

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Come Back Kids

CDS Code: 33103300128397

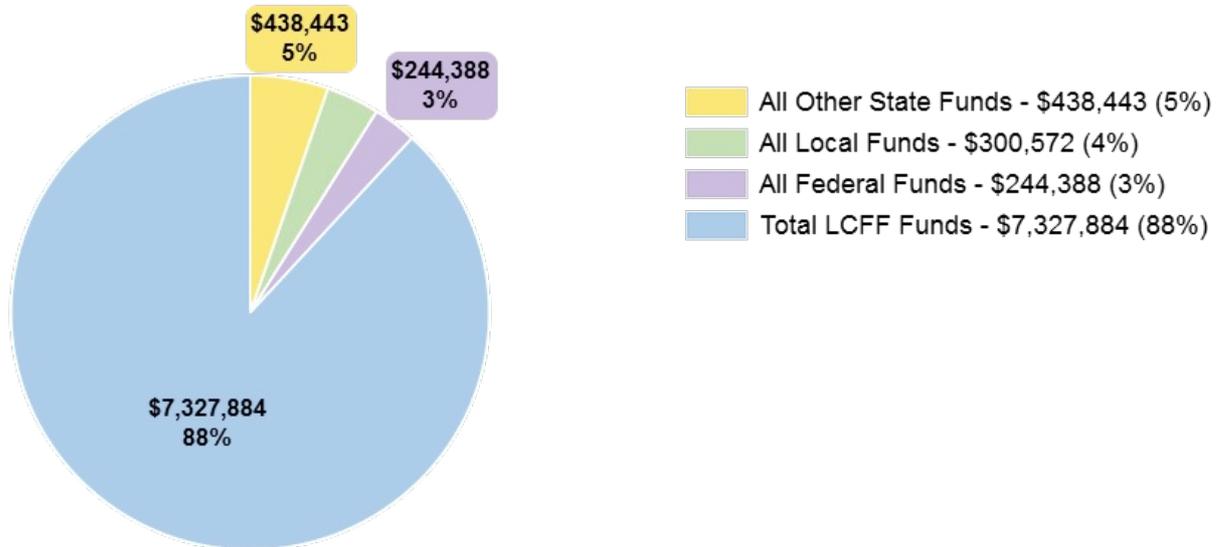
Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA Contact Information: Janice Delagrammatikas | jdelagrammatikas@rcoe.us | 951 826-6461

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

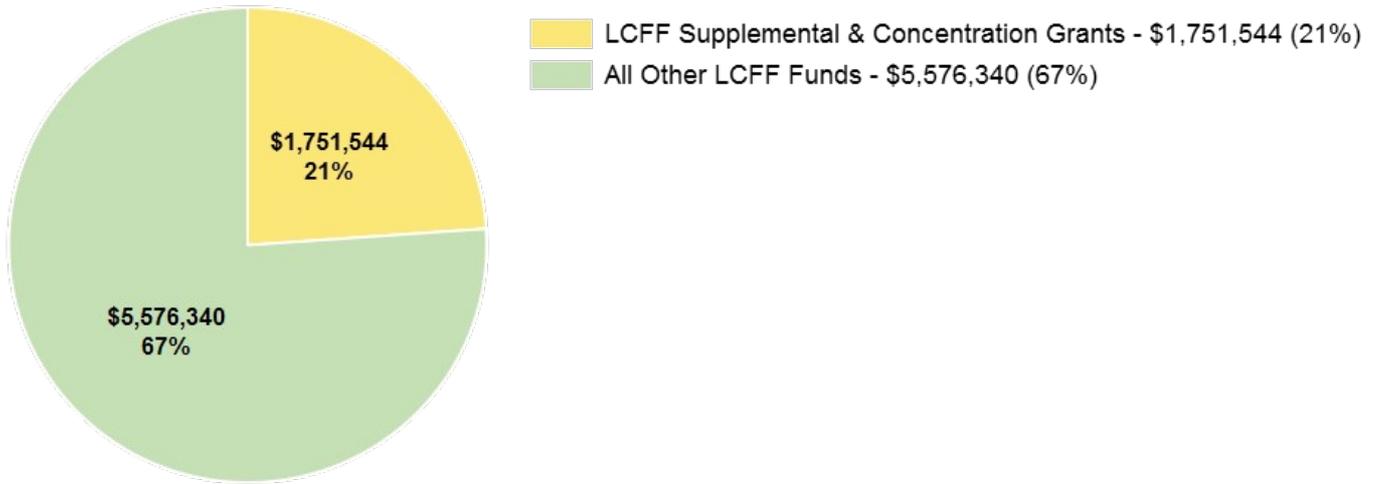
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$438,443	5%
All Local Funds	\$300,572	4%
All Federal Funds	\$244,388	3%
Total LCFF Funds	\$7,327,884	88%

Breakdown of Total LCFF Funds



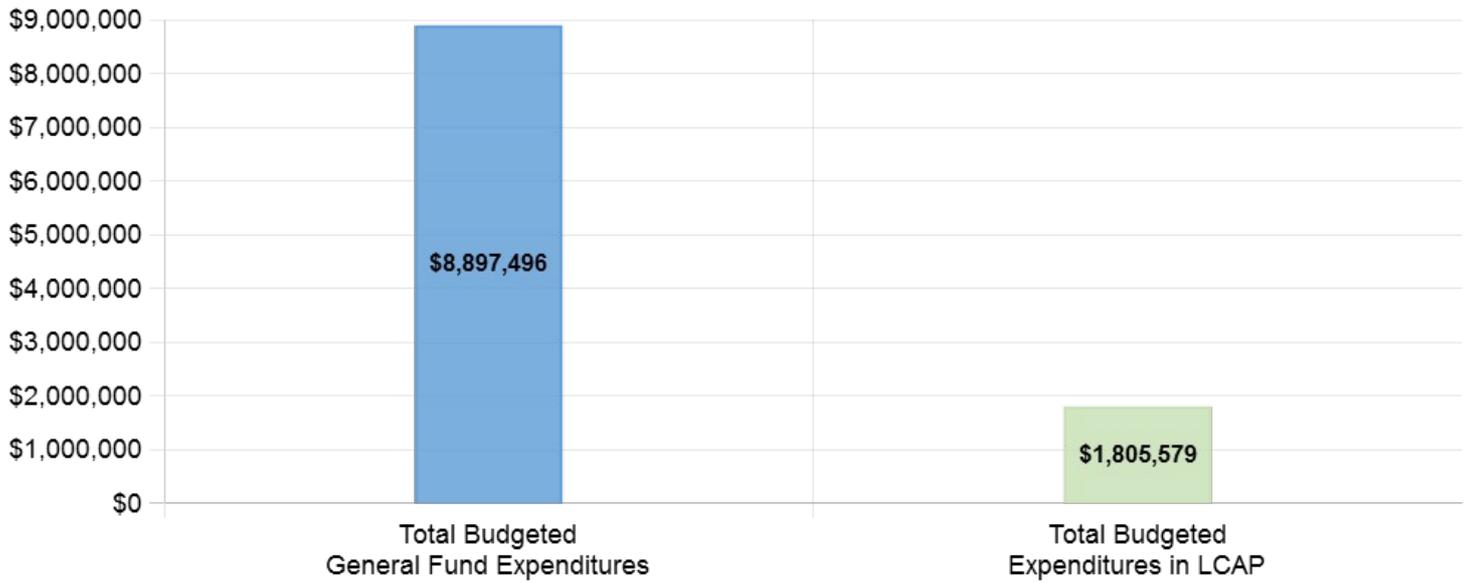
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$1,751,544	21%
All Other LCFF Funds	\$5,576,340	67%

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

The total revenue projected for Come Back Kids is \$8,311,287, of which \$7,327,884 is Local Control Funding Formula (LCFF), \$438,443 is other state funds, \$300,572 is local funds, and \$244,388 is federal funds. Of the \$7,327,884 in LCFF Funds, \$1,751,544 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$8,897,496
Total Budgeted Expenditures in LCAP	\$1,805,579

This chart provides a quick summary of how much Come Back Kids plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Come Back Kids plans to spend \$8,897,496 for the 2019-20 school year. Of that amount, \$1,805,579 is tied to actions/services in the LCAP and \$7,091,917 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures that are not included in the LCAP are payments for indirect services provided by RCOE, salaries (unless identified in the LCAP), and operational services.

Increase or Improved Services for High Needs Students in 2019-20

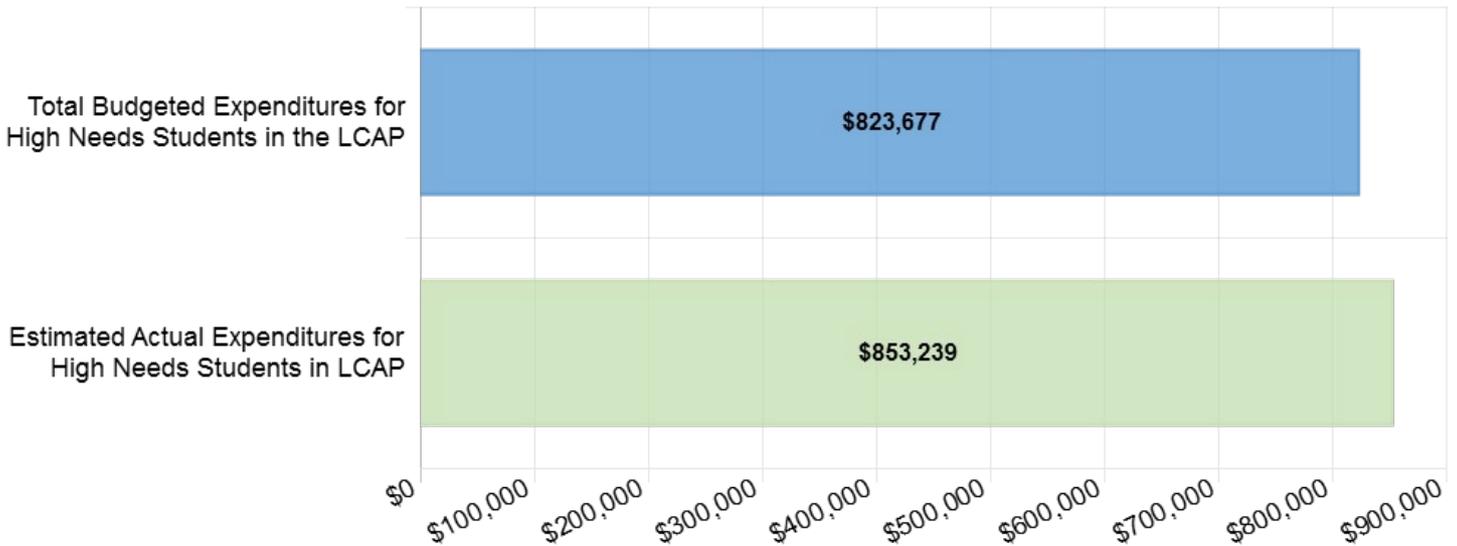
In 2019-20, Come Back Kids is projecting it will receive \$1,751,544 based on the enrollment of foster youth, English learner, and low-income students. Come Back Kids must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Come Back Kids plans to spend \$1,705,870 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

Actions 1, 2, 1nd 3 under Goal 1 include items designated to improve the academic achievement of English Learners, Foster Youth, and low income students. Materials to be purchased include Rosetta Stone to increase English acquisition and an online library to expand reading choices and levels for

students. Action 1 and 2 provide targeted in class ELD coaching for teachers.

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source

Funds

Total Budgeted Expenditures for High Needs Students in the LCAP

\$823,677

Estimated Actual Expenditures for High Needs Students in LCAP

\$853,239

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

In 2018-19, Come Back Kids's LCAP budgeted \$823,677 for planned actions to increase or improve services for high needs students. Come Back Kids estimates that it will actually spend \$853,239 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Come Back Kids

Contact Name and Title

Janice Delagrammatikas

Principal

Email and Phone

jdelaqrammatikas@rcoe.us

951 826-6461

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Come Back Kids School Profile

The Come Back Kids (CBK) Charter School was established in July 2013 to meet the academic needs and behavior support of at-risk students ages 16 to 24, grades 10-12, including high school dropouts, expelled students, foster youth, homeless, probation, and students with disabilities. In 2018, the CBK Charter was re-authorized by the Riverside County Office of education and the student population was expanded to include students ages 14 and in the ninth grade and up for grades 9-12. The Charter operates under the authority of the Riverside County Superintendent of Schools with the goal of preparing students for future success by providing a supportive school environment that focuses on increasing academic and pro-social skills, and foundational college and career experiences. Currently, there are 23 CBK sites in easily-accessible locations throughout Riverside County. Come Back Kids is accredited by the Western Association of Schools and Colleges (WASC) and provides students with curriculum, instruction, and assessment to ensure that students graduate from high school well prepared for college and careers. In 2017-2018, the CBK received a six-year term of accreditation.

Come Back Kids developed the LCAP with the focus on the CBK Mission, Vision, Schoolwide learning Outcomes, and the eight state priorities.

-CBK Vision-

Preparing every student for success in college, career, and the community

-CBK Mission-

Creating personalized learning opportunities for all students to prepare them to be future ready through rigorous academics, post-secondary opportunities, and safe and supportive learning environments.

-Schoolwide Learning Outcomes-

CBK Students are:

Growthminded

Resourceful

Actively engaged

Determined

Socially responsible

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

CBK students prepare to earn their high school diploma, or high school equivalency exam. The CBK College Connection Program offers students opportunities to visit colleges and trade schools to learn about financial aid and college matriculation processes. Students also complete a post-secondary transition plan which includes opportunities for dual enrollment courses, work experience, leadership opportunities, and CTE Pathways. Since 2009, 2,300 CBK students have completed their high school education and the county drop -out rate has declined from 15.1% in 2009-2010 to 1.5% in 2017-2018.

Students in the Come Back Kids Charter tend to differ from other students in Riverside County and in the state. The most significant difference is their age. As of Oct. 3, 2018, CBEDS Day, over 70% of CBK students were over 18 years of age. A change from previous years is the process for grade level determination. In previous years, students were assigned a grade level based on their year in school with 12th grade students repeating 12th grade until they completed high school, In 2018-2019, that practice was changed to a grade level determination based on credit accrual. This practice more accurately reflects a students progress through high school and assists with predicting graduation dates and providing college to career experiences that are in line with a student's academic progress. CBK enrollment by grade in the 2018-2019 school year was: 17% in 9th grade, 24% in 10th grade, 31% in grade 11, and 28% in grade 12. Significant subgroups for CBK include English Learners (22%), Foster Youth (.01), Homeless (.03) , students with disabilities (12%), economically disadvantaged (91%), African Americans (.07%), Hispanic (74%), Wjite (14%).

Goals and actions in the Local Control Accountability Plan (LCAP) are aligned to the state priority areas The parent involvement goal has been treated differently since 70% of the CBK students enrolled on CBEDS day during the 2018-2019 school year were 18 years or older and they were treated as adult students. For this reason, many of our parent involvement activities are directed at our students learning about and advocating for their education. Parent involvement remains a priority for CBK and we strive to

create meaningful opportunities for parent involvement in our school advisory council, our LCAP planning, and in our direct services to students.

CBK is identified as an alternative school and for the first time in 2018-2019 CBK had a Dashboard under the California State Accountability System for Alternative Schools (DASS). Under the DASS Dashboard alternative measures for graduation rate metrics are reported, CBK also reports in this LCAP other measures of student success such as credit attainment, high school equivalency exam passage, certifications, internships, and additional student academic achievement measures.

LCAP Highlights

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

The CBK LCAP for the 2019-2022 year will focus on strengthening, aligning, and increasing services in the areas of college and career readiness, multi-tiered systems of support and academic achievement for all students.

CBK is strengthening system alignment and articulation with colleges by implementing additional Career Technical Education pathways. The pathways include Networking for the Information and Communication Technologies Industry Sector, 21st Century Manufacturing pathway as a part of the Manufacturing and Product Development Industry Sector, the Residential and Commercial Construction pathway for the Building and Construction Trades Industry Sector, the Logistics pathway as part of the Transportation Sector.

CBK is partnering with the University of California, Riverside Extension Center, to implement dual enrollment courses in the Networking pathway for the Professional Certificate for Computer Technician. The dual enrollment courses (four courses with 140 total hours of instruction and 14 units of college coursework) in the Networking pathway include Maintaining and Supporting Computers (Introductory), Networking (Concentrator), Security+ Certification Training (Capstone), and IT Help Desk Operations and Support (Capstone). Students who successfully complete the courses will earn college credit from UCR. Students who pass the CompTIA® exams will earn industry-recognized certifications (CompTIA® A+ certification, CompTIA® Network+ certificate, CompTIA® Security+ certificate). The dual enrollment courses are offered at ARLC and through online learning at all CBK School sites. Additional concurrent or articulated courses will be offered in Digital Media and College Guidance.

CBK is increasing opportunities for students to gain access to job opportunities, internships and expand industry and labor partnerships through the 21st Century Manufacturing pathway which is a partnership with the Vocademy. Students who complete the pathway have the opportunity to enroll in a manufacturing apprenticeship at Vocademy. CBK students in the YouthBuild Program at CFLC Empower Youth will complete industry-recognized pre-apprenticeships.

Expanding partnerships and industry certifications will be accomplished through the Residential and Commercial Construction pathway through the HomeBuilders Industry Certification and Certified Logistics Associate certifications that YouthBuild students earn at Empower Youth. Additional programs to provide internships for students include a Workforce Readiness Certificate program using CASAS assessment, WorkAbility for students with disabilities, and job training and placement services by the

Department of Rehabilitation (DOR) for students ages 1621 with an IEP or 504 plan.

Multitiered Systems of Support for Students are a central focus in 2019-2020. The CBK local dashboard along with individual student dashboards monitor student outcomes in real time. Schoolsite data teams meet every month to analyze student attendance, behavior, and evidence of student learning from assessments in order to differentiate instruction and implement classroom interventions to address gaps in learning. The CBK professional learning matrix is focused on ELA and math instruction, Universal Design for Learning/differentiated instruction, and social emotional learning.

Programs and services to connect students to school in positive and safe learning environments include academic counseling, behavioral/mental health counseling, intervention/mentoring services, and with Transitional Age Youth centers (TAY), the Department of Rehabilitation (DOR), childcare assistance with RCOE Early Childhood services, and transportation.

Academically students will be enrolled in core courses and their academic achievement will be supported by a system of core intervention courses, tutoring, online learning opportunities, ELD, differentiated instruction, progress monitoring, and a system of professional development and peer coaching for teachers. Students will be supported in reaching their college and career readiness goals through an individual learning plan and coursework that is articulated at each grade level to assist a student with developing their goals, career exploration and initial exposure and experiences in college and career.

Review of Performance

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

Greatest Progress

CBK Charter School 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).

Although the graduation rate was red on the California Dashboard, the one year graduation rate increased from 28% in 2016-17 to 54.1% in 2017-18 an increase of 26.1% from the previous year. The previous low rate was due to the previous practice of determining grade level based on years in school rather than credit accrual. CBK will continue to implement grade classification by credit upon enrollment (which was initiated in July 2018) to provide 12th grade students with a timeline for graduation and to accurately define the students who are included in the cohort for the one year graduation rate. In addition, staff will use the local dashboard (which was initiated in the fall of 2018) and the individual student dashboards (which were initiated in 2017-2018) to closely monitor credit completion for graduation.

