CBK CHARTER

LOCAL CONTROL AND ACCOUNTABILITY PLAN

2026-2027

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, December 2024
Instructions are located at
https://www.cde.ca.gov/re/lc/documents/budgetoverviewins2025.docx

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	CBK Charter
CDS code:	33 10330 0128397
LEA contact information:	Deanna McCarty, Ed.D. 951-826-6464, dmccarty@rcoe.us
Coming School Year:	2026-2027
Current School Year:	2025-2026

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2026-2027 School Year	**Amount**
Total LCFF funds	$ 8,820,684
LCFF supplemental & concentration grants	$ 2,359,449
All other state funds	$ 1,011,616
All local funds	$ 875,198
All federal funds	$ 1,315,221
Total Projected Revenue	$ 12,022,719

Total Budgeted Expenditures for the 2026-2027 School Year	**Amount**
Total Budgeted General Fund Expenditures	$ 12,080,526
Total Budgeted Expenditures in the LCAP	$ 7,817,520
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 2,880,672
Expenditures not in the LCAP	$ 4,263,006

Expenditures for High Needs Students in the 2025-2026 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 3,055,408
Actual Expenditures for High Needs Students in LCAP	$ 2,755,633

Not for Inclusion with the Template

LCFF Budget Overview for Parents Narrative Responses Sheet

A prompt may display based on information provided in the Data Input tab. If a prompt displays the local educational agency must respond to the prompt.

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Some general fund expenditures not explicitly included in the Local Control and Accountability Plan (LCAP) are staff salaries that are split-funded across programs, including Community School and Court School. This strategic use of resources allows for greater flexibility and efficiency in supporting students across multiple programs without duplicating efforts or overspending in any single area.
No response required.	
The total actual expenditures for actions and services to increase or improve services for high needs students in 2025-2026 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2025-2026.	There were many vacancies of key positions who directly worked with high needs students which impacted the amount that was budgeted.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: CBK Charter

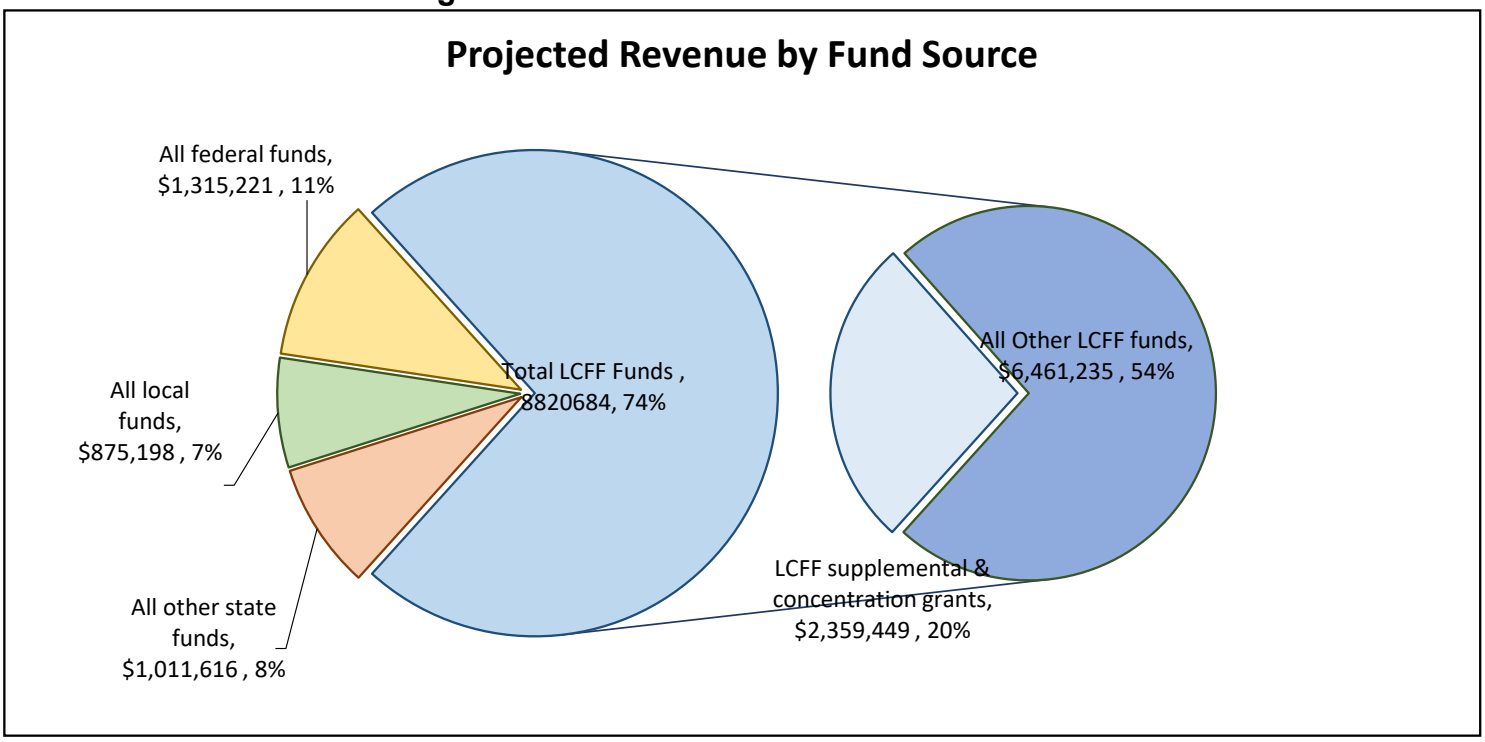
CDS Code: 33 10330 0128397

School Year: 2026-2027

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

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

Budget Overview for the 2026-2027 School Year

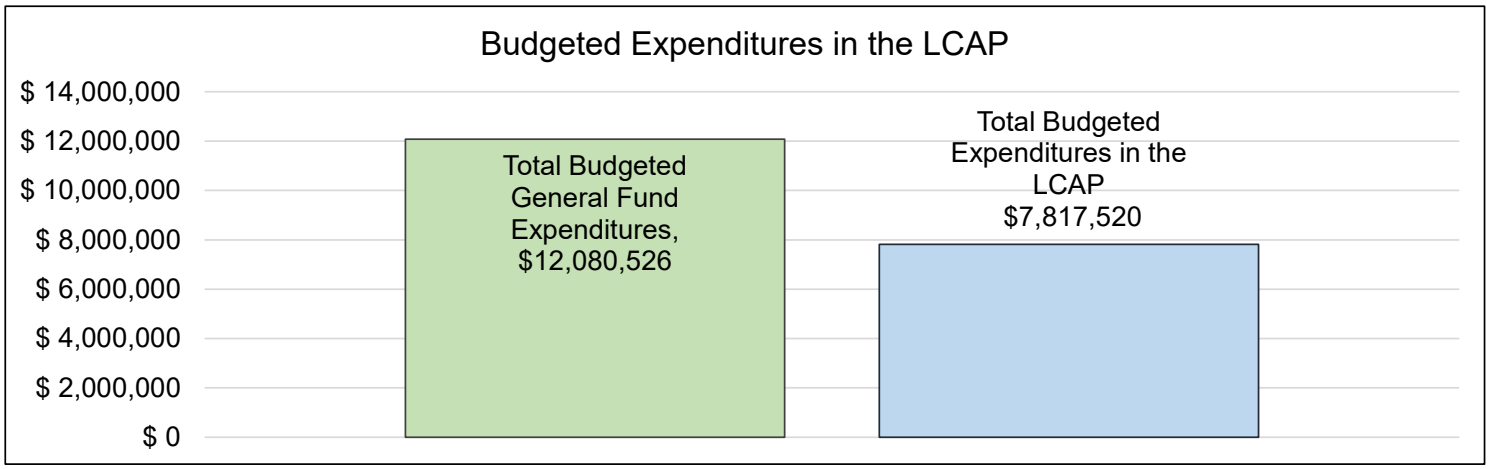


This chart shows the total general purpose revenue CBK Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for CBK Charter is $12,022,719.00, of which $8,820,684.00 is Local Control Funding Formula (LCFF), $1,011,616.00 is other state funds, $875,198.00 is local funds, and $1,315,221.00 is federal funds. Of the $8,820,684.00 in LCFF Funds, $2,359,449.00 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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much CBK Charter plans to spend for 2026-2027. It shows how much of the total is tied to planned actions and services in the LCAP.

