document and guided by the goal of developing a focused, data-driven CSI plan. The team's composition included individuals with oversight and influence on the student groups and performance indicators directly tied to our CSI designation, ensuring the work was targeted and relevant.

A key outcome of this process was the identification of resource inequities affecting EIs, SED, and SWDs who often enroll with significant credit deficiencies. The needs assessment revealed that additional support was necessary to equip teachers with the strategies and tools to address the complex learning gaps of these students. In response, the LEA is investing in targeted professional development and support systems to build staff capacity to deliver evidence-based interventions that meet EL students' academic and socioemotional needs.

As part of our continuous improvement efforts, the CSI team remains open to expanding and adapting based on evolving student needs and progress toward our improvement goals.

To support our teachers in their instructional endeavors, and to support schools identified for CSI, the RCOE AE implemented a comprehensive approach grounded in instructional support, professional development, and data-informed practices. All school sites participated in four Collaborative Instructional Reviews throughout the year, focusing on the alignment of instructional tasks to grade-level standards and the quality of student engagement. These reviews provided targeted feedback and actionable insights to drive the development of each site's CSI plan. Teachers and instructional assistants engaged in quarterly professional development sessions, which included training on tools such as Membean and Microsoft AI, strategies for supporting English Learners (ELs), and implementation of GLEAM (Grade-Level, Engaging, Affirming, and Meaningful) instructional practices. Additionally, educators received coaching and support through district/county staff and Solution Tree to strengthen equitable, evidence-based instruction.

Curriculum enhancements included the development of a high school NGSS-aligned science course in Canvas, integrating Labster virtual labs and thematic science units to support project-based learning. Demonstration lessons across multiple sites incorporated Close Reading, CER, SQ3R, AVID strategies, and My Perspectives materials to model best practices in literacy instruction. Instructional support extended to teachers experiencing challenges in areas such as lesson planning, classroom management, and effective use of instructional assistants. Principals received coaching on feedback strategies, assessment culture, and instructional leadership, with specific focus on supporting ELs and integrating inclusive practices.

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 are in our second year of 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. All teachers regularly address focus standards for ELA and Math. Teachers hosted small groups and facilitated conversations around focused standards. In an effort to ensure that all students received adequate attention, class sizes were reduced, offering students, including ELL and other students who experienced challenges individualized attention. In an effort to thoughtfully and effectively meet the diverse needs of our English Language Learner (ELL) students, CBK has made a meaningful and substantial investment by appointing a dedicated full-time Teacher on Special Assignment (TOSA). This specialized educator is committed to providing tailored, targeted support through small-group instruction and individualized learning plans, ensuring that every ELL student receives the necessary guidance and resources to thrive academically and socially. This strategic approach reflects CBK's deep commitment to fostering an inclusive and innovative learning environment where all students can reach their fullest potential. By focusing on personalized instruction, the TOSA works closely with students to address their unique challenges, build their confidence, and develop their language skills in a supportive and nurturing setting. This investment not only demonstrates a proactive commitment to equity but also signifies our recognition of the importance of empowering every learner to succeed, regardless of their background or language proficiency. CBK's dedication to ensuring all students have access and opportunity underscores our belief in the transformative power of individualized attention and culturally responsive teaching, ensuring that our diverse student body is supported every step of the way toward academic excellence and personal growth.

### **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 Southern County Consortium 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 their 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 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, LTPI, 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.

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. September 20, 2024 December 13, 2025 March 21, 2025
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 4 times a year through a virtual format. Members are selected at the beginning of the year (6 teachers selected by RCOTA and 6 -central office administrators, principals, and coordinator)
English Learner Parents and community members	English Learner Advisory Committee (ELAC) & District English Learner Advisory Committee (ELAC). September 20, 2024 December 13, 2025 March 21, 2025
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	Riverside County Office Teachers Association provides input during LCAP meetings and during one-on-one review meeting time

Insert or delete rows, as necessary.

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

### **Feedback**

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 part of our continuous improvement process. Staff, parents/guardians, students, and community partners were involved in LCAP educational partner meetings during the 2024-2025 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. The feedback from partners is considered in relation to student data, state priorities, and the unique needs of our students. This year there was a focus on reviewing goals, actions, and metrics. The following feedback was gathered from the SAC and ELAC meetings, Throughout the 2024–25 school year, multiple structured opportunities were provided to engage educational partners in shaping the Local Control and Accountability Plan (LCAP). Engagement efforts

**Goal 1:** All students will demonstrate growth towards meeting or exceeding standards in ELA and Math to meet graduation and CCI requirements.

Students were candid in sharing that academic performance, particularly in English Language Arts and Mathematics, continues to be a challenge for many, especially English Learners. They expressed a need for structured academic support, targeted tutoring, and consistent feedback to help close achievement gaps and meet growth expectations. These needs align with Dashboard indicators that show performance in these subjects as an area of concern.

During the 2024–2025 meetings, students and families:

- Expressed a clear need for academic support in English Language Arts and Mathematics, particularly in response to performance areas flagged as red on the California School Dashboard.
- Identified a need for structured interventions and tutoring to improve academic achievement and reclassification rates for English Learners.

Families and community members echoed these concerns, emphasizing the importance of transparent communication around assessments and accountability measures. They underscored the role of attendance and test participation in shaping academic success and called for more accessible explanations of assessments and student progress data.