Although the Dashboard for CAASPP for ELA and Math are both red and it says the score decreased, that is a result of the grade level changes made after testing was completed which caused us to not meet our participation rate. In reality, the CAASPP scores for students meeting or exceeding standards increased by 4% from 13% to 17% for ELA and math scores remained the same. Additionally, the percent of CBK students who increased their reading lexile levels by one or more grade level increased from 36% to 47% over the previous year; and the percent who increased their math achievement level by one or more years increased from 32% to 37%. Students scoring 70% or better on ELA district assessments increased from 15 to 18% and the percent of EL students scoring 70% or better also increased from 9% to 12%.

Students in 2018 - 2019 had the opportunity to engage in a number of co-curricular activities. These activities included student leadership, Tech Ninjas, the Worth Visual Arts Program, Get Focused Stay Focused, Vocademy Makerspace Days and Prom.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

CBK Charter School's performance on the California Dashboard/Dashboard Alternative School Status (DASS) was coded as red for graduation rate, college and career readiness indicator (CCI), ELA and Math. Subgroups were also in red except for in ELA and Math where there were not any significant subgroups due to the small number of students tested.

State test scores on the CAASPP only represent a partial view of the academic readiness of CBK students. The CAASPP in ELA and math was required only for 11th grade students. Eighty-two percent of CBK's enrollment in the 17-18 school year was in grade 12 and they did not take the CASSP test. The CAASPP results were based on just 34 students out of the 581 students enrolled at CBEDS information day on Oct. 3rd.

In order to increase the graduation rate for all students and each subgroup (English Learners, Hispanic, Socioeconomically Disadvantaged , and White), CBK staff will continue to implement grade classification by credit upon enrollment to provide 12th grade students with a timeline for graduation and to accurately define the students who are included in the cohort for the one year graduation rate. In addition, staff will use the CBK local dashboard and the individual student dashboards to closely monitor credit completion and graduation status for targeted realignment of resources to support student pathways to success. Upon enrollment, the CBK Counselor will meet with each senior to chart their academic plan and transition to post-secondary college and career. Community Dropout Prevention Specialists (CDPS) will also monitor student attendance and enrollment for each senior and provide intensive intervention services to keep students enrolled and on track for graduation. MTSS Data teams will meet to develop intervention plans for students who are not making progress toward their graduation goal.

In order to improve the CCI, CBK staff will expand dual enrollment courses with the University of California, Riverside Extension, articulated courses with local community colleges, concurrent enrollment, WorkAbility, and a workforce readiness certificate program and continue with UC ag courses, and four CTE pathways. Dual enrollment courses will be open to all students through online platforms. The number of students enrolled in internships and other pre-apprenticeship programs will also be increased. Students will also be offered more certification programs including certification in the construction industry, logistics, forklift, and OSHA. A college and career readiness committee will plan and promote FAFSA completion, college visits and other college and career activities. Senior Portfolio Assignments are developed to ensure that all students are prepared to move forward to post-secondary options.

Although the academic achievement in ELA and math was in the red zone on the California Dashboard, performance on the CAASPP in ELA and math improved compared to the prior year and students improved on the local Accucess assessments. In order to improve student learning and achievement, CBK staff will continue administration of formative assessments that include Accucess pre/posttests, quarterly shortcycle assessments, and the Interim Assessment Blocks (IABs), implement differentiated instruction/universal design for learning based on MTSS analysis of student needs, and provide math tutoring and intervention classes.

CBK has also selected alternative accountability measures that are correlated to the CBK Charter Goals and that have been approved by the CBK School Advisory Council.

The retention rate was 59% in 2017-18, this continues to be an area of great need and closely related to the main goal of our charter that every student in Riverside County will graduate from high school well prepared for college and the workforce.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The performance of CBK students on the California Dashboard DASS in academic achievement in both ELA and Math was in red and declined. However, the decline was greater for Hispanic and Socio-Economically Disadvantaged students than the all student group. Data for the African American, English Learners (EL), Foster Youth, Homeless, Students With Disabilities and White subgroups were not reported because of the few number of students tested. The graduation rate was red for all students; however English Learner students graduated at a lower rate than other subgroups and the all student group,(54.1% compared to 46.5%).

On district assessments, the scores for all students and EL students increased but the EL students increased at a lower rate than the all student group (18% vs 12%).

In order to address the performance gaps, CBK will focus professional development on universal design for learning (UDL), MTSS, and ELA and math instruction in order to differentiate instruction for students in ELA and math and for English learners. In addition, the lesson planning and intervention components of

the MultiTiered System of Support (MTSS) process will be given more time. Tutoring will be expanded to include both online and in-person tutoring. In class support for teachers will be provided by instructional specialists and the Coordinator of Instructional Innovation and Support on the strategies learned during SILK and PLCs. Professional development for ELD integrated and designated support will be provided. Teachers will form regional cohorts for developing and monitoring ELD lessons. Additional curriculum will be purchased to support ELD instruction in the classroom.

Comprehensive Support and Improvement

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

Schools Identified

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

CBK was identified for Comprehensive Support and Improvement (CSI) based on the California School Dashboard (Dashboard) high school graduation rate of less than 67 percent averaged over two years and all red and orange indicators.

Support for Identified Schools

Describe how the LEA supported 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.

The RCOE Alternative Education central office started the data analysis and implementation of actions to address identified areas of need for CBK in the spring and summer of 2018, prior to the release of the California Dashboard results. Actions to address the graduation rate, CCI, and academic achievement in ELA and math, were first implemented in August 2018.

CBK's 2018-2019 Every Student Succeeds Act Comprehensive Support and Improvement Local Educational Agency application for funding was approved in February 2019. CBK received \$130,000 from the ESSA CSI grant. CBK utilizes the LCAP and school planning process to develop a plan for continuous analysis, evaluation, and improvement. Stakeholder reflection tools and data analysis serve to identify needs and construct goals in a way that is in alignment with the LCAP process. CBK also utilized the California Department of Education revised School Plan for Student Achievement (SPSA) to meet the CSI requirements.

CBK created a school dashboard from data reporting in Aeries in July 2018 to monitor DASS cohorts. During the 2018-2019 school year, the leadership team monitored the cohort each month as it formed, by student group, down to the individual student. Data were current from the student information system and was the driving element of improvement science and MTSS leadership. Student data dashboards enabled administrators, principals, counselors CDPS and teachers, to monitor attendance, academics, and behavior in real time. MTSS collaborative groups of faculty and staff met during Wednesday PLCs during the 2018-2019 school year to analyze student data on attendance, academics, and behavior.

MTSS collaborative groups analyzed student attendance, behavior, and evidence of student learning from assessments (shortcycle, curriculum based tests, Accucess, EADMS, and Interim Assessment Blocks) and target instruction based on needs and implement classroom interventions to address gaps in learning. The MTSS process included a tiered level of interventions.

Grade classification by credit upon enrollment was implemented in the summer of 2018 to provide students with accurate information on the timeline for graduation and to accurately define students for the cohort analysis for the DASS one year graduation rate. Each month, 12th grade student credit completion was monitored at Leadership Team meetings.

In order to improve College and Career Indicator (CCI) CBK initiated a partnership with the University of California, Riverside Extension Center in July 2018 to implement Dual Enrollment courses in the Networking Pathway for the Professional Certificate for Computer Technician. Four courses were offered (140 total hours of instruction and 14 units of college coursework) in the Professional Certificate for Computer Technician. The Networking pathway includes Maintaining and Supporting Computers (Introductory), Networking (Concentrator), Security+ Certification Training (Capstone), and IT Help Desk Operations and Support (Capstone). Students who successfully complete the courses will earn college credit from UCR. Students who pass the CompTIA® exams will earn industry recognized certifications (CompTIA® A+ certification, CompTIA® Network+ certificate, CompTIA® Security+ certificate). CBK began implementing a Workforce Readiness Certificate program using the Comprehensive Adult Student Assessment System (CASAS). The workforce readiness certificate program is designed to promote the transition of learners into the workforce. Students will be able to utilize the work readiness skills identified and valued by employers to increase the likelihood of getting and keeping employment.

Strategies to improve academic achievement were scaled up as the year progressed. Improving academic achievement included formative assessments, analysis of student learning from assessments (shortcycle, curriculum based tests, Accucess, EADMS, and Interim Assessment Blocks) and targeted instruction based on needs. Teachers implemented classroom interventions to address gaps in learning. The MTSS process was enhanced with a screen in Aeries that included tiered levels of interventions. Math tutoring was implemented at all sites through online tutoring from any location and a weekly online ELA and math support class. Additional intervention support was provided in person by the classroom teacher based on the individual student needs.

In order to improve student attendance, bus passes for transportation to school were provided to students, and home visits by school staff were conducted.

Monitoring and Evaluating Effectiveness

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

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

The Leadership Team will use our own local dashboard in Aeries to monitor student data in real time

during the two meetings each month. During each meeting, student enrollment data, graduation status/progress, and dual enrollment/CTE pathway completion, will be analyzed with the lists of students for each category in the Aeries dashboard. Administrators and school site principals will identify specific students who need interventions for each dashboard area. The actions will be implemented and monitored for effectiveness.

An enhanced accountability system was implemented at Leadership Team meetings (twice each month) during the 2018-2019 school year that included principal presentations on academic achievement once each month and attendance and behavior needs once each month. This system of support and accountability for student results will be continued in 2019-2020. During the principal presentations, the members of the Leadership Team will provide insight, suggestions, and strategies to support student learning, attendance, and behavior. The dashboard and the accountability system will continue.

MTSS data teams will be continued. During MTSS collaborative meetings on Wednesday PLCs, teachers, classified staff, and principals will review student data on attendance, behavior, grades, credits, and standardized test scores to determine classroom and schoolwide interventions for students.

The progress on the LCAP goals, metrics, and actions/services will be communicated to all stakeholders through meetings each school year. The LCAP Annual Update stakeholder meetings will continue to be held from October to March each year to facilitate communication and feedback about student needs and to provide input into school programs. The LCAP Annual Update will continue to be a standing item on the agendas for the SAC and ELAC, in order to ensure that ongoing communication and input are provided to students, parents, and staff.

The data, input, and feedback will be prioritized according to expected outcomes for the graduation rate, CCI, academic achievement, by the Leadership Team every month in order to allocate resources. Resources will be deployed to the school sites and systems of support will be enhanced. Resources from LCFF, and the ESSA CSI grant will be utilized for materials, targeted professional development, and specific contracted services. The systems of support include behavioral/mental health counseling, mentoring/intervention services, school transition support, and school counseling. When outside consultants/providers are needed, RCOE Alternative Education will follow the ESSA CSI grant requirements and RCOE's Board approved contract requisition process.

Providers will be recruited and selected based on their description of services and their background, experience, and success working with students in alternative education and special education. Providers will be monitored and evaluated each quarter for the duration of the contracted services based on actual program outcomes and productivity using multiple quantitative and qualitative measures that include student data, stakeholder surveys, and formal observations of services.

Annual Update

LCAP Year Reviewed:

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Students will graduate from high school well prepared for post-secondary education and careers.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Improve percent meeting/exceeding Smarter Balanced Assessments in ELA by 2%.

Actual

Not met. Students meeting/exceeding the Smarter Balanced Assessments/CAASPP in ELA increased from 12.75% in 2016-2017 to 17.21% in 2017-2018 and decreased to 13.7% in 2018-19. This is preliminary data and subgroup data is not yet available.

Expected

Improve percent meeting/exceeding Smarter Balanced Assessments in math by 2%.

Improve percent of Low Income students meeting/exceeding Smarter Balanced Assessments in ELA by 2%.

Improve percent of Low Income students meeting/exceeding Smarter Balanced Assessments in math by 2%.

Improve percent of students scoring College Ready/College Conditional Ready in ELA and math by 2%.

Improve percent of students scoring at least 70% on short cycle assessments in ELA by 2%.

Actual

Not Met. Students meeting/exceeding the Smarter Balanced Assessments/CAASPP in math declined from 2.07% in 2016-2017 to 1.64% in 2017-2018 and declined to 1.1% in 2018- 2019. This is preliminary data and subgroup data is not yet available.

Subgroup data is not yet available.

Subgroup data is not yet available.

Not Met. Students scoring College Ready/Conditional Ready on the Early Assessment Program (EAP) in ELA increased from 12.75% in 2016--2017 to 17.21% in 2017-2018, and decreased to 13.7% in 2018-19. Students scoring College Ready/Conditional Ready on the Early Assessment Program (EAP) in math declined from .99% in 2016-2017 to .96% in 2017-2018 and was 1.1% in 2018-2019..

Met . As of June 2019, the percentage of continuously enrolled students, who scored a minimum of 70% on the short cycle assessments in ELA increased from 18% to 47%.

Expected

Improve percent of students scoring at least 70% on short cycle assessments in math by 2%.

Improve the percentage of students who increased their lexile level at least one level as measured by Accucess by 5% points.

Improve by 5% points, the percentage of students who increase their math level at least one level as measured by Accucess post-tests

Actual

Met. As of June 2019, the percentage of continuously enrolled students, who scored a minimum of 70% on the short cycle assessments in math increased from 12% to 44%

Not met. As of June 2019, the percentage of students who increased their lexile level at least two or more levels as measured by achievement level post-test decreased from 47% to 43%.

Met. As of June 2019, the percentage of students who increased their math level at least two levels as measured by achievement level post - test increased from 37% to 41.5%.

Expected

CCSS implemented in ELA and Mathematics. Second year NGSS.

Textbook Sufficiency will be maintained in 2018-2019.

Students completing one UC a-g approved course will maintain higher than 90%.

Students completing a CTE course will increase by 5% points.

Actual

Met. As of June 2019, The California Standards Implementation Reflection Tool was used to assess CCSS implementation in ELA and Mathematics. Standards implemented in ELD, CTE, Health, History-Social Science, Science, Physical Education, Visual and Performing Arts, and World Languages. Second Year NGSS implementation. The overall average rating of the five indicators was at initial implementation (Average of 3.7). The average rating for each area were as follows:

- Professional Learning on New Standards 4.6.
- Instructional Materials Aligned to New Standards Available in All Classrooms 3.8
- Identifying Areas Needing Improvement in Delivering Instruction Aligned to Academic Standards and/or Curriculum Frameworks 3.7.
- Progress in Implementing Standards in All Areas 3.0.
- Identifying Professional Learning 4.1

Met. As of June 2019, textbook sufficiency was maintained to ensure all students have access to standards aligned instructional materials.

Met. As of June 2019, students completing one UC a-g approved course was maintained at 96.8%.

Data to be updated.

Expected

CBK Students who pass the high School equivalency exam. (HiSET) will Increase by 5% points.

CBK Students enrolled in work experience or internship courses will increase by 5% points

Maintain at no mis-assignments.

Actual

Not Met. As of June 2019, HiSET passage rate remained constant at 47%.

Met. As of June 2019, 112 students were enrolled in work experience or internships. This is an increase from 75 students in 2016-2017 and 110 students in 2017-2018.

Met, There were no teacher misassignments in the 2018-2019 school year.

Expected

Standards Reflection Tool will be administered to CBK Teachers.

Actual

Met. As of June 2019, The California Standards Implementation Reflection Tool was used to assess CCSS implementation in ELA and Mathematics. Standards implemented in ELD, CTE, Health, History-Social Science, Science, Physical Education, Visual and Performing Arts, and World Languages. Second Year NGSS implementation. The overall average rating of the five indicators was at initial implementation (Average of 3.7). The average rating for each area were as follows:

- Professional Learning on New Standards 4.6.
- Instructional Materials Aligned to New Standards Available in All Classrooms 3.8
- Identifying Areas Needing Improvement in Delivering Instruction Aligned to Academic Standards and/or Curriculum Frameworks 3.7.
- Progress in Implementing Standards in All Areas 3.0.
- Identifying Professional Learning 4.1

Improve graduation rate by 1% with the new DASS.

Met. Currently, the 2018-19 one year grad rate is at 80.15%. The 2017-2018 one year grad rate increased by 26.1% over the previous year. The Grad rate for 2017-2018 was 54.1%.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Implement a broad course of study that includes core and elective classes, intervention courses, and credit recovery (Edmentum-Plato) that are aligned to the districts of residence.

The CBK classroom teacher is a dual credentialed teacher who is responsible for the implementation of the IEP of special education students as well as the Individualized Learning Plan of non-special education students. The SAI teacher provides direct services to students and monitors student progress in each course. The SAI teacher provides materials, strategies, and differentiated instruction in all courses in order for the students to successfully complete goals and objectives, as specified in the IEP.

Teachers possess certification to teach English learners (CLAD,

Actual Actions/Services

CBK Leadership monitored course enrollment by reviewing student individual learning plans and grade reports and auditing student closeout files. The CBK Counselor also met with students individually and monitored individual learning plans. All students, including unduplicated pupils and individual with exceptional needs, were enrolled in UC approved core academic courses based on their age and credit completion. The graduation status report was used to monitor gradelevel course completion of the courses in order to meet the required 200 credits for high school graduation. All students had full access to a broad course of study as defined by California Education Code 51210 and 51220(a)(i).

Budgeted Expenditures

Amount: \$12,500; \$6,304;
\$23,758; \$4,400
Total = \$46,962
Source: 0000; 6500; 0000; 0000
Budget Reference: 4300; 4300;
5640; 5750

Estimated Actual Expenditures

Amount: \$23,349; \$1,700;
\$49,076
Total = \$74,125
Source: 0000; 0000; 1100
Budget Reference: 5640; 5750;
5850

Planned Actions/Services

BCLAD, or SDAIE/SB1292) and tailor instruction to meet student needs in all courses.

Implement ELA/ELD and history-social science integrated units of study and the math and science integrated units of study. .

Implement the California Standards in ELA, ELD, math, history-social science, NGSS, health, visual and performing arts, and world languages.

Actual Actions/Services

The process of enrolling students included the use of the RCOE Prospectus, Course Reference Guide, the Master Agreement for Independent Study, the credit check and Individual Learning Plan to ensure that students were enrolled in a broad course of study and in the credit recovery courses they needed to complete their graduation plan. Attendance technicians entered courses from previous transcripts to ensure that students were given the courses they needed. No barriers were identified in preventing CBK from providing access to a broad course of study for all students. Technology was used to overcome any geographical barriers across sites. CBK implemented synchronous online learning intervention courses in ELA and mathematics as an additional

Budgeted Expenditures**Estimated Actual Expenditures**

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

support option for students. CBK provided English learners with challenging curriculum and instruction that maximized the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitated student achievement in the County Office of Education's regular course of study. All students were scheduled in courses to meet the RCOE high school graduation requirements with specific attention to their individual preferences and college/career goals. Teachers provided standardsbased instruction in ELA, ELD, mathematics, history/social science, science (NGSS), visual and performing arts, and world languages. Teachers continued the implementation of Universal Design for Learning (UDL) and Thinking Maps in the classroom. Students received ongoing feedback on their collaboration,

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

presentation, and argumentative writing skills.

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Acquire materials, and equipment, to enhance student learning and performance. Technology is separated and now under Action 16.