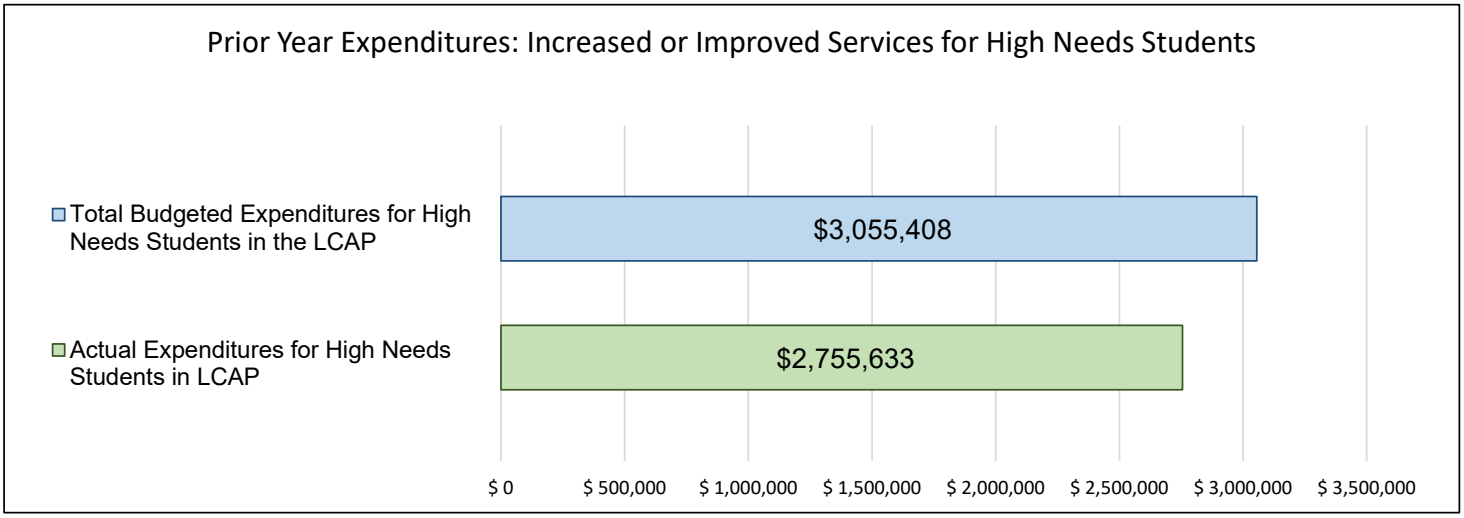
The text description of the above chart is as follows: CBK Charter plans to spend $12,080,526.00 for the 2026-2027 school year. Of that amount, $7,817,520.00 is tied to actions/services in the LCAP and $4,263,006.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Some general fund expenditures not explicitly included in the Local Control and Accountability Plan (LCAP) are staff salaries that are split-funded across programs, including Community School and Court School. This strategic use of resources allows for greater flexibility and efficiency in supporting students across multiple programs without duplicating efforts or overspending in any single area.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, CBK Charter is projecting it will receive $2,359,449.00 based on the enrollment of foster youth, English learner, and low-income students. CBK Charter must describe how it intends to increase or improve services for high needs students in the LCAP. CBK Charter plans to spend $2,880,672.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2025-2026



LCFF Budget Overview for Parents

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

The text description of the above chart is as follows: In 2025-2026, CBK Charter's LCAP budgeted $3,055,408.00 for planned actions to increase or improve services for high needs students. CBK Charter actually spent $2,755,633.00 for actions to increase or improve services for high needs students in 2025-2026. The difference between the budgeted and actual expenditures of $299,775.00 had the following impact on CBK Charter's ability to increase or improve services for high needs students:

There were many vacancies of key positions who directly worked with high needs students which impacted the amount that was budgeted.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
CBK Charter School	Talisa Sullivan, Principal	tsullivan@rcoe.us, 951-826-6461

Plan Summary 2026-2027

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The CBK Charter School was established to meet the academic needs and behavior support of at-promise students ages 13- 99, and in grades 9-12, including high school dropouts, expelled students, foster youth, students with disabilities, and any other student who experience challenges in a traditional comprehensive school environment. The CBK Charter operates under the authority of the Riverside County Office of Education with the goal of preparing students for future success by providing a supportive school environment that focuses on increasing academic and social skills and foundational college and career experiences. Currently, there are 23 CBK sites in easily accessible locations throughout Riverside County. CBK Charter continues to operate under its 6-year WASC Accreditation status, which extends through June 30, 2030. A mid-cycle visit is scheduled for the 2026–27 school year. This accreditation affirms that CBK Charter provides students with a comprehensive educational program—including curriculum, instruction, assessment, and social-emotional learning—that supports high school graduation and prepares students for success in college, careers, and civic life.

CBK Staff and educational partners developed the LCAP with a focus on the Mission, Vision, Schoolwide Learning Outcomes, the eight state priorities, and the superintendent's initiatives. The CBK Vision is focused on preparing all students for success in college, careers, and the community. The CBK Mission is centered on creating personalized learning environments through rigorous academics, post-secondary opportunities, and safe and supportive learning environments for all students. The CBK Schoolwide Learning Outcomes (SLOs) are as follows: Students will be growth-minded, resourceful, actively engaged, and socially responsible (GRADS). In alignment with this mission, vision, and pledge, the Superintendent’s Initiatives serve as a strategic foundation for the development and continuous improvement of educational programs across the county. These initiatives are particularly impactful in guiding the direction of alternative education programs, ensuring that students who have historically faced barriers to success receive targeted, responsive support.

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

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

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

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

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

CBK offers a combination of high-quality learning opportunities, a rigorous learning environment, dual enrollment, transitions to postsecondary options, and strong interagency collaboration. CBK sites are in local youth opportunity centers, libraries, and school district campuses, while others are in Riverside County Office of Education (RCOE)-operated learning centers. The CBK Charter incorporates an individualized instruction/independent study model via a student-tailored and standards-based curriculum as the primary plan. Instruction is based on a 180-day calendar school year. Students are offered credit recovery, CTE Pathways, work experience, workplace certifications, foreign language, A-G approved courses, dual enrollment courses. A small group instruction model is used for intervention workshops, designated ELD instruction, and CTE courses. The instructional program focuses on the California State Standards along with rigorous and relevant learning activities, including UDL, high-impact classroom strategies and routines, and Positive Behavioral Support Interventions (PBIS). Students are enrolled in UC A-G approved classes as outlined in the Riverside County Course Prospectus.

The CBK college preparation program offers students opportunities to visit colleges and trade schools, complete financial aid applications, college enrollment, and dual enrollment options. Students complete a post-secondary transition plan which includes opportunities for dual and concurrent enrollment at local colleges, work experience, leadership opportunities, CTE Pathways, and industry recognized certifications. Since 2009, over 3,000 students have completed their high school education, and the CBK one-year grad rate is consistently above that of other similar schools. As of the CALPADS Information Day census, student enrollment totaled 612 (compared to 601 students in 2024,500 in 2023). The significant student groups include 78.1% socio-economically disadvantaged, 15.4% English learners, 2% foster youth, and 15.7% students with disabilities.