Families and community members:

- Emphasized the need for better communication regarding assessments such as ELPAC, TELL, and state summative testing.
- Voiced the importance of supporting student attendance and test participation to ensure accurate academic data and improved outcomes.
- Requested greater transparency around assessment eligibility, timelines, and student progress monitoring.

Teachers and school staff reinforced the importance of using reliable academic data to monitor and support student progress. They expressed that they appreciate the 90-day growth assessments and common benchmarks to inform instruction and target support. Further development is requested on how to use that data to measure what is being taught.

Teachers and school staff:

- Highlighted the importance of consistent academic progress monitoring using tools such as 90-day growth assessments and common benchmarks.
- Emphasized the need for targeted interventions and differentiated instruction to address specific learning gaps.

Using this feedback, CBK Charter will continue to focus on the following and enhance the following areas for continued student and staff success.

- Expanding academic intervention programs through small group engagement, especially in ELA and Math.
- Increasing support for English Learners through reclassification-focused strategies and progress monitoring.
- Enhancing family communication regarding testing, student performance, and support services.
- Implementing data-driven tools to better track and respond to student academic growth.

**Goal 2:** All students will graduate from high school with equitable access to college, career, or postsecondary pathways

Engagement partner showed overwhelming interest in college and career readiness.

Students were particularly enthusiastic about dual enrollment opportunities and hands-on experiences that would help them prepare for life after high school. Leadership development and internships were also seen as essential components of postsecondary preparation.

During the 2024-25 meetings Students:

- Shared strong interest in participating in dual enrollment opportunities with local colleges (UCR, COD, RCC), and requested expanded access to college courses and career-focused pathways.
- Requested more leadership development programs, internships, and extracurricular experiences to prepare for life after high school.

Families and community members were aligned in these priorities, advocating for increased access to college credit programs, FAFSA completion support, and CTE courses tailored to high-demand trades. They emphasized the importance of experiential learning through college tours, guest speakers, and community-based internships.

Families and community members:

- Repeatedly expressed interest in dual enrollment, financial aid opportunities (including FAFSA), and guidance on college application procedures.

- Requested more career technical education (CTE) options such as welding, film production, and trades programs.
- Supported activities like field trips and college tours to make college and career pathways tangible and accessible for all students.

Teachers and school staff expressed strong support for developing and expanding college and career pathways aligned with student interests and industry needs. They also highlighted the importance of measuring CCI progress and providing actionable feedback to students and families.

- Teachers and school staff: Expressed commitment to increasing awareness and access to college credit and CTE programs.
- Encouraged collaboration to create new courses aligned with student interests and future readiness.
- Stressed the importance of ongoing feedback loops to track and support student progress toward CCI indicators.

Using this feedback CBK Charter will continue to focus on the following and enhance the areas for continued staff and student success:

- Expanding dual enrollment offerings and increasing student access to college courses.
- Enhancing FAFSA and college application support for students and families.
- Creating leadership and internship opportunities that build college and career readiness.
- Creating opportunities for students to work directly with an academic guidance counselor

**Goal 3:** Support students' personal growth and learning in safe, nurturing environments, while also enhancing connections and communication between homes, schools, and communities

Students emphasized the importance of a strong, supportive school culture. They expressed appreciation for teacher relationships and a desire to feel more connected through leadership roles, school events, and opportunities for civic engagement. These experiences were seen as central to fostering a sense of belonging and school pride.

During the 2024-2025 meetings, students and guardians:

- Highlighted the value of feeling known and supported by teachers, noting that strong student-teacher relationships fuel motivation and connection to school.
- Expressed a desire to engage more in leadership roles and civic participation activities, such as mock elections and school events.
- Requested more social-emotional support and community-building experiences like field trips, prom, and graduation planning.

Families and community members echoed the need for strong home-school partnerships. They called for more accessible, multilingual communication and requested more opportunities to be involved in school events, student leadership, and decision-making processes.



#### Families and community members:

- Called for clearer, more accessible communication between the school and families, especially regarding assessments, testing schedules, and college readiness activities.
- Indicated interest in playing a more active role in school events and leadership programming to build community and support student belonging.
- Encouraged broader parent involvement in needs assessments, policy reviews, and planning efforts.

Teachers and staff underscored the importance of maintaining a safe, inclusive environment that prioritizes social-emotional growth alongside academics. They also expressed a need for more family engagement initiatives and resources to foster stronger school-home partnerships.

#### Teachers and school staff:

- Reinforced the importance of a nurturing, inclusive school environment where all students—especially English Learners—feel seen, valued, and empowered.
- Called for expanded family engagement strategies and stronger connections between home and school to improve student success.

Using this collective feedback, CBK Charter will continue to focus on and enhance efforts that contribute to student and staff success. The school is committed to expanding student leadership opportunities, organizing more field trips, and increasing schoolwide engagement activities that foster a sense of community and belonging. It will also work to improve access to social-emotional learning supports and wellness initiatives, strengthen school-home communication through multilingual platforms and consistent outreach, and build systems for meaningful family participation in school governance, events, and planning processes.