The California Standards were implemented in all core content classes. The California Standards Implementation Reflection Tool noted the implementation of state standards and adopted instructional materials. Instructional materials were purchased to implement the California Standards in all subject areas. The CBK units of study structured the instruction of the standards in ELA and math. History/social science and science courses integrated reading, writing, speaking, and listening standards. The biological sciences curriculum study (BSCS) 5E Instructional Model (Engage, Explore, Explain,

Amount: \$70,203; \$24,000; \$3,000 Total = \$97,203
 Source: 1100; 6300; 6500
 Budget Reference: 4xxx; 4100; 4300

Amount: \$8,820; \$5,862; \$15,000; \$1,812 Total = \$31,494
 Source: 0000; 0000; 0000; 6500
 Budget Reference: 4100; 4200; 4300; 4300

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Extend, and Evaluate) was used to format instructional delivery and is aligned to the Universal Design for Learning (UDL). Health instructional materials (including manikins) were purchased with required Human Sexuality component (AB 329) and the CPR compressiononly instruction (AB 1719) and teachers trained in August 2018. Additional courses were developed for career exploration and planning, and social - emotional learning. Textbooks were purchased for all courses.

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implement classroom-embedded professional development to enhance standards-based instruction to enhance student learning. The Summer Institute of Learning and Knowledge (SILK) and weekly Professional Learning

Teachers attended the Summer Institute of Learning and Knowledge (SILK) in June and August 2018, Professional Learning Community (PLC) workshops every Wednesday, and voluntary inservice days

Amount: Included on Goal 1 , Actions 1 & 2 and \$2,500; \$3,000; \$2,000; \$3,747, \$663,404, \$9,920
Total = \$684,571
Source: Included on Goal 1 , Actions 1 & 2 and 0000; 1100;

Amount: Included on Goal 1 , Actions 1 & 2 and \$683,556
Source: Included on Goal 1 , Actions 1 & 2 and 0000
Budget Reference: Included on

Planned Actions/Services

Community collaboration will focus on site MTSS academics-attendance-behavior collaborative meetings (8 meetings), UDL and ELD workshops (8 meetings), data analysis and collaborative planning (6 meetings, PLC collaborative planning (6 meetings), social-emotional learning and special education training (4 meetings), student data systems webinars (3 webinars), project-based services learning (1 meeting), and CAASPP administration procedures (1 meeting). Provide induction for new teachers and STARS coaching support for veteran teachers.

Actual Actions/Services

throughout the year. The SILK professional development in June included approximately 30 hours of training on Thinking Maps and revising units of study. In August 2018, teachers attended the SILK which included approximately 30 hours of training covering topics including IEPs; Multitiered System of Supports (MTSS); CPR/compression training; training on local assessments; Independent Study strategies; and administration of the ELPAC. Teachers engaged in weekly PLC collaboration on Wednesdays throughout the school year. Monthly topics included review of student learning and achievement data/MTSS; best practices for students with disabilities; Thinking Maps, increasing student engagement in math, HISET training, Teacher-led PLC, and Assessment calibration.

Budgeted Expenditures

6500; 0805, 0805, 0805
Budget Reference: Included on Goal 1 , Actions 1 & 2 and 4361; 4361; 5850, 1100-3xxx, 1120

Estimated Actual Expenditures

Goal 1 , Actions 1 & 2 and 1100, 3xxx

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

CBK worked with STEMulate Learning to implement math coaching for teachers. Four teachers participated in the STEMulate Learning professional development. The professional development sessions provided the teachers with techniques to help engage students in learning while providing rigorous, student-centered, standards based instruction. The teachers met with an assigned coach approximately 90 minutes per week which included classroom observation time where the coaches observed the teachers during instruction and provided constructive feedback to the teachers in order to help improve instruction. Additionally, teachers were provided tools and resources to help them work on their skills independently. The teachers were provided one on one coaching for the entire year.

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Teachers, classified staff, and principals also attended conferences throughout the year, which included test administration procedures (ELPAC and CAASPP), CUE, Alternative Accountability Policy Forum. California Consortium for Independent Studies, Aeries, Building Hope, CALPADS, campus security, charter schools, English Learner Symposium, Excellence through Equity, food services, foster youth, Google Summer Camp, interim assessments, math strategies, PBIS and restorative practices, special education, and Universal Design for Learning, Secondary Counselor Network, and Symposium. New teachers participated in the professional teacher induction program.

Special education support was provided to teachers focusing on the use of curriculum materials (online and in print), small group

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

instruction, application of IEP accommodations and supports. Zoom was used to provide training using computers to address the geographic distances between sites and to reduce travel. Zoom trainings were provided every Tuesday for the month on topics such as IEP development, effective vs. ineffective consequences for behavior, how Trauma impacts behavior, and intrinsic vs. extrinsic reinforcement.

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implement courses to prepare students for college and careers (UC a-g courses, CTE pathways, YouthBuild Classes, and industry recognized micro-certifications.). Implement contract with Vocademy Makerspace to provide students with hands-on workforce skills in industry sectors.

CBK scheduled all students in UC ag approved courses. In 2018-2019, six new courses were UC ag approved were approved (Introduction to Social Media, Professional Communications and Principles of Leadership. In 2018-2019, 139 UC ag

Amount: \$70,722
Source: 0000
Budget Reference: 4300, 5815, 5892

Amount: \$25,000; \$83,000
Total = \$108,000
Source: 0000; 0000
Budget Reference: 5100; 5815

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

courses were approved or re-approved and implemented in the following subjects:

- Five courses in History/Social Science, which include American Government CP (a), United States History CP (a), U.S. History (a), World History CP (a), and World Geography (a).
- Nine courses in English, which include English 9 CP (b), English 10 CP (b), English 11 American Literature CP (b), English 12 CP (b), and ELD IV (b).
- Eight courses in mathematics, which include Integrated Math I CP (c), Integrated Math II CP (c), Integrated Math III CP (c), Precalculus, and Probability and Statistics..
- Seven courses in a language other than English, which include French 1 and 2 (e), German 1 and 2 (e), and Spanish 1, 2, and 3 (e).
- Two courses in Visual and Performing Arts, which include

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Art Appreciation CP (f) and Digital Photography CP (f).
• A total of 107 elective courses (g).
CBK implemented a Career Technical Education program to strengthen system alignment with our local colleges/universities, expand industry and labor partnerships, increase internships, augment career exploration and guidance, and improve leadership development in each CTE course. The RCOE Alternative Education CTE Advisory Committee included CBK and met quarterly with partners to obtain input on CTE programs. Partners included Cryoquip, Constitutional Rights Foundation, Workforce Investment Board, local community colleges (RCC, MSJC, and College of the Desert), and the University of California, Riverside (UCR).

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Four CTE pathways were implemented that included 21st Century Manufacturing, Residential Commercial Construction Construction Technology, Logistics, and Networking and Information Management Specialist. CBK partnered with the University of California, Riverside Extension Center to implement a Networking Pathway at Arlington Regional Learning Center in Riverside as dual enrollment courses for the Professional Certificate for Computer Technician. (140 total hours of instruction and 14 units of college coursework) in the Professional Certificate for Computer Technician. The Networking pathway includes Maintaining and Supporting Computers (Introductory), Networking (Concentrator), Security+ Certification Training (Capstone), and IT Help Desk Operations

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

and Support (Capstone).
 Students who successfully complete the courses will earn college credit from UCR.
 Students who pass the CompTIA® exams will earn industryrecognized certifications (CompTIA® A+ certification, CompTIA® Network+ certificate, CompTIA® Security+ certificate). The class roster was full for each course.

Students in the Manufacturing Pathway met at Vocademy each week for a total of 50 hours of hands-on training in manufacturing processes, tools, and skills. Students from all CBK sites participated in a sequence of experiential learning trips to Vocademy to engage in career exploration and hands-on learning

YouthBuild students engage in either the Residential Commercial Construction-

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Construction Technology, or Logistics Pathways and earn industry-recognized certifications in Home Builders Institute (HBI) Pre-Apprenticeship Certificate Training (PACT) Certification or the certified logistics associate. Participants also earn certifications in forklift operation, OSHA 10, CPR, and food handler cards.

CBK began implementing a Workforce Readiness Certificate program using the Comprehensive Adult Student Assessment System (CASAS). The workforce readiness certificate program is designed to promote the transition of learners into the workforce. Students will be able to utilize the work readiness skills identified and valued by employers to increase the likelihood of getting and keeping employment. The workforce

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

readiness program is in the initial implementation stage.

Nine additional CTE Pathways are available to students through the CBK online learning platform. The curriculum was written and implemented for the Get Focused Stay Focused Course; a career and life planning course. Digital Media 100 course was articulated with Mt. San Jacinto allowing students to earn college credit while enrolled in this course at CBK. This course will be offered in the Fall of 2019-2020. Partnerships with California Family Life Center, the Department of Rehabilitation, and Workability allow students to earn credit in the CBK Internship Program while working in paid internships and gaining initial job skills. Students also earn credit and develop work skills in the CBK work experience courses monitored by the College and Career Teacher.

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures****Action 5****Planned Actions/Services**

Continue and expand work experience and internship program that aligns with CTE Pathway Development. (Includes salary WE teacher)

Actual Actions/Services

One College and career teacher (CCR teacher) was employed by CBK, who provided supervision for 53 work experience students, 10 internship students, 20 students enrolled in the Computer Professional CTE Pathway, three students in concurrent enrollment course at local colleges, and 20 students in the Manufacturing Pathway. He also provided the counselor with additional support for student FAFSA and Senior Portfolio Completion. the CCR teacher served on the CBK College and Career Readiness Committee and the RCOE Alternative Education CTE Advisory Committee.

Budgeted Expenditures

Amount: \$113,371
Source: 0805
Budget Reference: 1100-3xxx

Estimated Actual Expenditures

Amount: \$113,301
Source: 0805
Budget Reference: 1100-3xxx

Action 6

Planned Actions/Services

Train teachers on AVID strategies in WICOR (writing, inquiry, collaboration, organization, and reading).

Actual Actions/Services

All faculty were trained in AVID strategies in reading, writing, inquiry, organization, and collaboration (WICOR) during 3 Wednesday PLCs. Either Cornell Notes or Thinking Maps were used CBK coursework.

Budgeted Expenditures

Amount: Included in Goal 1, Action 4
 Source: Included in Goal 1, Action 4
 Budget Reference: Included in Goal 1, Action 4

Estimated Actual Expenditures

Amount: Included in Goal 1, Action 4
 Source: Included in Goal 1, Action 4
 Budget Reference: Included in Goal 1, Action 4

Action 7

Planned Actions/Services

Implement college readiness transition activities, including College Connections, through college camps, college visits, support completing college entrance applications and the Free Application for Federal Student Aid (FAFSA), college assessments (PSAT, AP Exams, ACT, SAT) and implement career inventories through Career Cruising.

Actual Actions/Services

The CBK Academic Counselor assisted students with FAFSA's, college application,s and scholarship applications. She chaired a College and Career Readiness Committee who began planning college and career activities for CBK including a FAFSA Campaign, college visits and college nights at all campuses.

The College Connection program assisted seniors with their FAFSAs and college

Budgeted Expenditures

Amount: \$1,500; \$53,580 Total = \$55,080
 Source: 0805; 0804
 Budget Reference: 4300/5800; 57xx

Estimated Actual Expenditures

Amount: \$1,000; \$53,580 Total = \$54,580
 Source: 0805; 0000
 Budget Reference: 5892; 57xx

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

applications during the 2018--2019 school year.

All students had access to Career Cruising in order to choose the path best suited to their individual interests, skills and abilities. A total of 134 students accessed Career Cruising this year. Activities, lessons, assessments and inventories build selfawareness, which helped students learn about themselves and begin to identify their personal strengths – important steps in creating plans for career and life. Students created a personalized portfolio to store valuable information: lessons, personal inventories, assessment results, career matches, educational options and scholarship applications. Career Cruising includes the Career Matchmaker interest inventory for college and career planning.

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

The UCR Summer camp will be held in June. During the summer of 2018, 20 students attended the college summer camp at UC Riverside. Students participated in two classes during the week-long camp. Students attended classes in Robotics and Filmmaking during the day and presented a culminating project on the last day of the camp.

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implement data teams and MTSS collaborative groups during Wednesday PLCs to target instruction and intervention for students. Implement interventions for students. Interventions in ELA and mathematics include support classes in ELA and math, tutoring, and individual and small group instruction from the teacher. Collaborative instructional reviews are scheduled each quarter to

The MTSS process was enhanced this year with the new intervention screen in Aeries which provided access to current data on academics (grades, credits), attendance, and behavior. A school dashboard was created from data reporting in Aeries to monitor DASS cohorts. Staff monitored the cohort as it formed, by student group, down

Amount: Included in Goal 1, Action 1
 Source: Included in Goal 1, Action 1
 Budget Reference: Included in Goal 1, Action 1

Amount: Included in Goal 1, Action 1
 Source: Included in Goal 1, Action 1
 Budget Reference: Included in Goal 1, Action 1

Planned Actions/Services

monitor implementation of instructional priorities.

Actual Actions/Services

to the individual student. Data was current from the student information system and was the driving element of improvement science and MTSS leadership.

Student data dashboards allowed staff to monitor attendance, academics, and behavior in real time. Grade classification by credit upon enrollment was implemented in the summer of 2018 to provide students with accurate information on the timeline for graduation and to accurately define students for the cohort analysis for the DASS one year graduation rate.

Accucess (Edmentum) as the pre/post test assessments were used to measure student growth in ELA and math in 2018-2019. Shortcycle assessments in ELA and math were created by teachers and implemented as a second formative assessment.

Budgeted Expenditures**Estimated Actual Expenditures**

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

The Interim Assessment Blocks (IABs) were administered to students in integrated math and ELA courses.

MTSS collaborative groups of faculty and staff met nine times during Wednesday PLCs to analyze student data on attendance, academics, and behavior. MTSS collaborative groups analyzed student attendance, behavior, and evidence of student learning from assessments (shortcycle, curriculumbased tests, Accucess, EADMS, and Interim Assessment Blocks) and targetted instruction based on needs and implemented classroom interventions to address gaps in learning. The MTSS process included a tiered level of interventions. For the 2018-2019 school year, Forty - eight tier 3 individual/intensive interventions were conducted based on needs across the

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

domains of attendance, social-emotional/behavioral, and academic. The average tier 3 intervention had an intervention team of 3 staff members to support the efficacy of the intervention. 54% of the interventions were in the attendance domain, 31% in the academic domain, and 15% in the social-emotional domain. 50% of the tier 3 interventions met the goals that were set during the MTSS collaborative. 36% of interventions ended inconclusively as students left our schools. 14% of interventions yielded no growth.

Math tutoring was implemented at all sites through an online tutoring provider, FEV Tutoring and students attended 197 scheduled tutoring sessions.

Action 9

Planned Actions/Services

Monitor and evaluate student learning and modify lessons based on assessments, attendance, and behavior data. Add instructional specialist positions to provide administrative support to work with school district staff during transition IEP meetings to determine the appropriate placement of students with disabilities. Monitor student progress of IEP goals and behavior and enhance services based on data with support from administrators, instructional specialists, and the school psychologist.

Actual Actions/Services

Teachers and administrators monitored the learning of students with disabilities throughout the year in the classroom and during IEPs. Two instructional specialist positions were added this year to provide in class instructional and behavior supports to teachers. This year the monitoring and reviewing of IEPs went through a process change requiring the administration to complete a final review of IEPs to ensure IEP compliance. Students were referred to partner agencies for services from Transition Age Youth centers (TAY), the Department of Rehabilitation (DOR), Perris Family Resource Center, Mental Health Court, Neighborhood College Counseling Classes, and Youth Mental Health Conference. RCOE Alternative Education's special education services did not have any data identified not

Budgeted Expenditures

Amount: Included in Goal 1, Actions 1 & 8
 Source: Included in Goal 1, Actions 1 & 8
 Budget Reference: Included in Goal 1, Actions 1 & 8

Estimated Actual Expenditures

Amount: Included in Goal 1, Actions 1 & 8
 Source: Included in Goal 1, Actions 1 & 8
 Budget Reference: Included in Goal 1, Actions 1 & 8

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

compliant (DINC) or disproportionate data thus far in 2018-2019.

CBK students had options through the Transition Age Youth (TAY) center, which provides youth ages 16-25 with additional support and services to overcome challenges on their path to adulthood. TAY met monthly throughout Riverside County with community stakeholders to share resources and programs to support TAY aged youth. TAY provided free activities for youth to attend (art group, music group, anger management group, yoga, etc.).

CBK partnered with the Department of Rehabilitation (DOR) and served on the Assistive Technology Advisory Committee (ATAC). DOR ATAC focused on supporting all students who could benefit from assistive technology helping

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

youth with job skills, social skills, transition to trade schools and colleges, and mental health support.

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implement high school equivalency test prep (GED, HiSET) and administer high school equivalency test.

HiSET test preparation materials were purchased and distributed to all sites. All teachers were trained to prepare students for the HiSET and preparation material and other items were placed on the learning management system. One faculty member has been the school expert on HiSET test preparation and has served as the school resource on HiSET preparation and testing.

The High School Equivalency Test (HiSET) was administered at Regional Learning Centers. Teachers provided test prep for the High School Equivalency Test. In 20182019, 15 students took the test and 7 have passed. The passage rate is 47%

Amount: Included in Goal 1, Actions 1 & 4
 Source: Included in Goal 1, Actions 1 & 4
 Budget Reference: Included in Goal 1, Actions 1 & 4

Amount: Included in Goal 1, Action 13
 Source: Included in Goal 1, Action 13
 Budget Reference: Included in Goal 1, Action 13

Action 11

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implement tutoring program at all sites. Provide tutors for students for targeted assistance in the core subject areas. This action is being discontinued due to changes in the budget, but will be reconsidered if the budget allows.

This action was added back into the budget and online tutoring services were contracted for through FEV Tutor. CBK students participated in 197 tutoring sessions. Synchronous online intervention courses in ELA and math were also provided by CBK teachers weekly from Sept until the end of April.

Amount: \$0
Source: None
Budget Reference: None

Amount: \$7,500
Source: 7510
Budget Reference: 5815

Action 12

Planned Actions/Services

Identify a web-based gradebook and attendance monitoring portal for student and parent access. Develop student and staff dashboards to monitor student attendance, credit accrual and achievement measures.

Actual Actions/Services

The student parent portal in the Aeries student management system was opened in the spring of 2017-2018 and continued this year. Student dashboards were developed and made public this year. These dashboards were used during the MTSS collaboration PLC's.

Budgeted Expenditures

Amount: \$4,062
Source: 0000
Budget Reference: 5800

Estimated Actual Expenditures

Amount: \$3,761
Source: 0000
Budget Reference: 5850

Action 13

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide initial experiences in post-secondary education including concurrent enrollment courses, and CBK articulated courses.

Nineteen students were enrolled in the dual enrollment courses for Computer Professional Certification with UCR. Twenty students enrolled in concurrent enrollment courses with local community colleges. Currently, CBK has one articulated course in Digital Media with Mt. San Jacinto College.

Amount: \$6,500; \$500 Total = \$7,000
 Source: 0000; 0000
 Budget Reference: 5800 & included in Goal 1 Action 4; 4361

Amount: \$0
 Source: 0000
 Budget Reference: 4361

Action 14

Planned Actions/Services

This action will be combined with action 16 as explained in the annual update section for Goal 1 changes.

Actual Actions/Services

This action will be combined with action 16 as explained in the annual update section for Goal 1 changes.