CBK has prioritized literacy through targeted reading and writing interventions to improve student success. The focus has been on strengthening proficiency in reading, writing, and financial literacy, skills that are essential for academic, personal, and professional growth. Research shows that higher literacy levels are linked to increased high school graduation rates, greater enrollment in higher levels, greater enrollment in post-secondary education, and long-term career success.

In addition to literacy, small-group instruction, particularly in reading closely to make logical inferences, solving linear equations and inequalities, is emphasized. Over the past two years, teachers have worked with students on a weekly basis to provide targeted support in both Math and English Language Arts. The positive outcomes of these efforts are reflected in the "Success" section of the plan.

CBK also places a strong emphasis on student mental health. Each classroom incorporates a daily social-emotional learning check-in, allowing teachers to monitor student well-being and engage in meaningful conversations before beginning instruction. These practices support relationship-building and reinforces the importance of connecting with students prior to engaging in academic content. Overall, CBK has fully implemented its strategic plan to improve student achievement by integrating academic support with social-emotional development, ensuring a well-rounded approach to student success.

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

CBK has centered its work on instructional redesign that promotes inclusion, cultural responsiveness, and an awareness of implicit bias. Educators are intentionally creating opportunities for students to share their unique perspectives and experiences, while incorporating diverse viewpoints into instruction and small group learning. These shifts have contributed to more welcoming classroom environments that celebrate diversity and foster a strong sense of belonging among students.

Over the past year, instructional staff have engaged in ongoing professional learning focused on redesigning lessons to be standards-aligned, engaging, and meaningful. This work emphasizes differentiated instruction, equitable access to rigorous content, and teaching practices that are responsive to the diverse needs of students. As a result, teachers are better equipped with strategies and resources to support academic success for all learners.

In addition to strengthening instruction, this work has also reinforced the importance of supporting students' overall well-being. Staff have been trained to recognize signs of distress, promote positive mental health, and connect students to appropriate supports. CBK enhances this effort by providing access to counselors, increasing students' connection to mental health resources. Instructional staff also continue to build inclusive classroom environments that address the needs of students with disabilities, ensuring all students are supported and positioned for success.

Mental health services will continue to be a priority with two full-time certified behavioral health therapists dedicated to serving CBK students. CBK is under the California Dashboard Alternative School Status indicated in California Education Code (EC) Section 52052 (g). Additional measures of student success are reported such as formative assessments, college and career readiness, and standards implementation. Goals and actions in the Local Control Accountability Plan (LCAP) are aligned to the state priority areas. Parent involvement is a priority for CBK, and there are meaningful opportunities for student and parent involvement in the CBK school advisory council, LCAP Planning Meetings, English Language Advisory Council, and in our direct services to students. CBK has supportive partnerships with the county's local school districts and seeks to support all students to realize their goal of earning their high school diploma and developing a plan for meaningful post-secondary opportunities.

In January 2026, CBK expanded its student support services by hiring a dedicated Academic Counselor to provide targeted guidance and intervention for college and career readiness. The academic counselor supports students in enrolling and success in dual enrollment courses, navigating post-secondary planning, and completing key milestones such as FAFSA and college applications. This position plays a critical role in increasing equitable access to higher education opportunities by providing individualized academic advising, monitoring student progress toward graduation and A-G requirements, and offering workshops and one-on-one support for

financial aid and literacy, career exploration, and transition planning. The academic counselor collaborates with teachers, administrators, and families to ensure students are well-informed, prepared, and empowered to make post-secondary decisions aligned with their goals. Services provided by the counselor prioritize unduplicated pupil populations by addressing barriers to college access and ensuring timely completion of financial aid and enrollment processes.

Reflections: Annual Performance

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

Local Performance Indicators

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

Academic Performance

All students have access to a broad course of study, maintained at 100 percent. In **2024-2025** students in CBK Charter, 100% percent of students were enrolled in a course that met the UC A-G requirements. 98% of students enrolled in a course received credit in a course that will satisfy an entrance requirement.

In the 2025-2026 school year, the overall rate of passage of UC A-G courses was 99% percent for the first semester of the school year. There was significant success in passing rates for all subgroups, 100% of A-G courses taken by English Learners received passing marks. 100% of A-G courses taken by students with disabilities (SWDs) received passing marks. 99% of A-G courses taken by Hispanic students received passing marks. 99% of A-G courses taken by African American students received passing marks. 99% of A-G courses taken by White students received passing marks. 98% of A-G courses taken by male students received passing marks. 99% of A-G courses taken by females received passing marks.

NWEA/MAPS

The NWEA/MAP data offers valuable insights into student progress and performance in Language Arts and Mathematics. This assessment tool carefully measures academic growth, stability, or regression over a specified instructional period. At CBK Charter School, the Reading data reveal that 52.6% of students demonstrated growth. A small portion of students—6.5%—remained stable, while 40.9% experienced regression. In Mathematics, 58.9%% of students demonstrated growth, while 3.8% remained stable and 37.3% experienced regression. Although the growth percentages are encouraging, the proportion of students showing regression still indicates areas requiring attention. This is further reinforced by student voice, which indicates a desire and want for more opportunities to receive tutoring and support in ELA and Math. These findings highlight the ongoing need for targeted instructional supports and intervention strategies, particularly in foundational math and literacy skills, to ensure continued academic progress for all students.

Dual Enrollment and Certifications:

In 2025-26, twenty dedicated students from the YouthBuild Program have successfully completed their pre-apprenticeship training, demonstrating resilience, commitment, and a strong desire to build their futures. Among these accomplished 12 students, have successfully completed the Certified Logistics Associate pre-apprenticeship and/or the comprehensive Home Building Institute pre-apprenticeship.

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

English Language Learner

Language Tree Performance Indicator (LTPI) Growth – Come Back Kids (CBK)

Overall LTPI data for CBK students shows strong growth in writing and oral language, with more moderate gains in reading and listening, and some areas of decline in speaking. Writing demonstrated the most significant improvement, particularly in Writing 2 (+1.37) and the writing composite (+0.64), indicating meaningful progress in students' ability to express ideas in written form. Oral language also showed positive growth (+0.41), while reading (+0.06) and listening (+0.24) reflected smaller gains. However, speaking (-0.15) declined slightly, signaling a need for targeted support in this area.

In ELD 1, students showed strong growth in Language Function & Construction (+12.5%) and Foundational Literacy Skills (+10.8%), suggesting improved understanding of language structures and early literacy development. However, Collaborative Listening & Speaking (-5.78%) decreased, aligning with the LTPI speaking trend.

In ELD 2, growth was observed in Language Function & Construction (+10.06%), but there were notable declines in Collaborative Listening & Speaking (-14.11%) and Foundational Literacy Skills (-6.85%), indicating a need for increased emphasis on advanced language interaction and literacy skill development at higher proficiency levels.

CBK students are demonstrating clear strengths in written expression and language development, while collaborative speaking and listening skills remain an area for focused instructional improvement, particularly as students progress through ELD levels.

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California School Dashboard

The 2024–2025 California School Dashboard reflects a mixed but improving performance profile for CBK Charter School, with notable strengths in student engagement and English Learner progress alongside continued areas of need in academic achievement, graduation rate, and college/career readiness. CBK earned a Green performance level in English Learner Progress, with 47.3% of students making progress toward proficiency (+12.1 points), and a Blue performance level in Suspension Rate, maintaining a 0.0% suspension rate, highlighting a strong and supportive school climate.