Across the various engagement committees, several key themes emerged. In the area of academic support, there was a call for more targeted intervention in English Language Arts and Math, as well as additional assistance for English Learners focused on progress and reclassification. In terms of college and career readiness, stakeholders showed strong enthusiasm for expanding dual enrollment, FAFSA support, career technical education opportunities, and real-world learning experiences. Leadership and engagement were also highlighted as priorities, with participants valuing greater access to leadership roles, civic engagement activities, and school events that build confidence and community. Communication remained a critical area of focus, with stakeholders calling for clearer, more consistent updates, particularly around student assessments and academic progress. Finally, family involvement emerged as a vital priority, with families eager for more meaningful participation in school life, including decision-making, event planning, and academic guidance.

CBK Charter remains deeply committed to using this input to guide continuous improvement efforts. The voices of students, families, teachers, and community members—shared through ELAC and SAC—are central to planning and reflect a shared vision: that all students graduate prepared, confident, and connected to a meaningful future. The insights of our engagement partners will continue to shape our path forward as we pursue equity, excellence, and meaningful engagement for every student.

# 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	Broad 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.

For the purpose of Learning Recovery Based Grant data is being reported for 2023. 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.

**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) Local Control and Accountability Plan Template Page of 8 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	44.5% showed MAP growth in ELA for pre and post-testing	[Insert outcome here]	The percent of students demonstrating growth on the NWEA in ELA for all students will be 55%	Difference of 10.5%
1.2	NWEA Math paired assessment growth rates (Priority 8)	50.6 % showed MAP growth in Math for pre and post-testing	45.8% showed MAP growth in Math for pre and post-testing	[Insert outcome here]	The percent of students demonstrating growth on the NWEA in math for all students will be 60.6%	Difference of 4.8%
1.3	CAASPP ELA (Priority 4)	The distance from standard was 72.3 on the CAASPP in ELA With 22.43% meeting or exceeding the standard 6.67% of SWD met or exceeded. 16.05% of SED met or exceeded.	The distance from standard was 93.8 points on the CASSPP in ELA with 18.39% meeting or exceeding the standard 5.71% met or exceeded. 18.26 SED met or exceeded	[Insert outcome here]	The distance from standard will be 57 or less on the CAASPP in ELA	Difference of 21.5 points

1.4	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.	The distance from standard was 207.3 points on the CASSPP in math with 1.68% meeting or exceeding the standard 0% of SWD met or exceeded. 1.22% met or exceeded. 2.1% of Hispanic met or exceeded, 1.7% SED Met or Exceeded	[Insert outcome here]	The distance from standard will be 175 or less on the CAASPP in math	Difference of 12.8 points
1.5	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	Teachers deemed to be “ineffective” according to School Accountability Report Card is 0%, 100% effective	[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%.
1.6	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	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) was at 100%in 2024-2025	[Insert outcome here]	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) will be maintained at 100%.	No difference, maintained at 100%.



1.7	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 4.03 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 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.	[Insert outcome here]	The average rating on the California State Standards Implementation Reflection Tool will be 4 based on the average of all areas	Difference of .03
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Insert or delete rows, as necessary.

## Goal #1 Analysis for 2025-2026

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.

No substantial differences noted. This was the first year that NWEA was fully implemented providing a better “baseline” for future years. It was noted that there were challenges for students who were being assessed who were not currently enrolled in a core course such as ELA but specifically math. The team will be looking at rearranging the testing schedule to be set to occur as students take a math course, rather than specific times in the semester, this will better serve to measure actual teaching that is occurring.

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 substantial difference in budgeted expenditures for 1.4 direct tutoring and intervention support. This year less students participated in outside tutoring services. This could be in part because of the increased use of small group instruction during the day with their teacher decreasing the number of students seeking additional support.

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

1.1 GLEAM Instruction and professional development. This year there was a large focus on providing support and training on how to implement Professional Learning Communities (PLC) at all CBK sites. The Administrator of Academic Innovation delivered over 35 direct instructional sessions this year, impacting dozens of staff and hundreds of students. These trainings equipped educators with the knowledge, tools, and practical strategies needed to more effectively support English Learners, enhance literacy instruction, and differentiate instruction across grade levels and content areas.

1.2 Standards Aligned instruction. Students were offered an A-G instructional curriculum, with 100% of students having access. This was offered through the Edmentum platform as well as through Canvas and Clever online links and in hard copy. This year, the curriculum committee has adopted a new Science Curriculum that aligns with the NGSS standards.

Q2 Fall Semester CBK - At then end of the fall semester 80.85% of the students on IEPs were passing all classes. 19.15% of the students on IEPs were receiving at least 1 D or F in 1 of their classes. 6.67% of these students were receiving at least 2 D's or F's and 5.56% were receiving 3 or more. Q3 CBK - At the end of the quarter 3 progress report, 75.53% of the students on IEPs are passing all classes. 24.47% of these students on IEPs are receiving 1 D or F in 1 of their classes. Of these 24.47% 8.51% are receiving at least 2 D's or F', and 2.13% are receiving 3 or more D's or F's in their classes.

1.3 MTSS interventions. Alternative Education conducted 1,932 interventions in the 2023-2024 school year. 700 of those interventions were student transition-related services helping students successfully move from alternative education to their school of residence. Of the remaining 1,232 interventions as supported through a multi-tiered system of supports, 38% were attendance related. 36% were academic interventions. 9% were behavioral interventions. The remaining interventions crossed multiple domains of support needs. 76% of interventions noted successful outcomes, with the remainder noting intervention goals not being met or ending inconclusively because of the duration of enrollment

1.4 Direct tutoring and intervention strategies. Online tutoring was underused; students prefer in-person support by their classroom teacher. The implementation of small groups across all sites provided direct intervention for ELA and Math.