Budgeted Expenditures

Amount: moved to Action 16
 Source: moved to Action 16
 Budget Reference: moved to Action 16

Estimated Actual Expenditures

Amount: moved to Action 16
 Source: moved to Action 16
 Budget Reference: moved to Action 16

Action 15

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

This action will be combined with Action 4 as noted in the Annual Update of Goal 1.

This action will be combined with Action 4 as noted in the Annual Update of Goal 1.

Amount: Moved to Action 4 Goal 1
 Source: Moved to Action 4 Goal 1
 Budget Reference: Moved to Action 4 Goal 1

Amount: Moved to Action 4 Goal 1
 Source: Moved to Action 4 Goal 1
 Budget Reference: Moved to Action 4 Goal 1

Action 16

Planned Actions/Services

Implement updated technology to support digital literacy skills in all content areas. Technology for students to access online websites and instructional resources, to engage in remote explorations/conferences, and to create projects/products that demonstrate their learning. Provide extended learning opportunities for students through learning management system, student computing devices, and wireless connectivity devices.

Actual Actions/Services

Teachers used interactive large screen computer monitors, computers/laptops and tablets to integrate technology in their lessons. Teachers and students used Google drive to communicate, collaborate and provide real time assessment.

Digital literacy skills were integrated in lessons to build student skills to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity and innovation. Computers and 3D printers were used in elective

Budgeted Expenditures

Amount: \$87,800; \$204,650; \$10,668; \$6,300; \$2,412; \$1,700; \$500; \$1,085, 11,753 Total = \$326,868
 Source: 0000; 0805; 0805; 0805; 0804; 0804; 0804; 0805, 0805
 Budget Reference: 5767; 57xx; 5921; 4400; 4300; 4400; 6xxx; 5850, 5800,5900

Estimated Actual Expenditures

Amount: \$112,000; \$204,000; \$24,644; \$6,554; \$2,131; \$1,676
 Total = \$351,005
 Source: 0805; 0805; 0000; 0000; 0000; 0805
 Budget Reference: 5761; 57xx; 5920, 4400, 4300, 5850

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

and CTE courses. Online courses provided students with distance learning options after school and during school. Computers and mobile hotspots were checked out to students so that students could continue their online work at home.

Updated technology was implemented at sites as a part of the technology replacement plan.

Action 17

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implementation Student Technology Leadership Class to assist teachers with technology and to provide new student technology orientations provide students with instruction in computer programming, digital video recording, editing, and podcasting. This class has become more academic with the inclusion of computer programming, video recording, and podcasting and it is the intent to explore the option of articulating the class with college.

This class was not offered his year, but will be offered next year in a different format.

Amount: \$500
Source: 0000
Budget Reference: 4300

Amount: \$0
Source: None
Budget Reference: None

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Fourteen actions were implemented this year to prepare students for high school graduation and success in college and careers. All students were enrolled in abroad course of study to meet their graduation requirements (Action 1). All students were enrolled in UC ag approved courses and CTE pathways were accessible to all students (Action 4 and 5). Instructional technology was utilized to equip students with the skills necessary to be productive in college and the workforce (Action 16). A new Dual Enrollment course in the Professional Certificate for Computer Technician was added this year at ARLC and was open to students at all sites through Zoom (Action 4). College transition events enabled students to complete their FAFSA, college applications, and explore postsecondary options (Action 7). Internships were available through WorkAbility, the Department of Rehabilitation, and the California Family Life Center (Action 5). The High School Equivalency Test (Action 10) was an option for students who wanted an alternative to the diploma.

Professional development was based on student data and needs to support classroom instruction and student learning (Action 3). The MTSS process was enhanced this year with the new intervention screen and school dashboards from data reporting in Aeries to monitor DASS cohorts. Grade classification by credit upon enrollment was implemented in the summer of 2018 to provide students with accurate information on the timeline for graduation and to accurately define students for the cohort analysis for the DASS one year graduation rate. Formative assessments included Accucess (Edmentum) in ELA and math, shortcycle assessments in ELA and math, and Interim Assessment Blocks (IABs). Math tutoring was implemented at all sites through online tutoring with FEV Tutor. (Action 8 and 11).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Fourteen LCAP actions were implemented to increase high school graduation and college and career readiness. The LCAP metrics were based on 2017-2018 performance on the California Dashboard/DASS and did not measure the effectiveness of the actions in 2018-2019. The overall effectiveness of the actions/services were measured by current year data, qualitative information, and input from stakeholder rated on the following

scale:

- Developing, in progress: declined or maintained
- Improving: growth but did not meet target
- Effective: met or exceeded expected target

Actions 1 (broad course of study), 2 (implementation of state standards), 3, (professional development), and 10 (High School Equivalency Test) were designated as effective based on student enrollment and progress in the courses and activities. Action 9 was designated as effective based on the monitoring and progress of students with disabilities.

Actions to prepare students for college and careers were designated as improving due to the initial implementation that occurred in the middle of the year. Action 5 (courses for college and career readiness) was designated as improving due the initial implementation of Dual Enrollment in January 2019, the workforce readiness certificate program during the second semester, and the beginning of a new grant cycle for YouthBuild. Action 7 (College Transition was determined as improving due to the academic counselor position not being filled until second semester and the need to increase college transition activities. Action 8 was designated as improving based on the observations of MTSS data team meetings which need more emphasis on the implementation of lessons and interventions for students. Action 16 was designated improving based on observations of the integration of technology in classroom instruction, which is expected to be on a daily basis and the need for students to increase their collaboration using technology.

Action 6 (AVID) was designated as developing due to the strategies not being well suited to independent study and teachers using other strategies such as UDL and Thinking Maps. Action 11 (Tutoring) is designated as developing because online tutoring was considered slow and difficult for many students to use and they would like to have an in-person option as well. Action 12 is developing because though the portal is in place, few students and parents have signed onto the system. Action 13 (Concurrent and Dual Enrollment) is developing because there is a need for increased monitoring and support for students who are taking these courses. Action 17 (Student Technology Leaders) is developing because we need to decide the best method for delivering this course or discontinue it since it can be replaced by the CTE Pathway.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A total of \$1,406,339 was allocated for Goal 1 in 2018-2019 and the estimated expenditures were \$1,427,322. The difference in the initial 2018-2019 budget projection was \$20,983 more in expenditures overall due to increased spending in Action 1 (increase of \$27,163 for a broad course of study), Action 4 (increase of \$37,278 for college and career activities), Action 11 (increase of \$7,000 for tutoring), Action 16 (increase of \$24,137 to update technology), The overall increase was offset by a decrease in spending to acquire materials Action 2 (decrease of \$65,709 for state standards, textbooks/instructional materials), and Action 13 (decrease of \$7,000 for articulated courses).

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The data indicated an ongoing need for a goal on high school graduation and college and career readiness. In the 2018-2020 LCAP, the following actions will be implemented (these actions can be found in the 2019-2020 LCAP actions under Goal 1:

- Report 2019-2020 metrics for the CAASPP in ELA and math as distance from standard and % of students meeting the standard.
- Continue the grade classification by credit in order to provide students with an accurate timeline for graduation from high school to define the 12th grade student cohort for the DASS oneyear graduation rate.
- Expand Dual Enrollment courses with UCExtension Center for students.
- Increase internships through WorkAbility, the Department of Rehabilitation for students with disabilities and CFLC.
- Implement internships and workforce readiness certificates for students.
- Focus professional development on universal design for learning (UDL), MTSS, and math instruction in order to differentiate instruction for students in ELA and math and for English learners and students with disabilities.
- Enhance the lesson planning and intervention components of the MultiTiered System of Support (MTSS) process to strengthen follow and student success.
- Offer different tutoring formats (in person and online) to support student learning in mathematics.
- Continue interventions for students in ELA and math that include targeted instruction based on data and individualized support from instructional assistants and AVID tutors.
- Continue instructional specialist positions to support teachers with strategies to address the academic and behavioral needs of the students with disabilities.
- Provide in class support for teachers by the Coordinator of Instructional Innovation and Support on the strategies learned during SILK and PLCs.

Goal 2

Students will be connected to school and educated in positive, safe, and healthy learning environments.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 6, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Maintain student attendance rate at 85%

CBK student satisfaction survey maintained at 95% or higher.

Actual

Met. As of June 2019, the student attendance rate was 87.9%.

97% of CBK students responded on the satisfaction survey that the things they learned in class will help them in the future and 98% expressed that school staff encouraged them to set goals and 97% said they were encouraged and helped to pursue post-secondary education. 100% said they felt safe at school.

Expected

CBK students reporting an increase in Social – Emotional Strategies between pre and post surveys administered in the Values and Decisions Class will continue.

CBK Student Engagement as measured by the Gallup Student Poll Engagement Index will remain higher than the national average.

CBK Student Hope as measured by the Gallup Student Poll Engagement Index will remain higher than the national average.

CBK Student retention rate overall will Increase by 2% points

CBK Student Retention Rate 150 credits or more will increase by 2%.

CBK Student Retention Rate for students with 149 credits or less will .Increase by 2% points.

CBK Students who persist from one year to the next, if not completed will Increase by 2% points

Actual

This survey was not administered this year due to the difficulty in developing a reliable measurement.

This survey was not administered this year and instead, the California Healthy Kids Survey was administered.

This survey was not administered this year and instead, the California Healthy Kids Survey was administered.

This measure is being replaced by the one year grad rate. Grad rate is currently 80.15%.

This measure is being replaced by the one year grad rate. Grad rate is currently 80.15%.

This measure is being replaced by the one year grad rate. Grad rate is currently 80.15%.

Met. As of August 2019, the student persistence rate from one year to the next was _____. Data not yet available.

Expected

As of August 2019, the one year graduation rate will increase from 54.1% to 67%.

Actual

Currently, the 2018-19 one year grad rate is 80.15%.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Continue to implement Positive Behavior Intervention Supports (PBIS) that focus on developing safe, trusting, self-managing classrooms. Administer Gallup Student Poll

Actual Actions/Services

The monthly staff development schedule was built to include professional collaboration time to develop individualized student intervention plans by utilizing data analysis and pairing the academic information with implemented positive behavior and supports to support individualized learning. This was part of the formal MTSS collaboration meetings. The GRADS site behavior plan was implemented at all sites and integrated into the student orientation, student handbook,

Budgeted Expenditures

Amount: Included in Goal 1, Action 1
 Source: Included in Goal 1, Action 1
 Budget Reference: Included in Goal 1, Action 1

Estimated Actual Expenditures

Amount: \$699; \$1,500
 Total = \$2,199
 Source: 0000; 0000
 Budget Reference: 4300; 5892

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

initial student meetings, and ILP process. A system of student recognition and awards based on the GRADS acronym was implemented. A rubric was adopted and students were assessed on their progress toward meeting schoolwide learning outcomes. Students were involved in the process of self assessing their behavior. On 8/26, the entire school staff reviewed and updated the PBIS school plan during a PLC.

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to maintain building leases and maintain CBK sites.

Building leases and MOUs were for the following sites. Building maintenance is included in those contracts.

- Corona Library
- Desert Hot Springs
- Riverside YOC – Cesar Chavez Building
- Mecca Boys and Girls Club
- Mead Valley Library
- Hemet Santa Fe
- Rubidoux YOC
- RUSD EOC Campus
- Perris Academy CBK
- Planet Youth Lake Elsinore
- Empower Youth

Hemet Santa Fe was closed after the first semester.

Amount: \$178,453
 Source: 0000
 Budget Reference: 5600, 5700

Amount: \$29,898; \$151,152
 Source: 0000; 0000
 Budget Reference: 5600; 5700

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to implement the Social Work intern program.

Five Social Work interns provided counseling to students at five sites. Additional counselors were provided from the Wiley Center and services were provided at the regional learning centers. Services were available to all CBK students based on self or staff referral. CARE binders were maintained at the CBK Grindstaff location with all referrals. The CBK Counselor who was hired in December also provided counseling services to students with mental health services on their IEPs and to other students on an as needed basis.

Amount: No impact on CBK Budget
 Source: None
 Budget Reference: None

Amount: No impact on CBK Budget
 Source: None
 Budget Reference: None

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implement parent/student communication and training that includes Edulink (automatic phone system), Remind 101, email, and other forms of electronic communication to promote positive school attendance.

Edulink automated phone system was implemented for schoolwide announcements. Twenty three schoolwide messages were sent. All teachers, counselor and CDPs continued to use Remind, email and other forms of communication to promote attendance and participation in school activities. The Aeries Parent Portal was opened and implementation is continuing.

Amount: (Included in Goal 1, Action 12)
 Source: (Included in Goal 1, Action 12)
 Budget Reference: (Included in Goal 1, Action 12)

Amount: (Included in Goal 1, Action 12) and \$1,920; \$3,761
 Total = \$5,681
 Source: (Included in Goal 1, Action 12) and 0000; 0000
 Budget Reference: (Included in Goal 1, Action 12) and 5892; 5850

Action 5

Planned Actions/Services

Continue implementation of MTSS, with staff development, monthly meetings, and online support. Track interventions provided to students to increase retention. Collect s data on student attendance and retention to develop and implement an effective plan for increasing student retention and completion

Actual Actions/Services

MTSS collaborative groups of faculty and staff met during Wednesday PLCs to analyze student data on attendance, academics, and behavior. MTSS collaborative groups analyze student attendance, behavior, and evidence of student learning from assessments (Accucess, shortcycle, curriculumbased tests) and target instruction

Budgeted Expenditures

Amount: \$305,143
 Source: 0805
 Budget Reference: 2900

Estimated Actual Expenditures

Amount: \$208,618; \$105,699
 Total = \$314,317
 Source: 0805; 0000
 Budget Reference: 2900/3XXX; 1100/3XXX

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

based on needs and implement classroom interventions to address gaps in learning. The MTSS process includes tiered interventions. Examples of the tiered interventions are as follows:

Tier 3

Parent/Principal Meeting

Home Visit & Drop letter

Formal Probation

Agency Coordination

Involve District of Residence -

Change of Program/Site

Tier 2

Get focused Stay Focused

–Childcare –Bus Passes -

Tutoring –Missed Appointment letters

Targeted Communication Via

Phone Call

IEP Amendment Informal

Probation Contact (YAT)

Refer to Community Resources

Counseling Referral –

Teacher/Parent Conference

Counseling Referral –

Teacher/Parent Conference

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Tier 1
 Teacher Calls Home on Absences
 Values and Decision - PBIS--
 Student Leadership
 Opportunities –Credit Recovery -
 Experiential Learning
 Opportunities –Remind –
 Personalized Learning
 Environment
 Welcoming School
 Environment- ILP Review - -
 Personalized and Relevant
 Curriculum –Tech Ninjas –
 Student Leadership

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue implementation of Get Focused Stay Focused Course, and Values and Decisions Course to support student retention and success.

The Get Focused Stay Focused Intervention curriculum was re-written and posted on the PwerSchools Learning Management System. The class was offered at all CBK sites. Choices textbooks were purchased 10 per site and all teachers were trained to deliver the class and given access to the Get Focused Stay Focused web site. Peer meetngs were not implemented this year. Thirty six students were enrolled in the GFSF class. 169 CBK students were enrolled in the Values and Decisions class designed to develop student SEL skills.

Amount: Included in Goal 1 / Actions 1 & 8
 Source: Included in Goal 1 / Actions 1 & 8
 Budget Reference: Included in Goal 1 / Actions 1 & 8

Amount: \$13,048;
 Total = \$13,048
 Source: 0000;
 Budget Reference: 4100;

Action 7

Planned Actions/Services

Provide bus passes for students to improve attendance

Actual Actions/Services

1200 bus passes were purchased and distributed during the 2018-2019 school year.

Budgeted Expenditures

Amount: \$4,000
 Source: 0805
 Budget Reference: 4300

Estimated Actual Expenditures

Amount: \$3,600; \$1,200
 Total = \$4,800
 Source: 0000; 0805
 Budget Reference: 4367; 4367

Action 8

Planned Actions/Services

Purchase outreach materials for student orientations, presentations to partner districts, and community events.

Actual Actions/Services

Outreach materials were purchased including CBK Brochures, flyers, Student Leadership Tshirts, and promotional items for orientations and community events. CDPS represented CBK at 86 community outreach events

Budgeted Expenditures

Amount: \$100
Source: 0000
Budget Reference: 4300

Estimated Actual Expenditures

Amount: \$1,511
Source: 0000
Budget Reference: 4300

Action 9

Planned Actions/Services

Review and revise Individual Learning Plan to reflect PBIS and Schoolwide learning outcomes.

Actual Actions/Services

The ILP form was updated to include an expanded section for College and Career Action Plan, A GRADS Review, and final graduation assignment. Student ILPs were updated each semester by the teacher and student.

Budgeted Expenditures

Amount: No impact on Budget
Source: None
Budget Reference: None

Estimated Actual Expenditures

Amount: No impact on Budget
Source: None
Budget Reference: None

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue implementation of a Student Leadership Class to plan and promote student activities, Peer Counseling, and Community Service activities.

Student leaders were identified at the beginning of the 2018-2019 school year. A student leadership event was held at UCR in Oct. 2019 and attended by 26 students. Students continued to meet either in person or by virtual meeting monthly throughout the school year. Student leaders participated in community outreach events, new student orientations, and planning prom.

Amount: \$833
 Source: 0000
 Budget Reference: 4300

Amount: \$699
 Source: 0000
 Budget Reference: 4300

Action 11

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Involve students, parents, and community partners in decision-making and advisory functions for the purpose of program review and improvement in support of academic accountability through the School Advisory Council.

Students and parents were involved in the decisionmaking and advisory functions of CBK through the following committees and meetings.
 School Advisory Council
 10/4/18,12/11/18, 2/25/19, 5/21/19
 LCAP Focus Groups and Plan Review 10/4/18,12/11/18, 2/25/19, 5/21/19
 Student Leadership Meetings were held the second Tuesday of each month SeptMay
 ELAC10/4/18,12/11/18, 2/25/19, 5/21/19

Amount: \$200
 Source: 0000
 Budget Reference: 4300

Amount: \$226
 Source: 0000
 Budget Reference: 4300

Action 12

Planned Actions/Services

Produce a quarterly CBK Newsletter to provide stakeholders with up to date information on activities, opportunities, and celebrations.

Actual Actions/Services

A CBK Newsletter was published once in the 18-19 school year. The newsletter was sent electronically to all stakeholders and was available on our website and LMS page.

Budgeted Expenditures

Amount: No impact on budget.
 Source: None
 Budget Reference: None

Estimated Actual Expenditures

Amount: No impact on budget.
 Source: None
 Budget Reference: None

Action 13**Planned Actions/Services**

Develop a yearly site based calendar with all scheduled events for the year, published to CBK website.

Actual Actions/Services

A yearly calendar was developed for all CBK activities during the 2018-2019 school year. The calendar was created on Outlook and shared with all CBK Staff. This improved communication and coordination of activities between staff and sites. Parents and students had access to the calendar through the CBK website.

Budgeted Expenditures

Amount: No impact on budget.
Source: None
Budget Reference: None

Estimated Actual Expenditures

Amount: No impact on budget.
Source: None
Budget Reference: None

Action 14**Planned Actions/Services**

Provide Security Staff at CBK sites.