Performance indicators show meaningful growth in key areas. The graduation rate increased to 59.1% (+17.3 points), demonstrating significant improvement, though it remains in the Red performance level. Academic indicators in English Language Arts and Mathematics remain in Orange, but both improved, with ELA increasing 12.6 points and Math 11.5 points, signaling progress in instructional efforts. The College and Career Indicator remains Red (4.6% prepared), identifying an ongoing need to strengthen postsecondary readiness pathways.

CBK met standards on all local indicators, including implementation of academic standards, parent and family engagement, school climate, access to a broad course of study, and basic services. Overall, the Dashboard reflects a school that is gaining momentum, with strong systems in place and measurable growth across multiple areas, while continuing to focus on improving academic outcomes and long-term student readiness.

Academic Achievement

In 2024-2025, CBK Charter School is demonstrating meaningful growth in both English Language Arts (ELA) and Mathematics, reflecting progress in instructional focus and targeted supports for students. In ELA, performance improved by 12.6 points, and in Mathematics by 11.5 points, indicating that students are making gains toward grade-level standards.

This growth is evident across several student groups. In ELA, Hispanic students (+11.9 points), Socioeconomically Disadvantaged students (+16.2 points), and English Learners (+18.8 points) all showed notable improvement. In Mathematics, gains were seen among Hispanic students (+12.4 points), Socioeconomically Disadvantaged students (+14.1 points), and Students with Disabilities (+25.4 points), demonstrating the impact of targeted interventions and supports.

Over time, CBK continues to show gradual progress in closing achievement gaps. In ELA, the distance from standard improved from 93.8 points below standard in 2024 to 81.1 in 2025, while Mathematics improved from 207.3 to 195.8 points below standard.

While overall performance remains below standard, the consistent upward trend across both content areas highlights that CBK's instructional strategies are gaining traction. This progress provides a strong foundation for planning in the upcoming year, with a continued focus on strengthening core instruction, expanding targeted interventions, and increasing the use of data to monitor student progress in real time. Moving forward, CBK will build on this momentum by prioritizing literacy development, supporting English Learners and other high-need student groups, and refining instructional practices to accelerate learning and close achievement gaps.

College and Career Readiness Indicator (CCRI)

CCRI is based on students in the combined four- and five-year graduation rate (i.e., current four-year graduation cohort plus fifth year graduates from prior cohort). There was a total of 283 students included in this group.

The 2024–2025 California School Dashboard data for CBK Charter School is beginning to show forward movement in college and career readiness, with data indicating a positive shift in the number of students progressing along the readiness continuum. While 4.6% of students met the “Prepared” level, slightly down from 5.4% in the prior year, there was a notable increase in students reaching the “Approaching Prepared” level, rising from 5.0% to 8.8%. At the same time, the percentage of students identified as “Not Prepared” decreased from 89.6% to 86.6%, reflecting that more students are moving in the right direction.

This shift is significant, as it demonstrates that CBK is not static—students are increasingly engaging in experiences and coursework that build toward college and career readiness. For a population of students who often enter with interrupted schooling or credit deficits, movement into the “Approaching Prepared” category represents meaningful progress and a critical step toward long-term success.

Subgroup data reflects similar patterns of stabilization and gradual growth across key student groups, including Socioeconomically Disadvantaged students and Students with Disabilities. While gaps remain in the percentage of students fully meeting the “Prepared” criteria, the overall trend indicates that CBK is successfully beginning to move more students along the readiness pipeline.

These results have important implications for the upcoming year. Student feedback and local data consistently indicate that college and career readiness is an area where students are seeking additional support and guidance. In response, CBK will build on this momentum by expanding access to Career Technical Education (CTE), dual enrollment opportunities, work-based learning, and structured college and career exploration. A key focus will be intentionally identifying students in the “Approaching Prepared” category and providing targeted supports to help them meet full “Prepared” criteria.

Overall, the data reflect a shifting trajectory, with more students moving toward readiness. With continued focus and expanded opportunities aligned to student needs and voice, CBK is well-positioned to increase the number of students who graduate prepared for success beyond high school.

English Learner Progress

In the 24-25 school year, 26% percent of EL students were re-classified as English Language Proficient. In 2025-2026 school year 20.9% of EL students were reclassified.

ELPAC

ELPAC 2023-2024, 7.34% classified as Level 4, indicating a well-developed, 33.03%, fall into Level 3, indicating a moderately developed proficiency. 44.04% level 2 and 15.6% level 1. Overall 40.37% students of students were considered well or moderately developed

ELPAC 2024-2025, 18.37% classified as Level 4, indicating a well-developed 33.67%,fall into Level 3, indicating a moderately developed proficiency, 36.73% level 2, and 11.2% level 1. Overall, 52.04% of students were considered well or moderately developed

The California School Dashboard English Learner Progress Indicator reflects positive growth for CBK Charter School's English Learner population. In 2024–2025, CBK achieved a Green performance level, with 47.3% of English Learners making progress toward English language proficiency, representing an increase of 12.1 percentage points from the prior year and 50% of Long-Term English Learners making progress toward English language proficiency, representing an increase of 14.7 percentage points This level of growth exceeds the state's rate of change and demonstrates meaningful acceleration in student progress.

This improvement indicates that CBK's targeted instructional strategies and supports for English Learners are having a measurable impact. The focus on language development across content areas, combined with personalized learning pathways and consistent monitoring of student progress, has contributed to increased rates of students advancing toward proficiency.

Additionally, Long-Term English Learners are demonstrating progress, with CBK reflecting performance in the **Green range** for this subgroup. This is particularly significant given the historical challenges associated with reclassifying Long-Term English Learners and underscores the effectiveness of intentional supports and interventions designed to accelerate language acquisition.

While continued growth remains a priority, the current data demonstrates that CBK is making strong progress in supporting English Learners toward proficiency. The upward trend reflects a systemwide commitment to integrating language development into instruction, monitoring student progress, and providing targeted supports to meet the diverse needs of students.

CBK will continue to build on this momentum by strengthening instructional practices, expanding supports for Long-Term English Learners, and utilizing data to ensure that all English Learners continue progressing toward reclassification and academic success.

Graduation Rates

The DASS 1-Year Graduation Rates for 2024–2025 provide a compelling reflection of success for CBK Charter School's at-promise student population. Based on students who completed graduation requirements within the academic year, **95.6%** of all students graduated, demonstrating the effectiveness of CBK's flexible pathways and individualized support systems.

Several student groups performed at exceptionally high levels. African American students achieved a **100% graduation rate**, while Hispanic students graduated at 96.2% and Socioeconomically Disadvantaged students at 95.5%. English Learners (93.1%) and Long-Term English Learners (92.9%) also demonstrated strong outcomes, along with Students with Disabilities (93.2%) and White students (93.5%). Even among highly mobile populations, such as students experiencing homelessness, 90% graduated within the year, reflecting the impact of targeted supports and consistent monitoring.

These results highlight CBK's ability to successfully support students in their final year of enrollment and ensure they complete their high school diploma, even when they enter significantly behind in credits or outside of a traditional cohort.

While the DASS rate reflects strong success for students actively completing their graduation requirements, the California School Dashboard provides a broader cohort-based perspective. For 2024–2025, CBK's overall graduation rate increased to **59.1%**,

representing a significant **17.3 percentage point gain** from the prior year. This marks a substantial acceleration in growth compared to previous years and reflects the impact of targeted strategies implemented through the school's Comprehensive Support and Improvement (CSI) efforts.

Growth is evident across multiple student groups. English Learners increased to **53.5%** (+16.2%), and Long-Term English Learners rose to **56.1%** (+18.6%). Hispanic students demonstrated strong gains, reaching **61.4%** (+21.1%), while Socioeconomically Disadvantaged students increased to **60.6%** (+19.6%). Students with Disabilities showed one of the most notable improvements, rising to **66.1%** (+25.7%). Homeless students also made significant progress, increasing to **54.3%**, a **23.8 percentage point gain**.