1.5 Professional development - This year, our TOSA provided targeted instructional support to staff through both structured training and on-demand assistance. Two virtual training series were offered: a four-session Canvas training series and a three-session Labster virtual lab training series, each consisting of one-hour sessions. These sessions were open to principals, teachers, and instructional aides. The Canvas series had 23 staff sign-ups, with 7–13 attending per session, while the Labster series had 26 sign-ups, with 11–14 attending each time. In addition to these group trainings, the TOSA facilitated individual and site-based sessions focused on Canvas, Labster, and both adopted and supplemental curriculum tools. These trainings were customized to meet specific site and staff needs. Ongoing, flexible support was also

provided throughout the year, with at least five one-on-one or small group meetings per month, delivered either in person or via Zoom. This sustained support helped staff effectively integrate digital tools and resources into instruction. This year, our Administrator of Academic Innovation provided a comprehensive series of professional learning sessions to strengthen support for English Learners and promote high-impact literacy strategies across RCOE Alternative Education sites. A 1-day ELD training was delivered to over 30 staff members, covering key topics such as English Learner data, Federal Program Monitoring (FPM) requirements, reclassification criteria, and progress monitoring expectations. Staff also explored the California English Learner Roadmap, distinctions between Designated and Integrated ELD, and strategies to improve the testing environment and interpretation of ELPAC writing response scores. Practical scaffolding strategies were introduced to support student success, alongside training in how to use Achieve3000 Literacy to differentiate instruction and monitor progress. The training walked participants through platform setup, lesson assignment, performance tracking, and ways to promote student engagement through interactive features.

To support implementation, over 32 demo lessons were delivered across multiple classroom sites. These lessons modeled how to use Close Reading, the SQ3R method (Survey, Question, Read, Recite, Review), and the Claim-Evidence-Reasoning (CER) writing structure to deepen reading comprehension and critical thinking. Students were taught how to analyze texts in depth, generate thoughtful responses, and support their writing with textual evidence—skills critical to improving both ELA outcomes and engagement.

Principals completed regular classroom instructional rounds providing direct feedback to staff on ways to engage students in learning.

1.6 Access and the use of digital technology to support student learning – All students have access to Chromebooks with a ratio of one-to-one. Students also are engaged in online platforms such as CLEVER to access their learning platforms. This centralized area allows teachers and staff to access all tools necessary to engage students in their learning process.

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 no changes

**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 1 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	\$ 2,782,828	No
1.2	School Aligned Resources	Students have students have access to standards-aligned instructional materials in multiple modalities	\$ 90,090	No
1.3	MTSS Teams	MTSS team meetings to review and evaluate data to determine interventions for students within the areas of academics, behavior, and attendance, as monitored and documented through the AERIES system	\$1,125,739	Yes
1.4	Direct Tutoring and Intervention Support to Students	Tutoring provided by contracted tutoring programs online, in person, and through learning platforms such as Achieve3000 and Membean	\$ 391,380	Yes
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	\$ 52,193	No
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	\$279,852	Yes

Goal #	Description	Type of Goal
Goal #2	All students will graduate from high school with equitable access to college, career, or postsecondary 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	30.7% four-year, 11% five-year graduation rate	[Insert outcome here]	37% four-year, 20.8% five-year graduation rate Total 57.8% 4/5- year graduation rate	+3.7 four-year, and +1 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	DASS One Year Graduation rate was 96% in 2023-2024	[Insert outcome here]	Achieve 90.4% School DASS One Year High School Graduation Rate	Difference is +4.6% 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 by Census Day # are in dual/concurrent enrollment. Course, Semester one	24-25 school year: 41 students –7%	[Insert outcome here]	Achieve 20% dual/concurrent enrollment based on Census Day	Difference 3%

		completion rate - 62%				
2.4	College/Career Indicator on the California Dashboard (Priority 4)	CCI was 1.9% in 2022-2023	CCI was 5.4% 2023-2024	[Insert outcome here]	Achieve an 11.9% CCI Rate.	+3.5% 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	EL students scoring well developed on the LTPI : 23.5% overall in 2024- 2025 13.0% in Listening 0.0% in Reading 47.7% in Speaking 33.3% in Writing	[Insert outcome here]	EL students scoring advanced/high on the LPTI 49%	Difference of 6.4% 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	English learner reclassification rate was 13.1% in 2023- 2024	[Insert outcome here]	English learner reclassification rate will be 34%	Difference of 15.9 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.	ELPAC 2023-2024, 7.34% classified as Level 4, indicating a well-developed, 33.03%,fall into Level 3, indicating a moderately developed proficiency. 44.04% level 2 and 15.6% level 1.	[Insert outcome here]	ELPAC 35.43% of students will be either well developed or moderately developed in proficiency	Difference of +19.94%. Increase in well or moderately developed in proficiency



2.8	Course Access: Pupil enrollment in a broad course of study based on Aeries course scheduling reports and graduation status reports (Priority 7)	All students had full access to a broad course of study in 2023-2024	All students had full access to a broad course of study in 2024-2025	[Insert outcome here]	Maintain at 100%	0% Difference
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	All students had access to standards-aligned instructional materials in 2024-2025	[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%, SWD 47.5%, SED 46.4%, Overall 45.1%	Dataquest 23-24 rates indicate: 45.1% overall EL 38,8%, FY 54.5%, Homeless 42.6%, SWD 39.6% , SED 33.3%, SWD 39.6 Overall 35.7%	[Insert outcome here]	Overall Chronic Absenteeism 35%	Overall decreased 4.4% (positive movement)

Insert or delete rows, as necessary.