Actual Actions/Services

Security was provided for the Desert Hot Springs Site. Corona Library security was provided by the library and occasionally at the Corona site when library security was not on site. One PT security staff was hired during the 18-19 school year.

Budgeted Expenditures

Amount: No impact on budget.
Source: None
Budget Reference: None

Estimated Actual Expenditures

Amount: \$5,272
Source: 0000
Budget Reference: 2900, 3xxx

Action 15

Planned Actions/Services

Provide school outreach and student parent documents such as student handbooks in Spanish. Provide interpreter services at school advisory council meetings.

Actual Actions/Services

Interpreters were provided during IEP meetings and school meetings. Spanish versions of the student handbook and other documents were provided in Spanish.

Budgeted Expenditures

Amount: \$10,000
Source: 0000
Budget Reference: 5780

Estimated Actual Expenditures

Amount: \$70
Source: 0000
Budget Reference: 5780

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All 15 actions were implemented to connect students to safe, healthy and positive learning environments. The actions to provide students with targeted support based on their needs from an array of services that included social work intern counseling, MTSS collaborative meetings, and targeted student support responses were successfully implemented with successful outcomes. Targetted student support services included frequent checkins, transportation, childcare services, and attendance support from community dropout prevention specialists, enrollment is SEL support classes, and student leadership opportunities. (Actions 1,3,5,6,7,8,11,12) All stakeholders had the opportunity to be involved with the school and participate in school planning through the school advisory council, ELAC, and student leadership (Action 10, 11). These actions were fully implemented and successful. Students and parents were informed about school planning, student progress and events through newsletters, school calendars, and regular communication between school and home (Actions 4,8,12,13,,15). These actions were implemented with varying degees of success. There was difficulty translating all material into Spanish and we were only able to produce one newsletter. All CBK sites were maintained.and safe (Action 2, 14) These actions were successfully implemented.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All 15 LCAP actions were implemented to to connect students to safe, healthy, and positive learning environments. The LCAP metrics were based on 2017-2018 performance on the California Dashboard/DASS and did not measure the effectiveness of the actions in 2018-2019. The overall effectiveness of the actions/services was measured by current year data, qualitative information, and input from stakeholder groups. Actions were rated on the following scale:

- Developing in progress: declined or maintained
- Improving: growth but did not meet target
- Effective met or exceeded expected measureable target

Under the student support category; Action1 (PBIS), Action 5 (MTSS), Action 9 (ILP) and Action 7 (bus passes) were designated as effective due the high attendance, student engagement, and low incidence of student discipline incidents during the 2018-2019 school year. Action 3 (Social work

interns) was considered improving due to the addition of Wylie Service Counselors and the CARE Binder Process. There are more services for students, but students at remote sites have less access than students at Regional Learning Centers. Action 6 (SEL Classes) and Action 10 (Student Leadership) were rated improving because there are more course options available to students, but fewer students were enrolled in the courses.

Under maintaining safe and effective sites Action 2 (Site leases and MOU's) was deemed effective and site security was rated as developing due to the late hire of our security staff for Desert Hot Springs.

Under the Parent and community Communication and Outreach category Action 8 (Outreach) and Action 11 (Parent decision making) were considered effective due to the number of events and parent and student participation. Action 4 (Communication) was considered improving because the new Parent Portal has not been utilized to a high degree.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A total of \$498,729 was allocated for Goal 2 in 2018-2019 and the estimated expenditures were \$498,975. The difference in the initial 2018-2019 budget projection was \$246 more in expenditures overall due to increased spending in Action 1 (\$2,199 more than expected), Action 4 (\$5,681 higher costs for the Aeries Parent Portal and Edulink parent communication system), Action 6 (\$13,048 increased costs due to purchasing textbooks for this course which had previously been accounted for in Goal 1 Action 2), and Action 7 (\$800 more than expected costs for bus passes), Action 8 (\$1,400 more than expected costs for outreach materials), Action 10 (\$26 more than expected costs for school advisory council, and ELAC), Action 14 (\$5,272 more than expected costs for security at the Desert Hot Springs location). The increases in spending were offset lower than projected expenditures in Action 2 (\$27,301 lower costs for building leases due to the closure of the Sanat Fe Hemet Site), Action 9 (\$134 due to the increased cost of student leadership), and Action 15 (\$9,930 less than expected costs for interpreters)

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The data indicated an ongoing need for a goal on school connection to increase the one year graduation rate.. In order to continue the growth in connecting students to school and maintaining positive, safe, and healthy learning environments, the following will be implemented under Goal 2 in the 2019-2020 LCAP:

- Continue PBIS and MTSS with incentives.
- Continue bus passes for transportation to school.

- Continue Social Work Intern counseling on academics and behavior.
 - Continue behavioral health counseling for students.
 - Continue the use of CDPS to maintain student attendance, student and parent engagement and community outreach.
 - Continue parent involvement and school advisory council.
 - Continue Aeries Parent Portal.
 - Continue the Alternative Education Suicide Prevention Plan to address the needs for high risk crisis issues.
 - Continue training on trauma informed care.
 - Continue fulltime campus security supervisors at remote sites that do not have other security personnel sites.
 - Continue the Raptor visitor identification system and student identification card systems.
 - Continue Edulink as the automated telephone calling system.
- Continue courses that increase student engagement, attendance and Social -emotional learning.
- Continue Individual Learning Plans for students.
- Continue publishing newsletters and event calendars to increase participation, information and engagement.
- Continue to provide school documents and information in Spanish.

Goal 3

English Learners will acquire proficiency in English.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Pearson Education ELA/ELD Textbook English Language Development Assessment (TELL Test) will improve by 5% points

Actual

Met. As of June 2019, EL students taking the Pearson Education ELA/ELD Textbook English Language Development Assessment scored.

Level	Percent
Advanced	9.20%
High	20.00%
Intermediate	41.50%
Basic	18.50%
Limited	10.80%

Expected

EL students scoring a minimum of 70% on short cycle assessments in ELA will improve by 5% points.

EL students reclassified as RFEP will improve by 2% points.

EL students scoring a minimum of 70% on short cycle assessments in math will improve by 5% points.

Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) will be maintained at 100%.

EL student growth on the ELPAC will improve by 5%.

Actual

Data not yet available.

Met. As of June 2019, EL students reclassified as RFEP increased from 2 to 3 students.

Data not yet available.

Met. Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) was maintained at 100%.

Baseline established. Data not yet available.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide instruction in English language acquisition in

As a part of the core program, English learners received

Amount: \$8,215
Source: 4203

Amount: \$4,136
Total = \$4,136

Planned Actions/Services

designated ELD classes. Provide integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes. Implement the TELL. Purchase newcomer materials for beginning ELS. Teachers possess certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292)

Actual Actions/Services

designated and integrated ELD based on their language proficiency level from qualified teachers. The core instructional program in designated and integrated ELD was structured according to the three premises in the California ELD Standards: using English purposely; interacting in meaningful ways; and learning how English works. ELD instruction ensured that students engage in English purposely for expression (e.g., expository, narrative, persuasion) and to make informed choices about language resources (e.g., organization, grammar, vocabulary). ELD instruction was focused on allowing EL students to interact in meaningful ways through three communicative modes; collaborative, interpretative, and productive.

Integrated English Language

Budgeted Expenditures

Budget Reference: 5850

Estimated Actual Expenditures

Source: 4203

Budget Reference: 5850

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Development instruction was implemented using the state-adopted ELD standards in tandem with the state adopted academic content standards. Integrated ELD included specially designed academic instruction in English (SDAIE). In CBK, all teachers possessed certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292). Assessments were administered to determine initial language proficiency in English (diagnostic assessment), progress in learner English (formative assessment), and levels of achievement (summative). The English Language Proficiency Assessments for California (ELPAC) was used to identify English learners who needed support to learn English or as proficient in English. The ELPAC initial assessment was administered within 30 days of school enrollment and the

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

ELPAC summative assessment was administered to all English learners from February 1 through May 31 each year. The ELPAC measures student skills in listening, speaking, reading, and writing. The ELPAC is aligned with the 2012 California ELD Standards, which have three proficiency levels (Emerging, Expanding, and Bridging). The ELPAC consists of four performance level descriptors (PLDs), which take into account the categories of Emerging, Expanding, and Bridging. The ELPAC general PLDs consist of minimally developed (1), somewhat developed (2), moderately developed (3), and well developed (4).

The Test of English Language Learning (TELL) from Pearson Education was used to diagnose student skills in order to establish a baseline at the time

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

of enrollment to the end of-semester. The TELL enabled teachers to target specific skills in listening, speaking, reading, and writing for instruction in ELD and for support in the intervention class. TELL occurred on classroom iPads. Headphones were utilized creating a private experience unique to the student being tested. Teachers monitored EL student learning using results from formative assessments (AccucessPre/PostTest, TELL, shortcycle assessments) at monthly MTSS collaborative meetings during Wednesday PLCs in order to target instruction based on needs and implement classroom interventions to address gaps in learning. Targeted instruction for EL students in ELD, ELA, and math was provided by teachers using small group and personalized instruction.

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

As a part of the core program, designated ELD was implemented during the ELD course using the ELD standards as focus of instruction. Integrated ELD was implemented for English learners in the core content classes.

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implement universal design for learning (UDL) and personalized learning. and instructional scaffolds (Thinking Maps, sentence starters, and response frames) with support from the Coordinator of Instructional Innovation and Support.

Students engaged in differentiated instruction/universal design for learning (scaffolding, Thinking Maps, small groups) by teachers with certification to instruct English learners. Scaffolding tools for all students to access complex texts, academic writing tasks, and speaking. and listening tasks addressed cognitive skill development. The Thinking Maps supported students' progression from

Amount: (Included in Goal 1, Action 1)
 Source: (Included in Goal 1, Action 1)
 Budget Reference: (Included in Goal 1, Action 1)

Amount: (Included in Goal 1, Action 1)
 Source: (Included in Goal 1, Action 1)
 Budget Reference: (Included in Goal 1, Action 1)

concrete to abstract concepts, think with depth, and directly apply their thinking. Designated ELD blended online curriculum engaged English learners with student centered, graphic novels, multimedia, supports for meaning making through close-reading and annotations, effective expression with supports for writing to sources with mentor texts and models, and language development with concept vocabulary and syntax practice. Additional resources for differentiation and personalization for English Learners included oral fluency practice, translation support, glossary terms embedded at point of use in English and Spanish, EL teachable moments, graphic organizers, high interest texts, wordstudy worksheets, and bilingual Spanish and English audio recordings and summaries.

English learners engaged in diagnostic, formative, and summative assessments in each course/content area throughout the school year. Assessments were administered to determine initial academic levels of achievement in ELA and math (diagnostic assessment), progress monitoring (formative assessment), and levels of achievement (summative). Accucess (EdmentumPlato) was used to assess student academic levels in both reading and mathematics at the beginning of each semester followed up with a posttest 90 days after the pretest. ELA and mathematics shortcycle assessments were administered through the IO Education (formerly EADMS) platform which enabled teachers to disaggregate results by student group, grade level, and program definition. Teachers used the

data to personalize instruction. These assessments helped teachers target their instruction on the priority standards by providing specific corrective feedback on incorrect answers and rationale to guide their re-teaching. Teachers also facilitated the CAASPP Interim Assessment Blocks, created by the StandardsBased Assessment Consortium. Data were analyzed by teachers during monthly MTSS meetings to plan classroom instruction and modify individualized student learning by targeting specific student needs.

Units of study based on the California standards in ELA, math, science, and social science were implemented along with quarterly shortcycle assessments as formative measures to monitor student learning and achievement in the core content areas. Units of

study were organized by themes and inquiry in order to address engagement and attendance challenges by bridging not only the content across subject and the quarter but also personal interest and curiosity. Teachers used the theme and inquiry in ELA, Designated ELD, Social Studies, and other courses to create relevant connections to the theme, students' prior knowledge, and new content knowledge. Embedded within the units of study for science and social studies were curriculum and standards based projects. Aeries, the student information system, provided teachers with a digital gradebook in which students and parents had access to student grades and progress.

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue implementation of a systematic assessment, reclassification, and progress monitoring process for English learners. Analyze data on EL students to monitor progress and use the reclassification process to reclassify students.

In the spring of 2018, the reclassification criteria were changed to address the updates in the assessment of English language proficiency. The measures used to determine whether an English learner shall be reclassified as fluent English proficient included an assessment of English language proficiency using the English Language Proficiency Assessment for California (ELPAC) with the an overall score of 3 (Moderately Developed) or 4 (Well Developed) with each subtest at 3 or 4. The second reclassification criterion was student performance of basic skills in English on the Smarter Balanced Assessment in ELA or on the Accucess (online diagnostic assessment and curriculum tool in reading and writing) that shows whether the student is performing at or near grade level. The third criterion

Amount: \$1000
Source: 0000
Budget Reference: 4300

Amount: \$500
Source: 0000
Budget Reference: 4300

was participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student using the Cognitive Academic Language Proficiency (CALP) scale. The minimum for Reclassification to Fluent English Proficient (RFEP) is a rating of 5 in three of the four categories, with the rating of four (4) in the remaining category (nineteen (19) points out of twenty (20)). The CALP scale includes the following domains: Reading Comprehension, English Syntax and Structure, English Curriculum Proficiency, and Expressive Language Ability in Content Areas. The fourth criterion was parent/guardian opinion and consultation. The principal or teacher shall consult with the parent/guardian to determine the opinion of the parent on the reclassification of their child.

In January 2019, the reclassification criteria were updated to reflect the change in the assessment of English language proficiency using the English Language Proficiency Assessment for California (ELPAC) by eliminating the ELPAC subtest scores and replacing it with an overall score of 4 (Well Developed).

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All three actions were implemented. Integrated ELD in English language arts, mathematics, social science, and science curriculum was achieved through the use of the new textbooks and support materials in each subject. Designated and Integrated ELD instruction (Action 1) were more challenging due to students only attending once a week. Student attendance impacted instructional continuity (lesson pacing, assessments, strategic grouping using targeted instructional practices), program implementation (continuum of course enrollment, intervention transitions), and student learning (connection to school, social interaction, motivation).

The implementation of universal design for learning (UDL) and instructional scaffolds (Thinking Maps) was implemented in ELA, math, social science, and science. The Coordinator of Instructional Innovation and Support was vacant for a significant part of the year (September to March) due to a lack of qualified candidates (Action 2). Reclassification (Action 3) continued to be a challenge due to student scores on the academic criterion of the re-designation process and the few number of students with ELPAC scores from the previous year for re-classification.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All three LCAP actions were implemented to improve English learners in acquiring proficiency in English. The LCAP metrics were based on 2017-2018 performance on the California Dashboard/DASS and did not measure the effectiveness of the actions in 2018-2019. The overall effectiveness of the actions/services was measured by current year data, qualitative information, and input from stakeholder groups. Actions were rated on the following scale:

- Developing in progress: declined or maintained
- Improving: growth but did not meet target
- Effective met or exceeded expected measureable target

Action 1 was designated as improving based on the 2018-2019 EL student scores on the TELL, MTSS data team meetings, and classroom observations of teacher lessons. Action 2 was designated as developing due to classroom observations of the use of instructional scaffolds and the

lack of a Coordinator of Instructional Innovation and Support. Action 3 was designated as developing with the initial implementation of the new EL re-classification process.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A total of \$9,215 was allocated for Goal 3 in 2017-2018 and the estimated expenditures as of March 2018 were \$4,136. The difference in the initial 2017-2018 budget projection was a decrease of \$4,136 in Action 1 due to costs for the licensing of TELL and professional development, and a decrease of \$500 in Action 3 for reclassification monitoring. Overall the cost for ELD instruction is accounted for in Goal 1. Reading Smart the online EL instruction program is accounted for as part of the Edmentum contract in Goal1 Action 2.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The data indicated an ongoing need for a goal for English learners. In order to improve the English language proficiency of EL students, the following will be implemented under Goal 3 in the 20192020 LCAP:

- Enhance MTSS meetings to focus on interventions for English learner students.
- Increase the use of Universal Design for Learning (UDL), differentiated instruction, and scaffolding (Thinking Maps, small groups) in ELA and math.
- Target the work of the Coordinator of Instructional Innovation and Support on coaching teachers on designated and integrated ELD.
- Provide instruction in English language acquisition in designated ELD classes.
- Enhance Integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes.
- Provide tutoring to EL students in ELA and mathematics.
- Purchase additional ELD computer program for students.
- Purchase additional ELA novels that are available in both English and Spanish.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Students, parents, staff, and community stakeholders were involved in the development of the Come Back Kids 2018-2020 LCAP. They were involved in the development of the needs analysis through surveys, discussions, and the analysis of quantitative data at various forums that included School Advisory Council (SAC), English Language Acquisition Committee Meetings (ELAC), student leadership meetings, leadership meetings, staff meetings, Google LCAP Survey, and other stakeholder meetings.

Stakeholders examined college and career readiness indicators (CAASPP ELA and math scores, enrollment in CTE and UC ag courses, math and reading Achievement scores from Accucess, Short Cycle Assessment English Language Arts (ELA) and math data, Early Assessment Program (EAP) results, graduation rates, College Connection results, and Teacher assignment data;. and reviewed evidence based practices (America AchievesGetting Real About Career Readiness: A Focus on Cross Sector Competencies, May 2018; Evaluating Alternative Education Programs; Hanover Research, 2018, Best Practices in FutureReady Curriculum and Instruction; Hanover Research, 2018, Meeting Labor Market Demand Through CTE Programming; Hanover Research, 2018, Best Practices to Support Rigorous Instruction; Hanover Research, 2017, Improving Reading Outcomes for Students with Special Needs; Hanover Research, 2017) at site and partner meetings and provided input for the development of actions for Goal 1.) and reviewed evidence based practices (America AchievesGetting Real About Career Readiness: A Focus on Cross Sector Competencies, May 2018; Evaluating Alternative Education Programs; Hanover Research, 2018, Best Practices in FutureReady Curriculum and Instruction; Hanover Research, 2018, Meeting Labor Market Demand Through CTE Programming; Hanover Research, 2018, Best Practices to Support Rigorous Instruction; Hanover Research, 2017, Improving Reading Outcomes for Students with Special Needs; Hanover Research, 2017) at site and partner meetings and provided input for the development of actions for Goal 1.

Stakeholders studied the data on student engagement and school climate (attendance, retention rates, credit accrual data, graduation rates, survey

results) and reviewed evidencebased practices (Office of Elementary and Secondary Education (OESE), Technical Assistance Center) at site meetings and provided input for the development of actions for Goal 2.

Stakeholders analyzed the English learner data from assessments (CELDT Retest, TELL, reclassification, and scores on the CAASPP in ELA and math) and reviewed evidencebased practices (Hanover Research, 2017, Effective Interventions for LongTerm English Learners; Hanover Research, 2015, A MetaAnalysis of Research on English Learners; U.S. Department of Justice, 2015, Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs. CDE, 2010, Improving the Education for English Learners: ResearchBased Approaches) at site and partner meetings and provided input for the development of actions for Goal 3.

Stakeholders also reviewed qualitative data that included 2017-2018 Student Satisfaction Survey results; LCAP Stakeholder Surveys, and California Healthy Kids Survey Data. Stakeholders read current research/articles, engaged in discussions about best practices, and brainstormed ideas/actions for the LCAP.