The five-year graduation data continues to reinforce the importance of extended time and flexible pathways for CBK students. In 2024–2025, **18.1% of students graduated in their fifth year**, contributing to the overall graduation rate of 59.1%. This reflects the reality that many students enter CBK significantly behind in credits or outside of their original cohort, and require additional time to successfully complete graduation requirements. Subgroups such as Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students particularly benefited from this extended pathway.

Although CBK remains in the red performance level on the Dashboard, the magnitude of growth across nearly all student groups demonstrates a strong positive trajectory. The increase from **38% (2022–2023)** to **41.7% (2023–2024)** and now to **59.1% (2024–2025)** reflects meaningful progress and indicates that CSI-aligned strategies are producing measurable results.

CBK continues to be identified for Comprehensive Support and Improvement due to the four-year graduation rate. However, this metric does not fully capture the success of alternative education students, many of whom enter outside of the traditional cohort or with significant credit deficiencies. The DASS 1-year graduation rate provides a more accurate reflection of student success at CBK, even though it is not included in federal accountability measures.

To support continued improvement, CBK closely monitors all students in the graduation cohort using real-time data systems. Leadership, teachers, and College and Career Readiness staff review attendance, credit accumulation, and engagement through monthly leadership meetings, MTSS PLCs, and ongoing student monitoring. Students identified as at risk of falling behind are quickly provided with targeted interventions and supports.

CBK remains committed to graduating all students and will continue refining systems of support, expanding flexible pathways, and leveraging real-time data to ensure student success. The strong DASS outcomes, paired with significant Dashboard growth, position the school to continue building momentum and improving outcomes for all students.

Conditions and Climate

California Health Kids Survey (CHKS) The California Healthy Kids Survey (CHKS) is a voluntary survey given to students. It helps schools and communities understand student well-being, safety, and engagement. The survey covers various topics like school climate, drug and alcohol use, and mental health. It provides data for important state programs and allows districts to focus on local issues. In the area of "Perceived School Safety," the following responses were received. **100% of students responded feeling neutral, safe, or very safe.** No students reported unsafe or very unsafe.

Suspension Rate

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

Attendance

Over the past five academic years, chronic absenteeism rates within our program have shown a **notable downward trend**, reflecting improved student attendance and engagement efforts. In 2024-2025 the chronic absenteeism decreased to 33.1%. Continuing the downward trend from the previous year's rate of **35.7% (2023-2024)**, down significantly from **45.1% in 2022–23** and **46.2% in 2021–22**. This continued decline supports the focus on engagement.

Reflections: Technical Assistance

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

In 2023-2024, CBK entered differentiated assistance provided by the San Diego County Office of Education (SDCOE) for improving the 4- year graduation rate. In 2025-2026, CBK Charter School remained in CSI through the SDCOE. However, the most recent data reflects signs of meaningful progress. The overall 4-year graduation rate continued to increase to 41.7% to 59.1% —a gain of 17.4 percentage points. This improvement signals early outcomes from the school's targeted interventions under its CSI plan.

While CBK continues to serve a high-needs student population, several student groups that were previously declining have shown measurable improvement. Graduation rates increased for English Learners (up 16.2% to 53.5%), Long-Term English Learners (up 18.6% to 56.1%), Hispanic students (up 21.1 to 61.4%), and Socioeconomically Disadvantaged students (up 19.6 to 60.6 %). These student groups, which had previously contributed to the school's designation for support, remain in the red performance band but are demonstrating upward trends.

Students with Disabilities increased by 25.7% to 66.1%. White students increased up to 20.4% to 59.1%. Homeless students also increased up to 23.8% to 54.3%. The **5-year rate** shows that many students, including those in struggling subgroups, are reaching completion with additional time. For instance, fifth-year graduates significantly boosted rates among English Learners, Students with Disabilities, and Foster students.

Notably, the DASS 1-Year Graduation Rate, which tracks seniors completing graduation requirements within a single year, reached 95.6% overall—including 93.1% for English Learners, 92.9% Long-Term English Learners, and 93.5%, white students, and over 95.5% for Socioeconomically Disadvantaged and 96.2% Hispanic students. These figures demonstrate the success of CBK's flexible, student-centered model when students remain engaged through their final year.

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

CBK continued to work with SDCOE in Differentiated Assistance. The technical assistance process with SDCOE involves a liberatory design process referred to as Putting It All Together. CBK participates in quarterly meetings and individual coaching meetings with SDCOE coaches to identify data, plan for quantitative and qualitative data collection, and develop actions designed to improve the graduation rates of all subgroups. The improvement plan begins with a root cause analysis of the barriers to graduation for each sub-group. As the process continues, CBK will identify a continuous improvement plan to address barriers and increase the graduation rate for all subgroups. This cycle and the steps involved have been reviewed with CDE, and the data discussed. CBK Collaborated with the SDCOE coach in a full day of Improvement Science at the end of the 25-26 school year.

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

This year CBK is eligible for LRBEG funding and is using it so support college and career support. Funding will be used to address areas of concern that have been identified through our work with SDCOE and the Southern Consortium, specifically areas that are indicated in red on the dashboard: English Learner Progress (EL & LTEL), Graduation Rate (Hispanic, Homeless, LTEL, SED, SWD, White), English Language Arts (Hispanic,SED), and Mathematics (Hispanic, SED).

Comprehensive Support and Improvement

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

Schools Identified

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

CBK Charter School

Support for Identified Schools

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

CBK partnered with the San Diego County Office of Education (SDCOE) in the development and implementation of its CSI. This collaboration focused on aligning improvement work to our eligibility criteria and included a structured process of engagement and data analysis. CBK Charter actively participated in the Differentiated Assistance (DA) Kickoff and engaged in Affinity Group

Improvement Meetings facilitated by SDCOE. School leadership met regularly with an assigned SDCOE coach and/or attended virtual and in-person office hours to further support the development and refinement of the CSI plan.

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

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

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

Staff participated in professional learning focused on principles to strengthen instructional practices and improve student outcomes. Data reviews, classroom observations, and collaborative planning informed the development of action plans designed to address identified areas of need. CBK is in its third year of implementing NWEA MAP Growth assessments in reading, ELA, and mathematics. Assessment data is regularly reviewed through the Multi-Tiered System of Supports (MTSS) process to identify students requiring additional support and to guide targeted interventions that promote academic progress and graduation.

Teachers consistently focus instruction on priority ELA and mathematics standards, utilizing small-group instruction, individualized support, and student discussions to deepen learning. Reduced class sizes have allowed for increased personalization and stronger teacher-student relationships, benefiting all students, including English Learners and those with significant educational challenges.

To further support English Learners, CBK has invested in a full-time Teacher on Special Assignment (TOSA) dedicated to providing targeted interventions, small-group instruction, progress monitoring, and individualized support. This position helps ensure English Learners receive the academic and language development services needed to access grade-level content and make meaningful progress toward graduation. Additionally CBK hired an academic counselor to support students in meeting graduation plans and post secondary goals.

These efforts reflect CBK's commitment to equitable access, data-informed decision making, and personalized learning opportunities that support academic achievement, language development, and student success.

Monitoring and Evaluating Effectiveness

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

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

Through this consortium support provider approach, Alternative Education focused on identifying strengths and areas of need relative to the state priority areas, reviewing performance-level data, and implementing evidence-based programs and practices to address identified needs.