## Goal #2 Analysis for 2025-2026

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.

Implentation occurred for all areas without significant challenges.

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 expected expenditures for CTE Pathways. This was largely due to a shared grant. Our partner agency was unable to hire staffing required to fill key positions, resulting in a decrease in services. There was an increase in fund spent on students with disabilities. This was in part due to extra support services provided for IEP writing and IEP coverage due to staffing shortages for those on extended leave. We also saw a decrease in expenditures for Summer School, based on less teachers and student taking advantage of this time to earn extra credits.

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

2.1 Effective. CBK continues to offer five (5) career pathways in Culinary Arts, Welding & Joinery, Residential & Commercial Construction, Digital Media, and Cyber Security (Cyber Security is offered in partnership with UCR Extension and is taught virtually by UCR Extension personnel) and through our Youthbuild Grant. There were two additional articulated pathways were offered this year (early college credit): Culinary Arts (articulation with Mt. San Jacinto College) and Construction (articulation with Norco College). Students enrolled in courses articulated with area community colleges are eligible for free (early) college credit for adequate performance in the overall CTE courses and on the final assessments in these classes.

2.1 Dual enrollment was effective implemented with partnerships with UCR, CBU, and RCC. All students were provided with access to Community and 4 year programming at no cost. In December 2024, 58 students were honored at the University of California, Riverside (UCR) dual enrollment ceremony. This celebration marked a significant milestone in their academic journey, demonstrating the power of community partnerships and the potential of alternative education. Through the collaboration between the Riverside County Office of Education (RCOE) and UCR Extension, students from alternative education programs were provided with a pathway to experience college-level learning, participate in research, explore career opportunities, earn college credit, and gain technical skills that could lead to jobs offering a living wage.

In the first semester of the 24-25 school year, 6 students earned UCRx Fall 2024 Ethnic Studies Completer. 14 students completed the UCRx Cybersecurity Pathway for the 2024-2025 school year. 20 students in the YouthBuild Program completed their pre-apprenticeships. 12 students completed the Certified Logistics Associate pre-apprenticeship, and 8 students completed the Home Building Institute pre-apprenticeship.. 63 CBK students enrolled in dual enrollment courses at UCR, MSJC, COD, and RCC. 54 students successfully completed coursework. 104 college courses were completed by CBK students. 9 students who enrolled never attended or withdrew.

2.2 Effective -During the 2024-2025 academic year, the Alternative Education unit submitted a successful competitive Strong Workforce Program (SWP) grant application in order to expand the current Welding & Joinery Pathway offered at the David Long Regional Learning Center to another site, the Arlington Regional Learning Center . Since funds from this grant are awarded late in the academic year, the Welding & Joinery pathway will become operational at the David Long RLC during the 2025-2026 academic year

2.3 During the course of the academic year, students have been provided with twenty-seven plus (27+) virtual or in-person presentations regarding apprenticeship programs overall and particular programs within the Automotive, Information Technology, Construction, Masonry, and Electrical industries. The apprenticeship forums featured presenters from LAUNCH (Local Apprenticeships Uniting a Network of Colleges & High Schools), MITA (Masonry Industry Training Association), UCR Extension, Southwest Carpenters Union, and WECA (Western Electrical Contractors Association). The PSAT and ASVAB were offered at multiple sites, allowing students to be part of a college-going culture.

2.4 Effective- Over the past four academic years, chronic absenteeism rates within our program have shown a **notable downward trend**, reflecting improved student attendance and engagement efforts. In **2023–24**, the chronic absenteeism rate decreased to **35.7%**, down significantly from **45.1% in 2022–23** and **46.2% in 2021–22**. This decline represents a **9.4 percentage point improvement** from the previous year and a **10.5 percentage point improvement** from the peak rate observed in 2021–22.

The number of students identified as chronically absent also decreased, from **378 students in 2022–23** to **311 in 2023–24**, even as overall enrollment slightly increased from 838 to 870. This positive shift suggests that interventions and supports aimed at improving attendance—such as expanded student outreach, targeted support services, and re-engagement strategies—are having a measurable impact.

2.5 Monitoring instruction for SWD -somewhat effective - For students enrolled for 12 weeks or more, 78.1% of the students either met or partially met all IEP goal at the time of their Annual Plan Review. 40.08% of the goals were met and 38.02% of the goals were partially met. 22.31% of the total goals were not met. Of the 22.31% not met, 31.25% of these goals were either transition goals, vocational (task completion, attendance, ect.), speech, or behavior goals.

2.6 Semi-Effective Support for EL In reviewing our Student English Language Acquisition Results from the Summative ELPAC, there are clear indications of both progress and areas requiring further attention. In 2024, 35.2% of English Learner (EL) students progressed at least one ELPI level, marking the highest rate of growth in the past four years. This improvement suggests that the strategies and supports implemented recently are beginning to have a positive impact on EL student outcomes. However, this progress is tempered by a simultaneous increase in the percentage of students who decreased at least one ELPI level—rising to 36.6% in 2024, the highest percentage recorded during this timeframe. This indicates a growing disparity in student performance, where some are making strong gains while others are falling behind.