The CBK Google LCAP Survey was conducted in December 2018 through January 2019 to collect feedback and suggestions from stakeholders regarding the current LCAP implementation and suggestions for the future. CSEA Union Representatives from the classified staff and RCOTA Union Representatives from the teaching staff were invited to respond. There were 139 responses to the survey. Stakeholder LCAP Meetings were held at every CBK location throughout the county during the months of September, December and March to elicit more indepth feedback from stakeholders.

The Come Back Kids staff, students, and community stakeholders reviewed the draft LCAP plan and commented on goals, targets, and actions on 2/25/19. The School Advisory Council and the CBK Student Leadership met on 5/6/19 to review progress on the draft and on May 21, 018, for final review and consultation.

The LCAP input meetings from November 2018 through May 2019 included teachers, classified staff members, counselors, students, and parents, and community members. All stakeholders contributed to the LCAP planning process and their comments and suggestions are reflected in the document. A public meeting was held on 5/20/19 for the final Come Back Kids 2018-2019 LCAP approval. The CBK LCAP was approved by a unanimous vote of 73 in favor, 0 opposed. Superintendent, Dr. Judy White and her Cabinet reviewed the LCAP in June 2019.

In addition to the LCAP stakeholder meetings, staff members (certificated and classified employees provided input for LCAP actions through various meetings during the school year. Input for the LCAP was discussed at the quarterly (September 18, November 8, February 22, and April 2) Program Services Quality Review Committee (8 teachers selected by RCOTA and 7 administratorscentral office administrators, principals, counselor). The

Staff Development Planning Committee (Teachers, TOSAs, Principals, and Administrators) met on January 28, 2019 to examine student data and teacher needs in order to prioritize staff development actions for 2019-2020.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Based on the the information from the stakeholders meetings, the following three goals were reaffirmed for 2018-2019:

1. Students will graduate from high school well prepared for postsecondary education and careers.
2. Students will be connected to school and educated in positive, safe, and healthy learning environments.
3. English learners will acquire proficiency in English.

The actions/services for each of the goals were revised to varying degrees for 20182019 based on the data, student needs, stakeholder input,

The input provided by students, parents, and staff at the school site LCAP stakeholder meetings from September to March provided the following input and recommendations:

- Continue online tutoring (Located under Goal 1).
- Continue automated phone calls (Located under Goal 2).
- Continue incentives for achievement, attendance, and behavior (Located under Goal 2).
- Continue CTE, internships and work experience programs.
- Continue Dual Enrollment courses and access through online platforms in computerbased jobs (Located under Goal 1).
- Continue and increase college awareness and FAFSA Campaigns (Located under Goal 1).
- Increase math support (Located under Goal 1).
- Increase counseling services (Located under Goal 2).
- . Increase staff development for ELD

Aawareness of existing supports was noted as a need in the following areas:

- Aeries Parent Portal (Located under Goal 2).

The Program Services Quality Review Committee emphasized the importance of school safety through infrastructure upgrades (cameras, monitoring systems, safety procedures) and staff training on Crisis Go. In addition, supports to enhance student behavior such as incentives, counseling, and

mentoring were acknowledged as important to continue in 20192020 (Located under Goal 2).

The Career Technical Education Advisory Committee recommended a focus on the development soft skills to prepare students for the workforce, and additional pre apprenticeships and apprenticeships for students who are 18 years of age or older. (Located under Goal 1).

During the College Readiness Planning Committee meetings with the University of California, Riverside Extension Center, the Dual Enrollment courses in the Networking Pathway in the Professional Certificate for Computer Technician will be expanded in 2019-2020. In addition, the summer camp at UCR will be continued for the fourth year (Located under Goal 1).

The Professional Development Planning Committee created the professional learning calendar for 20192020. The student scores in ELA and math on the CAASPP and local assessments indicated needs for staff development in Universal Design for Learning, (UDL), instructional strategies in ELA and math, retraining on the curriculum resources for ELA, math, history/social science, and science, and more time for lesson planning during MTSS data team meetings. Members of the School Advisory Council emphasized the importance of maintaining actions related to school safety, counseling for students, and tutoring for students.

Parents on the English Learner Advisory Committee and the District English Learner Advisory Committee recommended to continue providing tutoring for EL students, attendance incentives for students, translation services for parents, and programs to support parents with understanding college entrance requirements and financial aid (Located under Goal 1, 2, and 3).

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

Students will graduate from high school well prepared for post-secondary education and careers.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 8

Local Priorities:

Identified Need:

The needs assessment was based on stakeholder review of student data from the California Dashboard for Alternative Schools (DASS), California Assessment of Student Performance and Progress (CAASPP) in ELA and math, RCOE short-cycle assessments in ELA and math, The WASC Self Study Process, student reclassification rates, course enrollment, the California Standards Implementation Reflection Tool, textbook inventories, and data from the School Accountability Report Card (SARC) to identify needs for this goal.

CBK utilized student data from the California Assessment of Student Performance and Progress (CAASPP) in ELA and math, RCOE short-cycle assessments in ELA and math, course enrollment/credit (UC a-g, CTE, and the California Standards Implementation Reflection Tool to identify needs for this goal. Although the graduation rate was red on the California Dashboard, the one year graduation rate increased from 28% in 2016-17 to 54.1% in 2017-18 an increase of 26.1% from the previous year. The previous rate was due to the previous practice of determining grade level based on years in school rather than credit accrual.

Although the Dashboard for CAASPP for ELA and Math are both red and it says the score decreased, that is a result of the grade level changes made after testing was completed which caused CBK to not meet our participation rate. In reality, the CAASPP scores for students meeting or exceeding standards increased by 4% from 13% to 17% for ELA and math scores remained the same. Additionally, the percent of CBK students who increased their reading lexile levels by one or more grade level increased from 36% to 47% over the previous year. Students scoring 70% or better on ELA district assessments increased from 15 to 18% and the percent of EL students scoring 70% or better also increased from 9% to 12%. The percent of students

scoring 70% or higher on the Alternative Education short-cycle summative assessments in math remained constant at 12% in 2017-2018 (Data inclusive of continuously enrolled students in assessment clusters of achievement). The percent of students enrolled in CTE courses declined from 14% in 2016-2017 to 11% in 2017-2018

Based on quantitative (identified above) and qualitative data (student and parent surveys/input), students need targeted instruction in ELA and math, support/interventions, and extended learning time. In order to continue the progress in preparing students for college and careers, students need rigorous and relevant learning activities that include project-based learning, inter-disciplinary thematic lessons, and literacy across the curriculum along with explicit strategy instruction combined with example-based learning in mathematics courses. Students need continued access to UC a-g courses, Career Technical Education pathways, systems to assess college/career/workforce readiness skills, and continued opportunities to complete the High School Equivalency Test (GED and HiSET). Students need access to jwork experience and /internships to engage in work-based learning.

Based on student data, the California Standards Implementation Reflection Tool, and input/discussions at the professional development planning committee, teachers need more time for data team/MTSS collaborative meetings and lesson planning, intervention design, and resource exploration. Teachers need professional development in universal design for learning (UDL), ELA writing informational/expository text using scaffolding strategies (i.e., Thinking Maps), project-based service learning, and math instruction in order to differentiate instruction for students in ELA and math and for English learners and students with disabilities. The Coordinator of Instructional Innovation and Support will provide embedded professional development on the implementation of future ready personalized learning instructional components and learning activities.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CBK Students Meeting/Exceeding Smarter Balanced Assessments in ELA	17% Meeting/Exceeding Smarter Balanced Assessments in ELA in 2016--2017.	Improve percent meeting/exceeding Smarter Balanced Assessments in ELA by 5%.	Improve percent meeting/exceeding Smarter Balanced Assessments in ELA by 2%.	Reduce the distance from standard by 15 points on the Smarter Balanced Assessments in ELA.

CBK Students Meeting/Exceeding Smarter Balanced Assessments in Math

3% Meeting/Exceeding Smarter Balanced Assessments in math in 2016-2017.

Improve percent meeting/exceeding Smarter Balanced Assessments in math by 5%.

Improve percent meeting/exceeding Smarter Balanced Assessments in math by 2%.

Reduce the distance from standard by 15 points on the Smarter Balanced Assessments in math.

CBK Low Income Students Meeting/Exceeding Smarter Balanced Assessments in ELA

20% Meeting/Exceeding Smarter Balanced Assessments in ELA in 2016-2017.

Improve percent meeting/exceeding Smarter Balanced Assessments in math by 5%.

Improve percent meeting/exceeding Smarter Balanced Assessments in math by 2%.

Reduce the distance from standard by 15 points on the Smarter Balanced Assessments in ELA

CBK Low Income Students Meeting/Exceeding Smarter Balanced Assessments in math.

2% Meeting/Exceeding Smarter Balanced Assessments in ELA in 2015-2016. Scores for 2016-2017 have not been reported.

Improve percent meeting/exceeding Smarter Balanced Assessments in math by 5%.

Improve percent meeting/exceeding Smarter Balanced Assessments in math by 2%.

Reduce the distance from standard by 15 points on the Smarter Balanced Assessments in math.

CBK Assessment Program (EAP) College Ready and College Conditional Ready in ELA and Math

17 % Conditional or College Ready in ELA in 2016-2017.
3% Conditional or College Ready in 2016-2017.
Scores for 2017-2018 have not been reported

Improve percent College Ready/College Conditional Ready in ELA by 5%.

Improve percent College Ready/College Conditional Ready in ELA by 2%.

Improve percent College Ready/College Conditional Ready in ELA by 2%.

CBK Students scoring at least 70% on formative ELA assessments

June 2017, 24% of all continuously enrolled students, in the aggregate scored a minimum of 70% on the short cycle assessments in ELA.

Improve percent of students scoring at least 70% on short cycle assessments in ELA by 5%.

Improve percent of students scoring at least 70% on short cycle assessments in math by 2%.

Improve percent of students scoring at least 70% on short cycle assessments in math by 2%.

CBK Students scoring at least 70% on formative math assessments

June 2017, 11% of all continuously enrolled students, in the aggregate scored a minimum of 70% on the short cycle assessments in Math.
2017 will be a new baseline measure.

Improve percent of students scoring at least 70% on short cycle assessments in math by 5%.

Improve percent of students scoring at least 70% on short cycle assessments in math by 2%.

Improve percent of students scoring at least 70% on short cycle assessments in math by 2%.

CBK students who increase their Lexile level at least one level as measured by Accucess post-tests %. (students requiring intervention)

June 2017, the percentage of students who increased their lexile level at least one levels as measured by Accucess post-tests was 36%. (students requiring intervention)

Improve the percentage of students who increased their lexile level at least one level as measured by Accucess by 5% points.

Improve the percentage of students who increased their lexile level at least one level as measured by Accucess by 5% points.

Improve the percentage of students who increased their lexile level at least one level as measured by Accucess by 2% points.

CBK students who increase their math achievement levels by at least one grade level as measured by Accucess post-tests.was 32%. (students requiring intervention)

June 2017, the percentage of students who increased their math level at least one levels as measured by Accucess post-tests was 32%. (students requiring intervention)

Improve by 5% points, the percentage of students who increase their math level at least one level as measured by Accucess post-tests

Improve by 5% points, the percentage of students who increase their math level at least one level as measured by Accucess post-tests

Improve by 2% points, the percentage of students who increase their math level at least one level as measured by Accucess post-tests

Implementation of State Academic Standards

The California Standards Implementation Reflection Tool was used to assess CCSS implementation in ELA and Mathematics.

Standards implemented in ELD, CTE, Health, History-Social Science, Science, Physical Education, Visual and Performing Arts, and World Languages.

CCSS implemented in ELA and Mathematics. First year of NGSS.

Standards implemented in ELD, CTE, Health, History-Social Science, Physical Education, Visual and Performing Arts, and World Languages

CCSS implemented in ELA and Mathematics. Second year NGSS.

CCSS implemented in ELA and Mathematics. Third year NGSS.

Textbook Sufficiency

All students have textbooks

Textbook Sufficiency was maintained in 2017-2018.

Textbook Sufficiency will be maintained in 2018-2019.

Textbook Sufficiency will be maintained in 2019-2020.

UC a-g Course completion of continuously enrolled students.

June 2017, students completing one UC a-g approved course are 38.9%.

Students completing one UC a-g approved course will increase by 5% points.

Students completing one UC a-g approved course will maintain higher than 90%..

Students completing one UC a-g approved course will maintain higher than 90%...

Career Technical Education Course Completion

June, 2017, students completing a CTE course was 14.4%.

Students completing a CTE course will increase by 5% points.

Students completing a CTE course will increase by 5% points.

Students completing a CTE course will increase by 5% points.

CBK students continuously enrolled students who begin the academic year with 150 or more credits who meet their graduation goal (include disaggregated results by gender and ethnicity)

June 2017, 95% of all continuously enrolled students who began the academic year with 150 or more credits met their graduation goal.

Percentage of continuously enrolled students who began the academic year with 150 or more credits who met their graduation goal will maintain above 95%.

This outcome will no longer be reported and a new outcome will be added to establish a baseline one year graduation rate based on the Dashboard for Alternative School Status (DASS).

This outcome will no longer be reported and a new outcome will be added to establish a baseline one year graduation rate based on the Dashboard for Alternative School Status (DASS).

CBK Students who pass the high School equivalency exam. (HiSET)

June 2017, 60% (21/35) of students who attempted the high school equivalency exam passed.

CBK Students who pass the high School equivalency exam. (HiSET) will Increase by 5% points.

CBK Students who pass the high School equivalency exam. (HiSET) will Increase by 5% points.

CBK Students who pass the high School equivalency exam. (HiSET) will Increase by 5% points.

<p>CBK Students enrolled in work experience or internship courses.</p>	<p>By June 2017, 75 students were enrolled in work experience or internship courses.</p>	<p>.CBK Students enrolled in work experience or internship courses will increase by 5% points.</p>	<p>.CBK Students enrolled in work experience or internship courses will increase by 5% points</p>	<p>.CBK Students enrolled in work experience or internship courses will increase by 5% points</p>
<p>Teacher Missed Assignment</p>	<p>Teacher Missed Assignment No mis-assignments in 2016-2017. The percent of highly qualified teachers (HQT was 48.7% in 2015-2016 (data reported from the prior year).</p>	<p>There were no teacher mis-assignments in 2017-2018</p>	<p>Maintain at no mis-assignments.</p>	<p>Maintain at no mis-assignments.</p>
<p>Standards Reflection Tool</p>	<p>As of June 2017, the Standards Reflection Tool was administered to CBK Teachers</p>	<p>Standards Reflection Tool will be administered to CBK Teachers.</p>	<p>Standards Reflection Tool will be administered to CBK Teachers.</p>	<p>Standards Reflection Tool will be administered to CBK Teachers. The average rating for each area will be above 3.5</p>
<p>High School One Year Graduation Rate (Priority 5)</p>	<p>Baseline will be established in fall 2018.</p>	<p>Not reported</p>	<p>Improve graduation rate by 1% with the new DASS.</p>	<p>Improve graduation rate 2% with the new DASS.</p>

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement project-based learning in the

Implement a broad course of study that

Implement a broad course of study that

ELA/ELD and math units of study and begin implementation of the Next Generation Science Standards (NGSS). Implement experiential learning activities.

includes core and elective classes, intervention courses, and credit recovery (Edmentum-Plato) that are aligned to the districts of residence.

The CBK classroom teacher is a dual credentialed teacher who is responsible for the implementation of the IEP of special education students as well as the Individualized Learning Plan of non-special education students. The SAI teacher provides direct services to students and monitors student progress in each course. The SAI teacher provides materials, strategies, and differentiated instruction in all courses in order for the students to successfully complete goals and objectives, as specified in the IEP.

Teachers possess certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) and tailor instruction to meet student needs in all courses.

Implement ELA/ELD and history-social science integrated units of study and the math and science integrated units of study. . Implement the California Standards in ELA, ELD, math, history-social science, NGSS, health, visual and performing arts, and world languages.

includes core and elective classes, intervention courses, and credit recovery (Edmentum-Plato).. Implement the California Standards in ELA, ELD, math, history-social science, NGSS, health, visual and performing arts, and world languages. Provide curriculum/textbooks with approaches/strategies and instructional resources/materials for special populations such as students with disabilities and English learners. Continue the implementation of Universal Design for Learning (UDL) and Thinking Maps in the classroom. Implement synchronous online learning intervention courses in ELA and mathematics as an additional support option for students. Implement project based learning in the ELA/ELD and history/social science integrated units of study and the math and science integrated units of study. Implement experiential learning activities. Implement experiential learning trips.

Ensure that teachers are dual credentialed and responsible for the implementation of the IEP of special education students as well as the Individualized Learning Plan of non-special education students. The SAI teacher provides direct services to students and monitors student progress in each course.

The SAI teacher provides materials, technology, and differentiated instruction (UDL, small group instruction) in all courses in order for the students to successfully complete goals and objectives, as specified in the IEP. Ensure that teachers possess certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) and tailor instruction to meet student needs in all courses. Provide support for new teachers to clear their credentials through the Center for Teacher Innovation (CTI).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$47,107.00	\$12,500; \$6,304; \$23,758; \$4,400 Total = \$46,962	\$13,725; \$10,796; \$23,046; \$3,400; \$20,000 Total = \$70,967
Source	Resources 0000,1100,1400	Resources 0000; 6500; 0000; 0000	0000; 0000; 0000; 0000; 0000
Budget Reference	4100, 4300, 5800	4300; 4300; 5640; 5750	4300; 4400; 5640; 5750; 5815

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Acquire materials, equipment, and technology to enhance student learning and performance.

Acquire materials, and equipment, to enhance student learning and performance. Technology is separated and now under Action 16.

Acquire materials, and equipment, to enhance student learning and performance. Technology is separated and now under Action 16.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$196,925	\$70,203; \$24,000; \$3,000 Total = \$97,203	\$44,703; \$4,200; \$18,238; \$27,552; \$11,450; \$1,700; \$16,500 Total = \$124,343
Source	Resources 0000, 1100, 6300	Resources 1100; 6300; 6500	1100; 1100; 1100; 6300; 4203; 6500; 6512
Budget Reference	4100, 4300, 5800, 5700	4xxx; 4100; 4300	4100; 4200; 4300; 4100; 4200; 4361; 4361

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Implement professional development to enhance instruction in project-based learning, NGSS, and ELD strategies. Provide induction for new teachers and STARS coaching support for veteran teachers.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Implement classroom-embedded professional development to enhance standards-based instruction to enhance student learning. The Summer Institute of Learning and Knowledge (SILK) and weekly Professional Learning Community collaboration will focus on site MTSS academics-attendance-behavior collaborative meetings (8 meetings), UDL and ELD workshops (8 meetings), data analysis and collaborative planning (6 meetings), PLC collaborative planning (6 meetings), social-emotional learning and special education training (4 meetings), student data systems webinars (3 webinars), project-based services learning (1 meeting), and CAASPP administration procedures (1 meeting). Provide induction for new teachers and STARS coaching support for veteran teachers.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Implement classroom embedded professional development to enhance standardsbased instruction to enhance student learning. The Summer Institute of Learning and Knowledge (SILK) and weekly Professional Learning Community collaboration will focus on site MTSS academics, attendance, and behavior collaborative meetings, UDL and ELD workshops, STEMulate math workshops and inclass coaching, and CAASPP and ELPAC administration procedures. Enhance the lesson planning and intervention components of the MultiTiered System of Support (MTSS) process to strengthen follow and student success. Teachers and classified staff will attend content specific conferences based on individual, program, and site needs. Provide induction for new teachers and STARS coaching support for veteran teachers.