Locally, the Alternative Education leadership team focused on reviewing data during twice-monthly Leadership Meetings through the local dashboard, which examined attendance, discipline, and graduation rates. Data was disaggregated using “equity tools,” including socioeconomic status, English Learner status, foster youth, homeless youth, students with disabilities, Hispanic/Latino ethnicity, gender, and race. This allowed teams to identify where interventions were occurring most frequently and outlined where additional support was needed. In addition, school site administrators, teachers, instructional assistants, and support staff analyzed data from local assessments, including quarterly common assessments, NWEA, ELPAC, English Learner, and LTEL data, grades, and classroom assignments to evaluate student progress and determine the need for intervention and support.

To ensure the effectiveness of Comprehensive Support and Improvement (CSI) strategies, the LEA implemented a robust system of monitoring and evaluation focused on instructional quality, data usage, and student outcomes. Over 37 teachers and instructional leaders participated in the implementation and analysis of NWEA MAP Growth assessments in reading and mathematics, administered three times throughout the academic year. These assessments provided real-time, normed data used to identify students in need of intervention and measure academic growth. Data was consistently reviewed during monthly MTSS and PLC meetings to guide instructional decisions and inform support strategies across grade levels.

Common Quarterly Assessments aligned to ten identified priority standards—five in ELA and five in mathematics—were administered across all sites. Results were analyzed collaboratively during PLCs to adjust instruction, implement targeted interventions, and reinforce high-priority concepts. Instructional leaders and teachers used these assessments to make timely adjustments to curriculum pacing and student supports. During the year, leadership teams also reviewed the overall PLC structure and focused intentionally on rebuilding and strengthening PLC systems to improve consistency, collaboration, data analysis, and instructional planning across sites. Additionally, Digi Coach was introduced as a coaching and instructional support tool to strengthen classroom instruction, support reflective instructional conversations, and improve consistency in instructional practices across programs.

To deepen instructional impact and evaluate systemic shifts, Learning Walks were facilitated at CSI schools to continue the instructional focus established in prior years, along with additional support from educational service partners. Leaders also monitored fidelity and assessment equity through analyses of CAASPP and ELPAC data. Over 25 administrators and instructional leaders were trained to interpret and use these datasets to monitor growth for English Learners, Students with Disabilities, and other student

groups. Reclassification criteria and English language proficiency progress were regularly reviewed and incorporated into instructional planning and walkthroughs.

Last year's credit analysis confirmed that students earn more credits per term on average while enrolled in RCOE programs. The analysis also revealed that when students enter a realistic four- or five-year graduation trajectory, the programs at RCOE are highly effective, with over 90% of students graduating. However, the majority of students do not enter on track, making on-time graduation significantly more challenging.

Current 2025–2026 monitoring data continues to reinforce both the progress made and the anticipated challenges. Graduation and persistence data reflect the complexity of the student population served, with CBK at 59.1%. While these percentages may appear low when compared to traditional educational settings, it is important to recognize that CBK is a DASS school. There was significant growth compared to the year before (41.7%). Indicating that targeted support is working. More importantly, these data sets reflect that students who often enter programs are significantly behind in credits and face substantial barriers, confirming prior findings that many students do not begin on a realistic graduation trajectory.

The current 2025–2026 data should be viewed as a baseline reflecting both the known challenges of the population served and the need for targeted, coordinated supports. The strategic enhancements implemented this year are a direct response to these findings and are intended to improve student persistence, reduce attrition prior to senior year, and strengthen graduation outcomes over time.

Looking ahead, the data suggests that while the transitions program will continue to be pushed to its limits, there is limited remaining growth among students already on a reasonable graduation path. Future improvement efforts must increasingly focus on students who are not currently on track. This includes exploring additional strategies such as credit recovery and acceleration opportunities, including credit by examination and ADA recovery programs, as well as implementing earlier interventions targeting students in the lower high school grades. To meaningfully improve graduation outcomes, RCOE Alternative Education must continue shifting from simply managing existing trajectories to actively creating new pathways and opportunities for students who are significantly behind academically.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP/SAC Engagement Meetings - Teachers, principals, students, support staff, other school personnel, parents/guardians	LCAP engagement meetings were held in person and by Zoom at all 23 school sites. September 19, 2025 November 14, 2025 February 10, 2026 April 29, 2026
Administration, union president, vice president, teachers, principals, Operations Support Services (OSS) division rep., Personnel representative.	Program Services Quality Review Committee (PSQR) meetings – this is completed 4 times a year through a virtual format. Members are selected at the beginning of the year (6 teachers selected by RCOTA and 6 -central office administrators, principals, and coordinator)
English Learner Parents and community members	English Learner Advisory Committee (ELAC) & District English Learner Advisory Committee (DELAC). September 19, 2025 November 14, 2025 February 10, 2026
Staff Development Planning Committee (Teachers, Principals, and Administrators)	The CBK staff met in person and via Zoom and reviewed the data from the year. The local and state assessments, student, staff, and parent surveys, social emotional health surveys and data of services were reviewed.
RCOE Alternative Education Leadership Team	In-person and Zoom meetings where the team reviewed data and prioritized the proposed actions/services based on the metrics for the state priorities and the needs of the students.
Youth Opportunity Center Meetings	CBK administrative staff met with the administrative team over the Youth Opportunity Centers six times to review how to improve services and meet the needs of students and grant metrics.These meetings served as a way to realign post secondary pathways for those aged 16-24.
RCOTA	Riverside County Office Teachers Association provides input during LCAP meetings and during one-on-one review meetings.
SELPA	Consultation opportunities were provided to the SELPA as part of the LCAP development process, and input was invited regarding services and supports for students with disabilities.

Insert or delete rows, as necessary.

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

Feedback

The 2025–2026 school year offered a meaningful opportunity to reflect on our collective priorities and to strengthen the alignment between educational partner voice and student outcomes. With a commitment to shared responsibility and continuous improvement, we intentionally centered engagement with families, students, teachers, staff, and community partners throughout the development of the Local Control and Accountability Plan (LCAP).

Across the year, multiple in person and virtual engagement opportunities were provided to ensure inclusive participation. Educational partners engaged in thoughtful dialogue while reviewing student data, including survey feedback, attendance patterns, and measures of student progress. Partners also examined key program outcomes such as graduation rates, academic achievement, English Learner progress, and college and career readiness, all in connection with the state priorities.

These conversations were grounded in a focused review of CBK's LCAP goals for the year:

- Goal 1: All students will demonstrate growth toward meeting or exceeding standards in English Language Arts and Mathematics to meet graduation and College and Career Indicator (CCI) requirements.
- Goal 2: All students will graduate from high school with equitable access to college, career, or postsecondary pathways.
- Goal 3: Support students' personal growth and learning in safe, nurturing environments while enhancing connections and communication.

Throughout SAC and ELAC meetings, as well as additional educational partner forums held during the 2025–2026 school year, partners provided feedback on the relevance, clarity, and impact of LCAP goals, actions, and metrics. This input directly influenced the adopted LCAP, resulting in refined actions, clearer metrics, and strengthened alignment between identified priorities and the lived experiences of our students and school communities.

The adopted LCAP reflects this collaborative process by intentionally incorporating feedback from families, students, teachers, staff, and community partners alongside student data and program outcomes. This collective reflection ensures that the plan is responsive, equitable, and firmly grounded in our shared commitment to improving outcomes for all CBK students.

Goal 1:

All students will demonstrate growth toward meeting or exceeding standards in English Language Arts and Mathematics to meet graduation and College and Career Indicator (CCI) requirements.

Teachers and instructional staff shared through PLC feedback that well defined Professional Learning Community structures strengthened their ability to interpret student assessment results and engage in productive, outcomes focused data conversations. Educators identified modeled data discussions, collaborative breakout sessions, and peer led sharing of instructional practices as especially effective in refining instruction. Staff also highlighted the usefulness of strategies connected to assessment preparation, academic intervention, enrichment, English Learner instruction, and intentional integration of instructional technology, including AI supported tools. Teachers expressed interest in maintaining consistent PLC structures, receiving materials in advance, expanding collaboration time, and further developing resources, particularly in mathematics. This feedback informed LCAP actions that sustain

professional learning, strengthen data informed instruction, and expand targeted academic supports aligned with graduation and CCI expectations.