Additionally, the percentage of students maintaining ELPI Level 4 dropped from 55.2% in 2023 to 35.2% in 2024, suggesting fewer students are sustaining advanced levels of English proficiency. Meanwhile, the percentage of students maintaining lower ELPI levels (levels 1, 2L, 2H, 3L, 3H) remained relatively consistent (28.2% in 2024), highlighting the need for more focused supports to help these students advance.

Overall, while our EL programs have yielded improvements in student growth, the data points to the importance of refining our approach to ensure that all English Learners—especially those at risk of regression or stagnation—receive the targeted support they need to thrive. These findings will guide our ongoing efforts under the LCAP to provide equitable and effective services that promote sustained language acquisition and academic success for all EL students.

2.7 HiSET GED – Effective - All students who took the GED/HiSET in CBK schools passed the exam.

2.8 Work-based- effective learning industry certificates – all students in culinary classes were given the opportunity to complete their food handlers course as well as earn their ServSafe cards.

2.9 Student-Led Enterprise -semi-effective- Students completed financial literacy courses and held local elections to determine leaders for the Skills USA Chapter meetings. Unfortunately, the larger planned events to showcase skills were cancelled.

2.10 Summer School – effective – all sites held summer school sessions with students working on making up credits, accelerating, and participating in Summer Camps at UCR. Students were provided with opportunities to participate in engaging work while receiving additional support. Any student who was considered a “super senior” finished course work and graduated as planned.

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.

The metric measuring local EL progress was changed from the TELL to the Language Tree Performance Indicator (LTPI) this was due to a local switch to use a metric designed specifically for the standards addressed in our English Language Courses.

**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 2 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.	\$ 82,866	No
2.2	CTE Pathways	Expand current career technical programming that includes welding, digital media, culinary/hospitality, residential commercial construction, and computer networking/science.	\$ 767,716	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	\$ 244,343	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.	\$ 246,930	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.	\$ 661,036	No
2.6	Monitoring instruction, Learning and Graduation Rates for EL students.	Monitor and evaluate the progress of EL students on academic achievement, attendance, and behavior. Provide teachers with in-class support from administrator, and EL teacher on special assignment	\$ 160,288	Yes
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	Yes
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)	\$ 49,327	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 graduation 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	\$ 49,437	Yes

		students develop and enhance knowledge on grade-level standards, ensuring their academic progress and success		
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Goal #	Description	Type of Goal
Goal #3	Support students' personal growth and learning in safe, nurturing environments, while also enhancing connections and communication between homes, schools, and communities	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 this 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
3.1	Suspension rate	0% Suspension 2022-2023 School Year	0% Suspension 2023-2024 School Year	[Insert outcome here]	0% Suspension	0% difference in suspension rate
3.2	Student Attendance Rates (Priority 5)	Student daily attendance rates were 85% in 2022-2023	Student daily attendance rates were 89.8% in 2023- 2024	[Insert outcome here]	Achieve at 87% overall student attendance rate	+4.8% difference in increased student attendance



3.3	Chronic Absenteeism Rates Dashboard (Priority 5)	No Performance Rating available for Chronic absenteeism.	No Performance Rating available for Chronic absenteeism.	[Insert outcome here]	When data is made available a target will be reported.	No difference to note
3.4	School Safety (Priority 6) California Health Kids Survey (CHKS)	Perceived Safety at School: Very safe: 39% Safe: 42% = 81%	Perceived Safety at School: Very safe: 48% Safe: 38% = 86%	[Insert outcome here]	The percent of students responding that they feel very safe or safe on the CHKS will be at 90%	+5% difference in CHKS school safety measure
3.5	Safe and Clean Facilities (Priority 1) Facilities Inspection Too	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	[Insert outcome here]	Maintain all facilities rated as in good condition using the Facilities Inspection Tool	0 difference
3.6	Social Emotional (Priority 6) Panorama Screener Social Emotional Learning	Percent responding favorably: Self-Management - 40th to 59th national percentile Social Awareness 40th to 59th national percentile Growth Mindset - 80th to 90th national percentile Social Perspective Taking – 80th to 90th national percentile	Percent responding favorably: Self-Management - 60th to 79th national percentile Social Awareness 20th to 39th national percentile Growth Mindset - 0 to 19th national percentile Social Perspective Taking – 60th to 79th national percentile Emotion	[Insert outcome here]	Percent responding favorably: Self-Management - 60th to 79th national percentile Social Awareness 60th to 79th national percentile Growth Mindset - 80th to 90th national percentile Social Perspective Taking – 80th to 90th national	Self-Management – 60th to 79th national percentile Social Awareness – 20th to 39th national percentile Growth Mindset – 0 to 19th national percentile Social Perspective Taking – 60th to 79th national percentile



		Emotion Regulation – 80th to 90th national percentile Self-Efficacy- 20th to 39th national percentile	Regulation – 80th to 90th national percentile Self-Efficacy-0-19th national percentile		percentile Emotion Regulation – 80th to 90th national percentile Self-Efficacy- 30th to 39th national percentile	Emotion Regulation
3.7	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	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 2024-2025	[Insert outcome here]	Maintain average rating on the CDE Parent Engagement Self-Reflection Tool at full implementation	0 difference

Insert or delete rows, as necessary.

## Goal #3 Analysis for 2025-2026

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.