Continue instructional specialist positions to support teachers with strategies to address the academic and behavioral needs of the students with disabilities. Provide in class support for teachers by the Coordinator of Instructional Innovation and Support on the strategies learned during SILK and PLCs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(Included on Goal 1 , Action 1)	Included on Goal 1 , Actions 1 & 2 and \$2,500; \$3,000; \$2,000; \$3,747, \$663,404, \$9,920 Total = \$684,571	Included on Goal 1 , Actions 1 & 2 and \$49,706; \$5,259; \$7,500; \$46,000; \$75,000, \$2,000; \$4,228; \$5,000; \$700 Total = \$195,393
Source	(Included on Goal 1 , Action 1)	Included on Goal 1 , Actions 1 & 2 and 0000; 1100; 6500; 0805, 0805, 0805	Included on Goal 1 , Actions 1 & 2 and 0805; 7510; 7510; 3182; 3182; 0000; 1100; 0000; 0000
Budget Reference	(Included on Goal 1 , Action 1)	Included on Goal 1 , Actions 1 & 2 and 4361; 4361; 4361; 5850, 1100-3xxx, 1120	Included on Goal 1 , Actions 1 & 2 and 5850; 4300; 5815; 5200; 5800; 4300; 4300; 5200; 5700

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Implement courses to prepare students for college and careers (UC a-g courses, CTE pathways). Implement contract with Vocademy Makerspace to provide students with hands on workforce skills in industry

2018-19 Actions/Services

Implement courses to prepare students for college and careers (UC a-g courses, CTE pathways, YouthBuild Classes, and industry recognized micro-certifications.). Implement contract with Vocademy Makerspace to

2019-20 Actions/Services

Implement programs to prepare students for college and careers (UC ag courses, CTE pathways). Implement Dual Enrollment courses and CTE pathways in Computer Networking, Residential Commercial

sectors.

provide students with hands-on workforce skills in industry sectors.

Construction Construction, Logistics and Manufacturing.
Implement workbased learning through a partnership with Vocademy.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$58,000	\$70,722	\$100; \$2,500; \$31,000 Total = \$33,600
Source	Resources 0000,7338	Resource 0000	0000; 0000; 0805
Budget Reference	5800	4300, 5815, 5892	4300; 5892; 5100,5815

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services**Select from New, Modified, or Unchanged for 2017-18**

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Continue and expand work experience and internship program that aligns with CTE Pathway Development.

2018-19 Actions/Services

Continue and expand work experience and internship program that aligns with CTE Pathway Development. (Includes salary WE teacher)

2019-20 Actions/Services

Continue and expand work experience and internship program that aligns with CTE Pathway Development. (Includes salary WE teacher) Implement job shadowing and internships through partnerships with businesses and public agencies such as the Department of Rehabilitation. The Department of Rehabilitation (DOR) provides job training and placement services to students ages 16-21 with an IEP or 504 plan. Implement the WorkAbility program to provide comprehensive training in work, employment placement and follow up for students in special education who are making the transition from school to work, independent living and postsecondary

education or training. Implement a Workforce Readiness Certificate program using the CASAS assessment for students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(Included in Goal 1, Action 4)	113,371	\$116,556
Source	(Included in Goal 1, Action 4)	0805	0805
Budget Reference	(Included in Goal 1, Action 4)	1100-3xxx	1100, 3xxx

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Train teachers on AVID strategies in WICOR (writing, inquiry, collaboration, organization, and reading).

Train teachers on AVID strategies in WICOR (writing, inquiry, collaboration, organization, and reading).

Discontinue this action and include training on instructional strategies in Action 3

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(Included in Goal 1, Action 1)	Included in Goal 1, Action 4	\$0
Source	(Included in Goal 1, Action 1)	Included in Goal 1, Action 4	None
Budget Reference	(Included in Goal 1, Action 1)	Included in Goal 1, Action 4	None

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement college readiness transition activities, including College Connections, through college camps, college visits, support completing college entrance applications and the Free Application for Federal Student Aid (FAFSA), college assessments (PSAT, AP Exams, ACT, SAT)

Implement college readiness transition activities, including College Connections, through college camps, college visits, support completing college entrance applications and the Free Application for Federal Student Aid (FAFSA), college assessments (PSAT, AP Exams, ACT, SAT)

Implement college readiness transition activities, including career inventories through Career Cruising, college visits, college summer camps, support completing college entrance applications and the Free Application for Federal Student Aid (FAFSA). Implement a College Readiness Committee

and implement career inventories through Career Cruising.

and implement career inventories through Career Cruising.

to plan and advise on college readiness activities. Implement a series of workshops to help students at all grade levels prepare for college transition.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$32,000	\$1,500; \$53,580 Total = \$55,080	\$500; \$1,000; \$30,000; \$14,580; \$39,000 Total = \$85,080
Source	Resource 0000, 7338	Resources 0805; 0804	0805; 0805; 0000; 0000; 0000
Budget Reference	4300, 5200, 5800	4300/5800; 57xx	4300; 5892; 5892; 5761; 5762

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services**Select from New, Modified, or Unchanged for 2017-18**

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Implement data teams and MTSS collaborative groups during Wednesday PLCs to target instruction and intervention for students. Implement interventions for students. Interventions in ELA and mathematics include support classes in ELA and math, tutoring, and individual and small group instruction from the teacher. Collaborative instructional reviews are scheduled each quarter to monitor implementation of instructional priorities.

2018-19 Actions/Services

Implement data teams and MTSS collaborative groups during Wednesday PLCs to target instruction and intervention for students. Implement interventions for students. Interventions in ELA and mathematics include support classes in ELA and math, tutoring, and individual and small group instruction from the teacher. Collaborative instructional reviews are scheduled each quarter to monitor implementation of instructional priorities.

2019-20 Actions/Services

Continue formative assessments such as shortcycle assessments, pre/post tests, and Interim Assessment Blocks in order to measure student learning and to identify students for interventions. Continue MTSS collaborative data teams during Wednesday PLCs using the local student and school Aeries dashboards to monitor student progress, target instruction, and implement interventions for students. Implement interventions in ELA and mathematics such as support classes, tutoring using inperson and online tutoring platforms, and individual and small group instruction from the teacher. Continue grade classification by credit to provide 12th grade students with a realistic

timeline for graduation and to ensure that the cohort for the DASS one year graduation rate is accurate.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(Included in Goal 1, Action 1)	Included in Goal 1, Action 1	Included in Goal 1, Action 1
Source	(Included in Goal 1, Action 1)	Included in Goal 1, Action 1	Included in Goal 1, Action 1
Budget Reference	(Included in Goal 1, Action 1)	Included in Goal 1, Action 1	Included in Goal 1, Action 1

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

Students with Disabilities

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to monitor and evaluate student learning and modify lessons based on data and IEP goals during PLCs with support from TOAs and the school psychologist.

Monitor and evaluate student learning and modify lessons based on assessments, attendance, and behavior data. Add instructional specialist positions to provide administrative support to work with school district staff during transition IEP meetings to determine the appropriate placement of students with disabilities. Monitor student progress of IEP goals and behavior and enhance services based on data with support from administrators, instructional specialists, and the school psychologist.

Monitor and evaluate the progress of students with disabilities on academic achievement, attendance, and behavior using SEIS. Provide teachers with in class support from instructional specialists, administrators, and a school psychologist. Provide behavioral/mental health counseling through contracted services for students with disabilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount	(Included in Goal 1, Action 1)	Included in Goal 1, Actions 1 & 8	Included in Goal 1, Actions 1 & 8
Source	(Included in Goal 1, Action 1)	Included in Goal 1, Actions 1 & 8	Included in Goal 1, Actions 1 & 8
Budget Reference	(Included in Goal 1, Action 1)	Included in Goal 1, Actions 1 & 8	Included in Goal 1, Actions 1 & 8

Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement high school equivalency test prep (GED, HiSET) and administer high school equivalency test.

Implement high school equivalency test prep (GED, HiSET) and administer high school equivalency test.

Implement high school equivalency test prep (GED, HiSET) and administer high school equivalency test.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(Included in Goal 1, Action 1 and Action 2)	Included in Goal 1, Actions 1 & 4	Included in Goal 1, Actions 1 & 4
Source	(Included in Goal 1, Action 1 and Action 2)	Included in Goal 1, Actions 1 & 4	Included in Goal 1, Actions 1 & 4
Budget Reference	(Included in Goal 1, Action 1 and Action 2)	Included in Goal 1, Actions 1 & 4	Included in Goal 1, Actions 1 & 4

Action #11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services**Select from New, Modified, or Unchanged for 2017-18**

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Implement tutoring program at all sites. Provide tutors for students for targeted assistance in the core subject areas.

2018-19 Actions/Services

Implement tutoring program at all sites. Provide tutors for students for targeted assistance in the core subject areas. This action is being discontinued due to changes in the budget, but will be reconsidered if the budget allows.

2019-20 Actions/Services

Implement a tutoring program at all sites. Provide tutors for students for targeted assistance in the core subject areas. This action is being reinstated due to stakeholder input. Services will be provided by online tutoring services and may expand to in-person tutoring by volunteers or contracted tutors if the budget allows.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$13,270	\$0	\$7,500
Source	Resource 3010	None	7510
Budget Reference	5800	None	5815

Action #12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

Identify a web-based gradebook and attendance monitoring portal for student and parent access. Develop student and staff dashboards to monitor student attendance, credit accrual and achievement measures.

2018-19 Actions/Services

Identify a web-based gradebook and attendance monitoring portal for student and parent access. Develop student and staff dashboards to monitor student attendance, credit accrual and achievement measures.

2019-20 Actions/Services

Increase parent and student awareness and use of the grade and attendance monitoring portal for student and parent access. Develop student and staff dashboards to monitor student attendance, credit accrual, achievement measures, and graduation status.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,355	\$4,062	\$3,761; \$200 Total: \$3,961
Source	Resource 0000	Resource 0000	0000; 0000
Budget Reference	5800	5800	5850; 4300

Action #13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide initial experiences in post-secondary education including concurrent enrollment courses, and CBK articulated courses.

Provide initial experiences in post-secondary education including concurrent enrollment courses, and CBK articulated courses.

Provide initial experiences in post-secondary education including concurrent enrollment courses, and CBK articulated courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$6,500; \$500 Total = \$7,000	\$500; \$37,900 Total = \$38,400
Source	Resource 7338	Resources 0000; 0000	0000; 0000
Budget Reference	5800 and included in Goal 1 Action 4	5800 & included in Goal 1 Action 4; 4361	4361; 5892

Action #14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Provide extended learning opportunities for students through online learning, learning management system, student computing devices, and wireless connectivity devices.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

This action will be combined with action 16 as explained in the annual update section for Goal 1 changes.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

This action will be combined with action 16 as explained in the annual update section for Goal 1 changes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$44,003	moved to Action 16	moved to Action 16
Source	Resource 0000	moved to Action 16	moved to Action 16
Budget Reference	5800 , 5900	moved to Action 16	moved to Action 16

Action #15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement CTE classes, CTE Pathways, and YouthBuild classes, including opportunities for students to earn micro-certifications.

This action will be combined with Action 4 as noted in the Annual Update of Goal 1.

This action will be combined with Action 4 as noted in the Annual Update of Goal 1.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
-------------	----------------	----------------	----------------

Amount	\$6,000	Moved to Action 4 Goal 1	Moved to Action 4 Goal 1
Source	Resource 0000	Moved to Action 4 Goal 1	Moved to Action 4 Goal 1
Budget Reference	5800	Moved to Action 4 Goal 1	Moved to Action 4 Goal 1

Action #16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

new action in 2018-2019

Implement updated technology to support digital literacy skills in all content areas. Technology for students to access online websites and instructional resources, to engage in remote explorations/conferences, and to create projects/products that demonstrate their learning. Provide extended learning opportunities for students through learning management system, student computing devices, and wireless connectivity devices.

Implement updated technology to support digital literacy skills in all content areas. Technology for students to access online websites and instructional resources, to engage in remote explorations/conferences, and to create projects/products that demonstrate their learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	none	\$87,800; \$204,650; \$10,668; \$6,300; \$2,412; \$1,700; \$500; \$1,085, 11,753 Total = \$326,868	\$100,000; \$250; \$500; \$3,000; \$10,732; \$209,400; \$1,000 Total = \$324,882
Source	none	Resources 0000; 0805; 0805; 0805; 0804; 0804; 0804; 0805, 0805	0000; 0000; 0000; 0805; 0805; 0805; 0805

Budget Reference	none	5767; 57xx; 5921; 4400; 4300; 4400; 6xxx; 5850, 5800,5900	5767; 5850; 6200; 4300; 5921; 57xx; 5850
-------------------------	------	---	--

Action #17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

This action was previously under Goal 2 Action 11
 Continue implementation of a Student Technology Leadership Class to assist teachers with technology and to provide new student technology orientations. This class has become more academic with the inclusion of computer programming and it is the intent to explore the option of articulating the class with college.

Implementation Student Technology Leadership Class to assist teachers with technology and to provide new student technology orientations provide students with instruction in computer programming, digital video recording, editing, and podcasting. This class has become more academic with the inclusion of computer programming, video recording, and podcasting and it is the intent to explore the option of articulating the class with college.

This class will be discontinued and computer technology learning will now be offered under the CTE Pathway for Computer Professionals and dual enrolment with UCR.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Under Goal 2 action 11	\$500	0\$
Source	xxx	Resource 0000	None
Budget Reference	xxx	4300	None

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

Students will be connected to school and educated in positive, safe, and healthy learning environments.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 6, 7, 8

Local Priorities:

Identified Need:

The needs assessment was based on the local indicators on the California Dashboard, student data from the state indicators on the California Dashboard/DASS (20172018 data), current data and stakeholder input. Stakeholders reviewed student attendance data from Aeries, the California Healthy Kids Survey, Values and Decisions Social Emotional Wellness Scale, Student Retention Data, the Student Satisfaction Survey, and the LCAP Stakeholder Survey to identify needs for this goal.

In order to continue the progress in connecting students to school in positive, safe, and healthy learning environments, students need continued support with attendance, retention, behavior support, mental health services, and social emotional wellness (SEL). CBK will continue the Positive Behavioral Supports and Intervention (PBIS), Multi-tiered System of Supports (MTSS), the Values and Decisions Class, Get Focused Stay Focused Course and Social Work Intern counseling.

In order to improve student and parent engagement, programs to involve students and parents will be continued along with activities to communicate school information and opportunities for involvement to enhance student achievement. Activities to communicate and involve community partners in the

process of identifying and re-engaging dropouts will be continued.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CBK student attendance rate.	June 2017, the student attendance rate was 84.7%	Student attendance will increase to 85%.	Maintain student attendance rate at 85%	Maintain student attendance rate at 85% or higher.
CBK student satisfaction survey.	June 2017, students who agreed on the “program support and relationship” items on the Student Satisfaction Survey was 99%.	CBK student satisfaction survey maintained at 95% or higher.	CBK student satisfaction survey maintained at 95% or higher.	CBK student satisfaction survey maintained at 95% or higher.

CBK students will report an increase in Social – Emotional Strategies between pre and post surveys administered in the Values and Decisions Class.

Students reported an increase in SEL Strategies.
I feel in control of my life and future
Pre -survey 4.30
Post -Survey 4.54
I deal with frustration in positive ways
Pre -survey 3.72
Post -Survey 3.86
I stand up for others who are being mistreated
Pre -survey 4.58
Post -Survey 4.66
I believe that patience allows you to work toward your goals
Pre -survey 4.61
Post -Survey 4.76

CBK students reporting an increase in Social – Emotional Strategies between pre and post surveys administered in the Values and Decisions Class will continue.

CBK students reporting an increase in Social – Emotional Strategies between pre and post surveys administered in the Values and Decisions Class will continue.

Measure replaced by student growth on GRADS metric as measured by teacher and student.

CBK Student Hope as measured by the Gallup Student Poll Hope Index.

Fall 2016 Hope Index
CBK U.S. Overall
4.45 4.25

CBK Student Hope as measured by the Gallup Student Poll Engagement Index will remain higher than the national average.

CBK Student Hope as measured by the Gallup Student Poll Engagement Index will remain higher than the national average.

CBK Student Hope as measured by the Gallup Student Poll Engagement Index will remain higher than the national average.

CBK Student Retention Rate Overall (Current enrollment/ Students with ADA-grads) (include disaggregated results by gender and ethnicity)

By June 2017, the overall retention rate was 64.1%.

CBK Student retention rate overall will increase by 2% points

CBK Student retention rate overall will increase by 2% points

CBK Student retention rate overall will increase by 2% points

CBK Student Retention Rate 149 credits or less.

By June 2017, the retention rate was 62.6% for students with 149 credits or less.

CBK Student Retention Rate for students with 149 credits or less will increase by 2% points.

CBK Student Retention Rate for students with 149 credits or less will increase by 2% points.

CBK Student Retention Rate for students with 149 credits or less will be

<p>Teacher/student assessment of growth on GRADS schoolwide learning outcomes as reported on GRADS assessment tool. Growthmonded, Resourceful, Actively engaged, determined, and socially responsible.</p>	<p>Baseline established in 19-20</p>	<p>N/A</p>	<p>N/A</p>	<p>will establish baseline</p>
<p>Facility Inspection Tool</p>	<p>In 20168-2019, facilities were maintained in good repair as indicated on the Facilities Inspection Tool.</p>	<p>N/A</p>	<p>N/A</p>	<p>Facilities will be maintained in good repair as indicated on the 20192020.</p>

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to implement Positive Behavior Intervention Supports (PBIS) that focus on developing safe, trusting, self-managing classrooms. Administer Gallup Student Poll.

Continue to implement Positive Behavior Intervention Supports (PBIS) that focus on developing safe, trusting, self-managing classrooms. Administer Gallup Student Poll

Continue to implement Positive Behavior Intervention Supports (PBIS) that focus on developing safe, trusting, self-managing classrooms. Administer teacher and student reflection tool on schoolwide learning outcomes GRADS at least twice each year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Included in Goal 1, Action 1	Included in Goal 1, Action 1	Included in Goal 1, Action 1
Source	Included in Goal 1, Action 1	Included in Goal 1, Action 1	Included in Goal 1, Action 1
Budget Reference	Included in Goal 1, Action 1	Included in Goal 1, Action 1	Included in Goal 1, Action 1

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to maintain building leases and maintain CBK sites.

Continue to maintain building leases and maintain CBK sites.

Continue to maintain building leases and maintain CBK sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$124,182	\$178,453	\$405; \$28,500; \$16,008; \$157,991 Total = \$202,904
Source	Resource 0000	Resource 0000	0000; 0000; 0000; 0000
Budget Reference	5600, 5700	5600, 5700	4300; 5400; 5600; 5700

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to implement the Social Work intern program.

Continue to implement the Social Work intern program.

Continue to implement the Social Work intern program and refer students to Wylie Center for mental health counseling.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

No impact on CBK Budget

No impact on CBK Budget

No impact on CBK Budget

Source

None

None

None

Budget Reference	None	None	None
-------------------------	------	------	------

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Implement parent/student communication and training that includes Edulink (automatic phone system), Remind 101, email, and other forms of electronic communication to promote positive school attendance.