Students, through survey feedback, shared that continued progress in ELA and mathematics is enhanced by individualized academic support, direct access to teachers, ongoing feedback, and flexible instructional options that align with their responsibilities outside of school. Many students identified mathematics as an area where additional guidance helps them remain confident and engaged. Students also emphasized the value of focused workspaces and clear academic structure. This input guided LCAP development in personalized learning supports, tutoring opportunities, and flexible instructional models that support consistent progress toward graduation.

Families, participating in both English Learner Advisory Committee (ELAC) and School Site Council (SSC) meetings, underscored the importance of transparent communication, ongoing monitoring of academic progress, and intentional supports for English Learners in ELA and mathematics. ELAC members reviewed Goal 1 and affirmed the value of focusing on ELPAC and NWEA growth, English Learner redesignation pathways, and attendance as indicators of academic success. Assessment data demonstrating strong student growth further reinforced family support for continued emphasis on differentiated instruction, academic monitoring, and engagement partnerships. SSC discussions echoed the importance of using data to inform instruction and ensuring access to tutoring and academic resources aligned with graduation and CCI outcomes.

Collectively, input from teachers and staff, students, and families shaped the adopted LCAP by emphasizing effective PLC implementation, responsive instruction grounded in data, targeted ELA and math supports, monitoring of English Learner progress, and flexible academic structures, ensuring students are supported in demonstrating measurable academic growth toward graduation and College and Career Indicator readiness.

Goal 2:

All students will graduate from high school with equitable access to college, career, or postsecondary pathways.

Students reported that they are eager to pursue a wide range of postsecondary options, including college enrollment, Career Technical Education (CTE), military service, and direct entry into the workforce. Students shared that additional guidance around pathway planning, job readiness skills, and postsecondary navigation helps them move more confidently toward their goals. Many highlighted interest in dual enrollment, career exploration opportunities, internships, and applied learning experiences connected to real world settings. Student feedback informed LCAP actions expanding college and career counseling, access to dual enrollment, structured pathway exploration, and employment readiness supports to promote equitable postsecondary access.

Families, through engagement in ELAC and SSC, emphasized the importance of preparing students for meaningful options after high school, beyond diploma completion alone. Families expressed appreciation for clearer communication regarding college entrance requirements, CTE and trade pathways, dual enrollment participation, financial aid processes, and English Learner access to postsecondary opportunities. ELAC discussions reinforced the importance of monitoring English Learner progress to ensure language development supports, rather than limits, college and career opportunities. Family input informed LCAP actions focused on strengthening guidance services, pathway communication, and equitable access to postsecondary planning for all student groups.

Teachers and staff, drawing from PLC work and SSC discussions, emphasized the importance of aligning classroom instruction, counseling practices, and academic planning to graduation requirements, College and Career Indicator measures, and

postsecondary outcomes. Staff collaboration supported the identification of opportunities to strengthen pathway access and connect instructional practices to long term student goals. Teachers also highlighted the value of embedding workplace skills, career awareness, and coordination with CTE and dual enrollment options within core instruction. These insights informed LCAP actions that promote coherent pathway planning, instructional alignment, and staff capacity building to support postsecondary readiness.

Together, feedback from students, families, teachers, and staff informed LCAP Goal 2 by prioritizing equitable access to college, career, CTE, and postsecondary pathways; enhanced counseling and preparation supports; expanded pathway awareness; and targeted assistance for English Learners, ensuring students are prepared for successful transitions beyond high school.

Goal 3:

Support students' personal growth and learning in safe, nurturing environments while enhancing connections and communication.

Students shared that feeling supported, respected, and connected plays a significant role in their engagement and learning. Many students described the importance of having access to calm learning spaces, supportive relationships with staff, opportunities for one on one assistance, counseling resources, and stress management strategies. Students also highlighted the value of belonging, positive social interactions, and environments where they feel comfortable asking for help. This feedback informed LCAP actions that strengthen safe and welcoming school environments, social emotional learning supports, counseling access, flexible participation options, and relationship centered practices.

Families, through participation in ELAC and SSC, emphasized the importance of consistent communication, strong partnerships, and trust between home and school to support overall student well being. Families supported continued use of communication platforms such as ParentSquare and school social media, and encouraged clear, proactive messaging so families remain informed and engaged. ELAC discussions also highlighted the importance of culturally responsive practices and inclusive engagement, ensuring English Learners and their families feel welcomed and connected. Family input supported LCAP actions focused on strengthening communication systems, expanding engagement opportunities, and fostering inclusive school cultures.

Teachers and staff, through PLC feedback and SSC dialogue, emphasized that psychological safety, positive relationships, and collaborative environments support both student success and staff effectiveness. Educators noted that structured, supportive spaces for collaboration mirror the same conditions that benefit students. Staff also highlighted the importance of clarity, consistency, and coordination across systems to support both academic and social emotional needs. This input shaped LCAP actions that enhance professional collaboration, staff capacity for student support, and communication practices that foster connection and consistency.

Collectively, feedback from students, families, teachers, and staff informed the adopted LCAP Goal 3 by prioritizing nurturing learning environments, social emotional and mental health supports, inclusive engagement practices, and strengthened communication systems, ensuring students experience a school community that promotes well being, personal growth, and meaningful connection essential for learning and long term success.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1, Basic services; Priority 2, State Standard; Priority 4, Pupil Achievement; Priority 7, Course Access; Priority 8, Student Outcomes; LCFF resources for this priority include that: (1) teachers are assigned and fully credentialed, (2) students have access to the standards aligned instructional materials, and (3) school facilities are maintained (Priority 1). LCFF resources for this priority include implementation of academic content and performance standards for all students, including students who are English learners (Priority 2). LCFF resources for this priority address test performance, getting college- and career-ready, students who are English learners and reclassified, advanced placement exams, and preparing for college by the Early Assessment Program (Priority 4). The LCFF priority addresses a course of study where programs and services are developed and provided to students learning English as a second language, students with special needs, youth in foster care, and individuals with exceptional needs. (Priority 7). This LCFF priority addresses other indicators of student performance in required areas of study (Priority 8), specifically looking at the history of marginalized student groups, understanding and implement community-informed best practices, and invest in professional learning for all educators (e.g., identity, mindset, and skills). Priority 1: Basic Services: This goal directly addresses Priority 1 by focusing on academic achievement in fundamental subjects such as English Language Arts (ELA) and Math. By ensuring that all students make progress in these core areas, CBK is fulfilling its obligation to provide essential educational services. Priority 2: State Standards: The goal is aligned with Priority 2 as it emphasizes progress towards meeting or exceeding state standards in ELA and Math. By prioritizing standards-based instruction and assessment, CBK ensures that students are prepared to succeed academically. Priority 4: Pupil Achievement: Improving student achievement is a central focus of Priority 4, and this goal directly contributes to that priority by targeting growth in ELA and Math proficiency. By tracking student progress and providing support as needed, CBK aims to raise achievement levels for all students. Priority 7: Course Access: The goal indirectly supports Priority 7 by emphasizing proficiency in ELA and Math, which are foundational skills necessary for success in a wide range of courses. By ensuring that all students demonstrate growth in these subjects, CBK promotes equitable access to a rigorous and comprehensive curriculum. Priority 8: Student Outcomes: Priority 8 centers on improving student outcomes, and the goal of demonstrating growth in ELA and Math directly addresses this priority. By setting clear expectations for academic progress and providing targeted interventions, CBK works to enhance overall student achievement and success. In summary, the goal of demonstrating growth towards meeting or exceeding standards in ELA and Math aligns with multiple California state priorities outlined in the LCAP, including Basic Services, State Standards, Pupil Achievement, Course Access, and Student Outcomes. By focusing on improving academic proficiency in these core subjects, CBK aims to provide high-quality education and support the success of all students.