All actions were implemented with fidelity and no unexpected challenges. Over the past four academic years, chronic absenteeism rates within our program have shown a **notable downward trend**, reflecting improved student attendance and engagement efforts. In **2023–24**, the chronic absenteeism rate decreased to **35.7%**, down significantly from **45.1% in 2022–23** and **46.2% in 2021–22**. This decline

represents a **9.4 percentage point improvement** from the previous year and a **10.5 percentage point improvement** from the peak rate observed in 2021–22.

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

There was an increase in budget expenses for student activities and programs due to an increase of students participating in activities and a much larger graduation cohort this year, requiring the purchase of additional materials and supplies. There was a decrease in the amount spent on PBIS supplies. This is largely in part due to the bulk purchases that were made during the previous year’s rebranding.

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

3.1 Parent and Guardian Workshops- Partially Effective - Staff, parent, and caregiver feedback indicates strong ratings in creating welcoming environments and providing learning resources at home, which suggests that some workshops and engagement activities are being implemented effectively. However, continued focus is needed to deepen culturally responsive engagement and ensure inclusive participation in decision-making committees such as ELAC, DELAC, and SSC. There continues to be a need to connect adult students to the program with information that is relevant to their daily lives.

3.2 Parent Engagement and Information Systems – Effective -Families reported clear and inclusive communication through tools such as ParentSquare, which supports ongoing outreach and transparency about student learning and school updates. Families also report that they use the “CBKtoday.org” website when looking for current information.

3.3 Community Outreach and Student Recruitment – Student enrollment has held steady with a slight increase from 838 to 870 from 22-23 to 23-24. The stability rate for CBK Charter during the 23-24 school year was **33.9%** compared to Riverside –89.3% and statewide 91%. This was an increase from 22-23 when the stability rate was **25.8%**

3.4 Enrollment and Attendance Support – effective - The number of students identified as chronically absent also decreased, from **378 students in 2022–23 to 311 in 2023–24**, even as overall enrollment slightly increased from 838 to 870. This positive shift suggests that interventions and supports aimed at improving attendance—such as expanded student outreach, targeted support services, and re-engagement strategies—are having a measurable impact.

While the progress is encouraging, with chronic absenteeism now at its lowest rate in four years, the current rate of **35.7%** still indicates that more than one-third of students are missing significant instructional time. Continued focus on attendance recovery, relationship-building with students and families, and school climate improvements will be essential to further reduce chronic absenteeism and support consistent student engagement across all sites.

3.5 Transportation- semi effective – students report that the support of CDPs and availability of bus passes support their ability to come to school there is still a need to address others who do not have direct access to public transportation.

3.6 Multilingual Communication -Effective – with the use of online tools such as ParentSquare, we are able to provide multilingual communication in multiple formats as well as across all sites. Furthermore, the introduction of AI has allowed us to include other ways in which we can include families and students. Inclusive communication is noted as a strength within local surveys.

Partially effective -Panorama SEL data shows a decline in student well-being scores, particularly in court schools. This suggests that while mental health services are available (e.g., BHTs, Hazel Health), and 100% students have access to BHT or BHA support, further development of tiered support and monitoring systems is needed.

3.8 Student Activities – Effective- students continue to participate in student leadership club as well as outside acitivities such as prom, trips to the Cheech Museum, Painted Desert, and more.

3.9 PBIS – CBK maintained 0% suspension rates on the dashboard and continue to recieve positive feedback through parent and student surveys.

3.10 School Safety Personnel and Services – effective -This year there was an additional partime security added to our desert sites, this has helped with overall safety and extended support to home visits. In the area of “Perceived School Safety” the following responses were received CBK 100% responded feeling neutral, safe, or very safe

3.11 School Safety Equipment – effective – No issues were reported with school safety equipment or infrastructure. Facilities are consistently rated in good condition through the RCOE Facilities Inspection Tool.

3.12 Clean schools –effective – Facilities across all sites continue to be rated in good condition, indicating that custodial and cleaning protocols are being maintained effectively. All kitchens received an 100% on recent inspections.

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.

No changes made

**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 3 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	\$ 1,000	No

		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, and orientations.		
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	\$ 123,215	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.	\$ 123,215	No
3.4	Enrollment and Attendance Support	Attendance and Registration Technician (ART) directly supports parents in registering students, gathering and maintaining records, and monitoring attendance. Provide a system of attendance interventions and supports	\$ 751,436	Yes
3.5	Transportation Support	Students are provided bus passes to support transportation to and from	\$ 2,400	Yes
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	Behavior 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.	\$ 103,689	No
3.8	Student Activities	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	\$ 5,500	No
3.9	PBIS	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	\$ 6,000	Yes

		services, behavior plans) improve student behavior and increase attendance through the GRADS Program. Growth Minded, Resourceful, Actively Engaged, Determined, and Socially Responsible		
3.10	School Safety Personnel and Services	Provide campus security supervisors to support safety, social-emotional learning, informal mentorship, and guidance.	\$ 78,413	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.	\$ 292,589	No

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 1,934,360	\$ n/a

### 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
24.251%	N/A	N/A	24.251%

**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,
1.6	Access and Use of Digital Technology to Support Student Learning	Support through online student platforms allows for tutoring and support to students who are struggling, Language Tree on-line also provides direct support to EL and LTEL students. Technology also increases work completion decreasing student absenteeism rates	ELPAC testing, dataquest absenteeism report