Implement parent/student communication and training that includes Edulink (automatic phone system), Remind 101, email, and other forms of electronic communication to promote positive school attendance.

Implement parent/student communication and training that includes Aeries Student/Parent Portal, Edulink (automatic phone system), Remind 101, email, and other forms of electronic communication to promote positive school attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(Included in Goal 1, Action 12)	(Included in Goal 1, Action 12)	(Included in Goal 1, Action 12)
Source	(Included in Goal 1, Action 12)	(Included in Goal 1, Action 12)	(Included in Goal 1, Action 12)
Budget Reference	(Included in Goal 1, Action 12)	(Included in Goal 1, Action 12)	(Included in Goal 1, Action 12)

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Track interventions provided to students to increase retention. Collect segmented data on student attendance and retention to determine the most effective interventions for students based on age and credit accrual.

Continue implementation of MTSS, with staff development, monthly meetings, and online support. Track interventions provided to students to increase retention. Collect s data on student attendance and retention to develop and implement an effective plan for increasing student retention and completion

Track interventions provided to students to increase retention, grad rate and persistence from one year to the next. CDPS will closely monitor 12th grade cohort to ensure all students remain on track to graduate.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
-------------	----------------	----------------	----------------

Amount	(Included in Goal 1, Action 12)	\$305,143	\$12,000; \$166,199; \$387,611 Total = \$565,730
Source	(Included in Goal 1, Action 12)	0805	0000; 0000; 0805
Budget Reference	(Included in Goal 1, Action 12)	2900	4300; 2900/3XXX; 2900/3XXX

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Continue implementation of Get Focused Stay Focused Course, and Values and Decisions Course to support student retention and success.

2018-19 Actions/Services

Continue implementation of Get Focused Stay Focused Course, and Values and Decisions Course to support student retention and success.

2019-20 Actions/Services

Continue implementation of Get Focused Stay Focused Course, and Values and Decisions Course to support student retention and success.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(Included in Goal 1, Action 1)	Included in Goal 1 / Actions 1 & 8	\$1,600
Source	(Included in Goal 1, Action 1)	Included in Goal 1 / Actions 1 & 8	0000
Budget Reference	(Included in Goal 1, Action 1)	Included in Goal 1 / Actions 1 & 8	4300

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide bus passes for students to improve attendance

Provide bus passes for students to improve attendance

Provide bus passes for students to improve attendance

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$10,000

\$4,000

\$3,600

Source	Resource 0000	Resource 0805	0805
Budget Reference	4300	4300	4300

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Purchase outreach materials for student orientations, presentations to partner districts, and community events.

Purchase outreach materials for student orientations, presentations to partner districts, and community events.

Purchase outreach materials for student orientations, presentations to partner districts, and community events.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,000	\$100	\$0
Source	Resource 0000	Resource 0000	None
Budget Reference	4300	4300	None

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Review and revise Individual Learning Plan to reflect PBIS and Schoolwide learning outcomes.

2018-19 Actions/Services

Review and revise Individual Learning Plan to reflect PBIS and Schoolwide learning outcomes.

2019-20 Actions/Services

Teachers and students complete an individual learning plan for each student within 30 days of enrollment including a college and career transition plan and GRADS schoolwide learning outcome assessment. ILPs are reviewed by school counselor and/or Principals.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

No impact on Budget

No impact on Budget

No impact on Budget

Source	None	None	None
Budget Reference	None	None	None

Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

Continue implementation of a Student Leadership Class to plan and promote student activities, Peer Counseling, and Community Service activities.

2018-19 Actions/Services

Continue implementation of a Student Leadership Class to plan and promote student activities, Peer Counseling, and Community Service activities.

2019-20 Actions/Services

Continue implementation of a Student Leadership Class to plan and promote student activities, Peer Counseling, and Community Service activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7,000	\$833	Included in Goal 2, Action 6
Source	Resource 0000	Resource 0000	Included in Goal 2, Action 6
Budget Reference	5800, 4300	4300	Included in Goal 2, Action 6

Action #11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Involve students, parents, and community partners in decision-making and advisory functions for the purpose of program review and improvement in support of academic accountability through the School Advisory Council.

Involve students, parents, and community partners in decision-making and advisory functions for the purpose of program review and improvement in support of academic accountability through the School Advisory Council.

Involve students, parents, and community partners in decision-making and advisory functions for the purpose of program review and improvement in support of academic accountability through the School Advisory Council and ELAC.

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

\$770

\$200

\$500

Source	Resource 0000	Resource 0000	0000
Budget Reference	5850, 4300	4300	4300

Action #12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

Produce a quarterly CBK Newsletter to provide stakeholders with up to date information on activities, opportunities, and celebrations.

2018-19 Actions/Services

Produce a quarterly CBK Newsletter to provide stakeholders with up to date information on activities, opportunities, and celebrations.

2019-20 Actions/Services

Produce a quarterly CBK Newsletter to provide stakeholders with up to date information on activities, opportunities, and celebrations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No impact on budget.	No impact on budget.	No impact on budget.
Source	None	None	None
Budget Reference	None	None	None

Action #13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Develop a yearly site based calendar with all scheduled events for the year, published to CBK website.

Develop a yearly site based calendar with all scheduled events for the year, published to CBK website.

Develop a yearly site based calendar with all scheduled events for the year, published to CBK website.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

No impact on budget.

No impact on budget.

No impact on budget.

Source

None

None

None

Budget Reference	None	None	None
-------------------------	------	------	------

Action #14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Provide Security Staff at CBK sites.

Provide Security Staff at CBK sites.

Provide Security Staff at CBK sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$32,718	No impact on budget	\$28,423
Source	Resource 0000	None	0000
Budget Reference	2000/3000	None	2900, 3xxx

Action #15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Provide school outreach and student parent documents such as student handbooks in Spanish. Provide interpreter services at school advisory council meetings.

2018-19 Actions/Services

Provide school outreach and student parent documents such as student handbooks in Spanish. Provide interpreter services at school advisory council meetings.

2019-20 Actions/Services

Provide school outreach and student parent documents such as student handbooks in Spanish. Provide interpreter services at school advisory council meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$3,100
Source	Resource 0000	Resource 0000	0000
Budget Reference	5780	5780	5780

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 3

English Learners will acquire proficiency in English.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 7, 8

Local Priorities:

Identified Need:

The needs assessment was based on indicators on the California Dashboard, student data from the state indicators on the California Dashboard/DASS (2017-2018 data), student data, survey results, and input from parents, students, staff, and community members at LCAP Annual Update stakeholder meetings, School Advisory Councils, English Learners Advisory Committees, District English Learner Advisory Committees, P

LCAP Goal 3 and actions were prioritized based on the student data, evidenced-based practices, and stakeholder input. CBK stakeholders utilized graduation rates, English learner student data from the California Assessment of Student Performance and Progress (CAASPP) in ELA and math, short-cycle assessments in ELA and math, the ELPAC, the Pearson Education Test of English Language Learners (TELL), and the CBK reclassification information to identify needs for this goal. On the TELL, EL students scored higher in speaking and listening compared to reading and writing. The CELDT was replaced by the ELPAC in 2017-2018. The ELPAC was administered in the spring of 2018 and reclassification was based on these scores for the first time in 2018-2019. The TELL was administered for the first time in CBK and Baseline scores were established. The EL Reclassification Rate declined from 8 students in 2016-2017 to 5 students in 2017-2018. There were insufficient numbers of EL students testing on the CAASPP to establish scores for this subgroup. The certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) was maintained at

100%.

In order to improve EL student English language proficiency, English learner students need continued access to designated and integrated ELD, ELD materials aligned to the new ELA/ELD standards, and differentiated instruction (scaffolding, Thinking Maps, individual and small groups) by teachers with certification to instruct English learners. Professional development and instructional practices will focus on integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes. MTSS collaborative meetings will focus on interventions for English learner students. Instruction in English language acquisition will be enhanced in designated ELD classes using the TELL. The Coordinator of Instructional Innovation and Support will provide workshops on Universal Design for Learning (UDL), differentiated instruction, and targeted in-class support/coaching to teachers. The reclassification and monitoring process will be continued and adjusted to reflect the ELPAC Assessment. CBK will continue to require that all teachers possess certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292).

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pearson Education ELA/ELD Textbook English Language Development Assessment (TELL Test)	No Data for this year.	Establish Baseline	Pearson Education ELA/ELD Textbook English Language Development Assessment (TELL Test) will improve by 5% points	Pearson Education ELA/ELD Textbook English Language Development Assessment (TELL Test) will improve by 5% points
EL students scoring a minimum of 70% on short cycle assessments in ELA .	June 2017, EL students scoring a minimum of 70% on short cycle assessments in ELA was 8.7%.	EL students scoring a minimum of 70% on short cycle assessments in ELA will improve by 5% points.	EL students scoring a minimum of 70% on short cycle assessments in ELA will improve by 5% points.	EL students scoring a minimum of 70% on short cycle assessments in ELA will improve by 5% points.

<p>EL students reclassified as RFEP.</p>	<p>May 2017, 7.69% (8) EL students reclassified as RFEP.</p>	<p>EL students reclassified as RFEP will improve by 2% points.</p>	<p>EL students reclassified as RFEP will improve by 2% points.</p>	<p>EL students reclassified as RFEP will improve by 2% points.</p>
<p>EL students scoring a minimum of 70% on short cycle assessments in math .</p>	<p>June 2017, EL students scoring a minimum of 70% on short cycle assessments in ELA were 1.3%.</p>	<p>EL students scoring a minimum of 70% on short cycle assessments in math will improve by 5% points.</p>	<p>EL students scoring a minimum of 70% on short cycle assessments in math will improve by 5% points.</p>	<p>EL students scoring a minimum of 70% on short cycle assessments in math will improve by 5% points.</p>
<p>Teachers possess certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) (Priority 1, Actions 1, 2, 3)</p>	<p>In 2016-2017, 100% of the teachers possessed certification to teach English learners.</p>	<p>Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) will be maintained at 100%.</p>	<p>Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) will be maintained at 100%.</p>	<p>Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) will be maintained at 100%.</p>
<p>ELPAC will be administered in the spring of 2018</p>	<p>No baseline available</p>	<p>ELPAC will be administered in the spring of 2018.establishing a baseline score.</p>	<p>EL student growth on the ELPAC will improve by 5%.</p>	<p>EL student growth on the ELPAC will improve by 5%.</p>

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide instruction in English language acquisition in designated ELD classes.

Provide instruction in English language acquisition in designated ELD classes.

Provide instruction in English language acquisition in designated ELD classes.

Provide integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes with support from principals, and collaboration during PLCs.

Provide integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes. Implement the TELL. Purchase newcomer materials for beginning ELS. Teachers possess certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292)

Provide integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes. Implement the TELL. Purchase newcomer materials for beginning EL students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,804	\$8,215	\$1,500; \$2,200; \$2,840 Total = \$6,540
Source	Resource 4203	Resource 4203	0000; 0000; 4203
Budget Reference	4300	5850	4300; 5754; 5850

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement universal design for learning (UDL) and personalized learning. and instructional scaffolds (Thinking Maps, sentence starters, and response frames) with support from the Coordinator of Instructional Innovation and Support.

Implement universal design for learning (UDL) and personalized learning. and instructional scaffolds (Thinking Maps, sentence starters, and response frames) with support from the Coordinator of Instructional Innovation and Support.

Implement universal design for learning (UDL) and personalized learning. and instructional scaffolds (Thinking Maps, sentence starters, and response frames) with support from the Coordinator of Instructional Innovation and Support.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

(Included in Goal 1, Action 1)

(Included in Goal 1, Action 1)

(Included in Goal 1, Action 1)

Source	(Included in Goal 1, Action 1)	(Included in Goal 1, Action 1)	(Included in Goal 1, Action 1)
Budget Reference	(Included in Goal 1, Action 1)	(Included in Goal 1, Action 1)	(Included in Goal 1, Action 1)

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Modified

2017-18 Actions/Services

Continue implementation of a systematic assessment, reclassification, and progress monitoring process for English learners. Analyze data on EL students to monitor progress and use the reclassification process to reclassify students.

2018-19 Actions/Services

Continue implementation of a systematic assessment, reclassification, and progress monitoring process for English learners. Analyze data on EL students to monitor progress and use the reclassification process to reclassify students.

2019-20 Actions/Services

Continue implementation of a systematic assessment, reclassification, and progress monitoring process for English learners. Analyze data on EL students to monitor progress and use the reclassification process to reclassify students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1000	\$1000	\$500
Source	Resource 0000	Resource 0000	Resource 0000
Budget Reference	4300	4300	4300

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Implement teacher-led ELD Teacher Learning Cohorts that will develop independent study lessons for ELD instruction based on ELD Standards in the Ca. ELA/ELD Framework. Teachers will monitor progress of EL students based on in class formal and informal assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
-------------	----------------	----------------	----------------

Amount	N/A	N/A	Included in Goal 3, Action 1
Source	N/A	N/A	Included in Goal 3, Action 1
Budget Reference	N/A	N/A	Included in Goal 3, Action 1

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$304,070

Percentage to Increase or Improve Services

5.37 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Using the required LCFF calculation, the estimated funding is \$304,070 for 2017-2018, which is based on 75.8% of unduplicated pupils (low income, English learners, and foster youth), therefore all expenditures will be school-wide, across Come Back Kids to benefit all students. Services are specifically directed toward meeting Come Back Kids' goals for subgroups and are increased and improved for unduplicated students as compared to the services provided to all pupils.

School-wide services for students include Plato credit recovery and increased learning time. Students receive support from math tutors during the school day and outside their school day. Teachers develop lessons with differentiated instructional strategies for students using data from Accucess assessments, and short-cycle assessments in ELA and math one day each month during Wednesday PLCs.

Services for English learners include implementation of the new ELD standards, designated and integrated ELD time and curriculum with support

during ELA/ELD focused PLCs. English learners will be provided with instruction in English language acquisition in designated ELD classes and integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes. Teachers will analyze data on EL students every month during collaboration time on Wednesdays in order to implement lessons using targeted instructional practices (e.g., close reading, structured academic discourse, response frames, scaffolding, and Thinking Maps) in ELA and math. The reclassification process will be continued.

School-wide services also include the distribution of bus passes, College Readiness Activities, College Connections and the Social Work Intern program. The College Connection project provides transitional support services to foster youth, low income and EL students. The College Connection Program Specialist also provides appropriate post-secondary transition plans that include academic resources, linkage to Community Colleges, career mapping with identified Career and Technical training, and job placement. The College Connection Program Specialist provides periodic follow-up to ensure student success in obtaining program objectives. Social Work Interns provide individual counseling to foster youth, low income and EL students based on academic, behavioral, and emotional needs.

The End

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$1,461,874

Percentage to Increase or Improve Services

27.72%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Using the required LCFF calculation, the estimated funding is \$1,461,874 for 2018-2019, which is based on 75.8% of unduplicated pupils (low income, English learners, and foster youth), therefore all expenditures will be school-wide, across Come Back Kids to benefit all students. Supplemental and concentration grant funds support CBK school-wide actions and services that are principally directed to and effective in addressing the identified needs

of low income students, English learners, and foster youth. Low-income students, English learners, and foster youth in CBK need instructional programs that prepare them for college and careers and that address academic challenges/gaps in learning, and social-emotional support (Goal 1, Actions , 3,,5, 7, 14 and 16; Goal 2, Actions 5, 7, and 15; Goal 3, Actions 1, 2 and 3).

School-wide services for students include increased learning time. Teachers develop lessons with differentiated instructional strategies for students using data from Accucess assessments, and short-cycle assessments in ELA and math one day each month during Wednesday PLCs. Students prepare for college and career through work experience, internships, and dual enrollment opportunities.

Services for English learners include implementation of the new ELD standards, designated and integrated ELD time and curriculum with support during ELA/ELD focused PLCs. English learners will be provided with instruction in English language acquisition in designated ELD classes and integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes. Teachers will analyze data on EL students every month during collaboration time on Wednesdays in order to implement lessons using targeted instructional practices (e.g., close reading, structured academic discourse, response frames, scaffolding, and Thinking Maps) in ELA and math. The reclassification process will be continued.

School-wide services also include the distribution of bus passes, College Readiness Activities, College Connections and the Social Work Intern program. The College Connection project provides transitional support services to foster youth, low income, and EL students. The College Connection Program Specialist also provides appropriate post-secondary transition plans that include academic resources, linkage to Community Colleges, career mapping with identified Career and Technical training, and job placement. The College Connection Program Specialist provides periodic follow-up to ensure student success in obtaining program objectives. Social Work Interns provide individual counseling to foster youth, low income, and EL students based on academic, behavioral, and emotional needs.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

1751544

Percentage to Increase or Improve Services

30.75%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or

quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

CBK's estimated supplemental and concentration grant funding is \$_____ for 20192020, which is based on ___% of unduplicated pupils (socio-economically disadvantaged, English learners, and foster youth), and therefore, expenditures will be on an LEAwide basis, across CBK to benefit all students. Services in the LCAP are increased or improved for unduplicated pupils. Supplemental and concentration grant funds support schoolwide actions and services that are principally directed to and effective in addressing the identified needs of socioeconomically disadvantaged students, English learners, and foster youth.

LEAwide services under Goal 1 that are principally directed to and effective in meeting the needs for socioeconomically disadvantaged students, English learners, and foster youth include systems of support and intervention in academic domains of learning in order to prepare students for college and careers. Actions and services under Goal 1 are designed to build a foundation of academic support through collaborative teams (Action 9) where teachers, school staff, and administrators analyze student data from formative assessments in order to differentiate instruction (e.g., small class sizes, additional support from teachers and tutors) and implement interventions (e.g., support classes, credit recovery, tutoring) to meet student needs. Teachers engage in professional development in math instruction, project based service learning, and instructional strategies during SILK week and Wednesday PLCs (Action 5) using technology (Action 2) in order to provide students with real world learning activities. Teachers receive in class support on universal design for learning from the Coordinator of Instructional Innovation and Support (Action 5). Students have options to enroll CTE Pathways, internships (Action 3), college readiness transition activities (Action 8), or explore other high school completion programs (Action 11).

LEAwide services under Goal 2 that are principally directed to and effective in meeting the needs for socioeconomically disadvantaged students, English learners, and foster youth include networks of support in socialemotional domains of learning in order to connect students to school in positive and safe learning environments. The networks of support include a school social worker to assist families with student attendance and behavior (Action 2), behavioral/mental health counseling (Action 3), mentoring/intervention services (Action 4), school transition support (Action 6), and school counseling (Action 9).

LEAwide services under Goal 3 that are principally directed to and effective in meeting the needs for English learners include instructional activities that enable students to interact in meaningful ways through collaborative, interpretative, and productive communicative modes. Instruction helps students in using English purposely, interacting in meaningful ways, and learning how English works (Action 1). The Coordinator of Instructional Innovation and Support assist teachers with the implementation of universal design for learning (UDL), instructional differentiation and scaffolding (Action 2), and

progress monitoring (Action 3). In order for English learners to receive targeted instruction, teachers need time every month during Wednesday PLCs to collaborate and analyze results from the Test of English Language Learners TELL (pre/posttest results), ELPAC, and RCOE shortcycle assessments.