2,3	College and Career Planning Awareness	Students who are SED do not always have access to college and career options, free dual enrollment and concurrent enrollment classes as well as apprenticeships will allow students to see other options for them and increase graduation rates as well as CCI data.	CCI rates, dual enrollment classes completed (AERIES)
2.4	Students who are enrolled in Independent Study struggle with maintaining enrollment. A majority of CBK students who are chronically absent are EL 38,8%, FY 554.5%, Homeless 42,6%, SWD 39,6%And SED 33.3%,	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
3.4	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
3.5	Students who attend CBK come from many different areas and do not have typical school busing	Support for transportation ensures that students attend their weekly appointments as well as small groups, providing direct support. This support can come in the form of bus passes, CDP pick up and drop off as well as contracted company support.	Dataquest chronic absenteeism reports, AERIES weekly 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,
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### **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	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	1/150
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1/24

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

Developed by the California Department of Education, July 2023



2025-2026 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
\$ 7,976,250	\$ 1,934,360	24.251%	0.000%	24.251%	\$ 3,055,408	0.000%	38.306%	Total:	\$ 3,055,408
								LEA-wide Total:	\$ 2,096,838
								Limited Total:	\$ 201,135
								Schoolwide Total:	\$ 757,436

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	\$ 1,125,739	0.000%
1	4	Direct Tutoring and Intervention Support to s	Yes	LEA-wide	English Learners and Foster Youth	School Sites	\$ 391,380	0.000%
1	6	Access and Use of Digital Technology to Su	Yes	LEA-wide	All	School Sites	\$ 279,852	0.000%
2	3	College and Career Indicator (CCI) Planning	Yes	LEA-wide	All	School Sites	\$ 51,437	0.000%
2	4	Attendance Support and Focus	Yes	LEA-wide	All	District Wide	\$ 246,930	0.000%
2	6	Monitoring instruction, Learning, and Gradua	Yes	Limited	English Learners	School Sites	\$ 149,408	0.000%
2	7	High School Equivalency Test (GED and Hi	Yes	LEA-wide	All	School Sites	\$ 1,500	0.000%
2	10	Summer School	Yes	Limited	All	School Sites	\$ 49,327	0.000%
3	4	Enrollment and Attendance Support	Yes	Schoolwide	All	District Wide	\$ 751,436	0.000%
3	5	Transportation Support	Yes	Limited	Low-Income	School Sites	\$ 2,400	0.000%
3	9	Positive Behavior Intervention and Supports	Yes	Schoolwide	All	District Wide	\$ 6,000	0.000%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 7,417,542.92	\$ 7,046,838.91

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	GLEAM Instruction and Professional Development	No	\$ 2,866,060	\$ 2,624,267
1	2	School Aligned Resources	No	\$ 100,930	\$ 106,200
1	3	MTSS Teams	Yes	\$ 999,978	\$ 1,028,951
1	4	Direct Tutoring and Intervention Support to Students	Yes	\$ 318,939	\$ 120,043
1	5	Professional Development	No	\$ 52,342	\$ 52,032
1	6	Access and Use of Digital Technology to Support Student Learning	No	\$ 176,639	\$ 267,325
2	1	Dual Enrollment Programming	No	\$ 77,194	\$ 53,863
2	2	CTE Pathways	No	\$ 496,082	\$ 334,101
2	3	College and Career Indicator (CCI) Planning and Awareness	No	\$ 51,097	\$ 49,853
2	4	Attendance Support and Focus	Yes	\$ 247,006	\$ 259,019
2	5	Monitoring instruction, Learning, and Graduation Rates for Students with Disabilities	No	\$ 388,675	\$ 499,200
2	6	Monitoring instruction, Learning and Graduation Rates for EL students.	Yes	\$ 150,241	\$ 126,446
2	7	High School Equivalency Test (GED and HiSET)	No	\$ 6,000	\$ 2,498
2	8	Work-Based Learning and Industry Certifications	No	\$ 49,097	\$ 43,966
2	9	Student Led Enterprise	No	\$ 1,000	\$ 800





2024-2025 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)
\$ 2,298,710	\$ 2,475,568	\$ 2,358,577	\$ 116,991	0.000%	0.000%	0.000% - 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	3	MTSS Teams	Yes	\$ 999,978	\$ 1,028,951.00	0.000%	0.000%
1	4	Direct Tutoring and Intervention Support to Students	Yes	\$ 309,695	\$ 120,043.00	0.000%	0.000%
2	4	Attendance Support and Focus	Yes	\$ 247,006	\$ 259,019.00	0.000%	0.000%
2	6	Monitoring instruction, Learning and Graduation Rates for EL students.	Yes	\$ 25,409	\$ 126,446.00	0.000%	0.000%
3	1	Summer School	Yes	\$ 132,187	\$ 81,148.06	0.000%	0.000%
3	4	Community Outreach and Student Recruitment	Yes	\$ 123,503	\$ 129,613.00	0.000%	0.000%
3		Enrollment and Attendance Support	Yes	\$ 585,291	\$ 600,874.00	0.000%	0.000%
#REF!	#REF!	Positive Behavior Intervention and Supports	Yes	\$ 52,500	\$ 12,483.00	0.000%	0.000%



2024-2025 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)
\$ 7,161,759	\$ 2,298,710	0.000%	32.097%	\$ 2,358,577	0.000%	32.933%	\$0.00 - No Carryover	0.00% - No Carryover

# 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).