An explanation of why the LEA has developed this goal.

The primary focus of education is ensuring that students meet or exceed academic standards in core subjects such as English Language Arts (ELA) and Mathematics. By setting this goal, the district aims to prioritize academic achievement and ensure that all

students are proficient in these foundational areas. CBK and the State of California have specific requirements for ELA and math credits for graduation. By ensuring students meet or exceed these requirements, CBK can increase the likelihood of students graduating on time. Furthermore, proficiency in ELA and math is often a prerequisite for higher education and many careers. By focusing on these two areas and monitoring students' progress through assessments and data analysis, we can identify areas of weakness and implement targeted intervention. This proactive approach can help prevent academic setbacks and reduce the likelihood of students falling behind, not attending, or dropping out.

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

While growth was noted last year, testing on local and state assessments still indicated these areas as areas of need. In 2024-2025, on the CA Dashboard CBK students were -81.1 (ELA) and -195.8 (Math) for a status of Low on the CA Dashboard. Hispanic students were -87.6 (ELA) and -198.1 (Math) for a status of Low. Students who are socio-economically disadvantaged were -83.1 (ELA) and -194.4 (Math), for a status of Low.

Accountability: Meeting or exceeding standards in ELA and Math is often a key metric used to assess school and district performance. By establishing this goal, CBK demonstrates its commitment to accountability and transparency in educational outcomes (Priority 4 & 8). College and Career Readiness: Proficiency in ELA and Math is essential for students' future success in both college and career pathways. By emphasizing growth towards meeting or exceeding standards in these subjects, CBK aims to prepare students for post-secondary education and workforce readiness. (Priority 4) Local Control and Accountability Plan Template Page of 8 Closing Achievement Gaps: Setting high expectations for all students and monitoring their progress towards meeting academic standards helps to identify and address achievement gaps. By ensuring that all students make growth towards proficiency, CBK works towards equity and closing disparities in academic achievement. (Priority 1, 2,4,7) Data-Driven Decision Making: Tracking student growth in ELA and Math provides valuable data for informing instructional practices, identifying areas for improvement, and allocating resources effectively. This goal supports a data-driven approach to decision-making within CBK. (Priority1, 2,4) State and Federal Requirements: State and federal education policies often emphasize the importance of academic proficiency in ELA and Math. By aligning with these requirements, CBK ensures compliance with mandated standards and expectations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	NWEA ELA paired assessment growth rates (Priority 8)	45% showed MAP growth in ELA for pre and post-testing	44.5% showed MAP growth in ELA for pre and post-testing	52.6% growth in ELA for pre and post-testing	The percent of students demonstrating growth on the NWEA in ELA for all students will be 55%	**Difference of +7.6% from baseline**
1.2	NWEA Math paired assessment growth rates (Priority 8)	50.6 % showed MAP growth in Math for pre and post-testing	45.8% showed MAP growth in Math for pre and post-testing	58.9% showed MAP growth in Math for pre and post-testing	The percent of students demonstrating growth on the NWEA in math for all students will be 60.6%	Difference of +8.9% from baseline
1.3	CAASPP ELA (Priority 4)	The distance from standard was 72.3 on the CAASPP in ELA With 22.43% meeting or exceeding the standard 6.67% of SWD met or exceeded. 16.05% of SED met or exceeded.	The distance from standard was 93.8 points on the CASSPP in ELA with 18.39% meeting or exceeding the standard 5.71% of SWD met or exceeded. 18.26% of SED met or exceeded	The distance from standard was 81.1 points on the CASSPP in ELA with 28.07% meeting or exceeding the standard **17.24**% of SWD met or exceeded. 18.26% of SED met or exceeded	The distance from standard will be 57 or less on the CAASPP in ELA	Difference of -8.8 points
1.4	CAASPP Math (Priority 4)	The distance from standard was 190.5 on the CAASPP in Math, with 0.93% meeting or exceeding the standard, with 0.93% SWD meeting or exceeding the standard, 0% of EL met or exceeded. 1.22% met or exceeded. 1.28% of	The distance from standard was 207.3 on the CAASPP in Math, with 1.68% meeting or exceeding the standard, with 0% SWD meeting or exceeding the standard, 1.11% of EL met or exceeded. 1.22% met or exceeded. 2.10% of	The distance from standard was 195.8 on the CAASPP in Math, with 2.925% meeting or exceeding the standard, with 3.45% of SWD met or exceeded. 0% of EL met or exceeded the standard, 3.6% of Hispanic met or exceeded.	The distance from standard will be 175 or less on the CAASPP in math	Difference of -5.3 points

		Hispanic met or exceeded.	Hispanic met or exceeded			
1.5	Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching (Priority 1)	Teachers deemed to be “ineffective” according to School Accountability Report Card is 0%, 100% effective	Teachers deemed to be “ineffective” according to School Accountability Report Card is 0%, 100% effective	Teachers deemed to be “ineffective” according to School Accountability Report Card is 0%, 100% effective	Teachers deemed to be effective according to the School Accountability Report Card will be maintained at 100%.	No difference, mainta ined at 100%.
1.6	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) (Priority 1).	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) was at 100%in 2023- 2024	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) was at 100%in 2024-2025	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) was at 100%in 2025-2026	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) will be maintained at 100%.	No difference, mainta ined at 100%.
1.7	California State Standards Implementation Reflection Tool. Implementation of academic content and performance standards and English language development standards (Priority 2)	The average rating on the California Standards Reflection Tool was 4.03 based on all five areas: Professional Learning on New Standards. Instructional Materials Aligned to New Standards. Identifying Areas Needing Improvement. Progress in Implementing Standards in All Areas. Identifying Profe ssional Learning.	The average rating on the California Standards Reflection Tool was 4 based on all five areas: Professional Learning on New Standards. Instructional Materials Aligned to New Standards. Identifying Areas Needing Improvement. Progress in Implementing Standards in All Areas. Identifying Profe ssional Learning.	The average rating on the California Standards Reflection Tool was 3.88 based on all five areas: Professional Learning on New Standards. Instructional Materials Aligned to New Standards. Identifying Area s Needing Improvement. Progress in Implementing Standards in All Areas. Identifying Professio nal Learning.	The average rating on the California State Standards Implementation Reflection Tool will be 4 based on the average of all areas	Difference of -0.15

Insert or delete rows, as necessary.

Goal #1 Analysis for 2025-2026

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

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

No substantial differences noted.

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

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

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

1.1 and 1.2 and 1.6 – Effective -GLEAM Instruction and Professional Development

Throughout the 2025–2026 school year, CBK prioritized the implementation of GLEAM-aligned instructional practices by providing structured opportunities for staff to engage in professional learning, reflection, and collaboration. Through SILK training, ongoing professional development sessions, and PLC collaboration, educators strengthened their ability to deliver culturally and linguistically responsive instruction. Training emphasized strategies that support both mirror work—through reflection on instructional practices, beliefs, and mindsets—and window work, by building a deeper understanding of students' diverse backgrounds, languages, and experiences.

Instructional focus areas included English Language Development (ELD), trauma-informed practices, restorative approaches, and student engagement strategies, all aimed at cultivating inclusive, student-centered classroom environments. Through instructional reviews, staff received targeted feedback on classroom practices, including student discourse, collaboration, and alignment to grade-level standards. Additional coaching for principals and teachers further supported the development of restorative, engaging classroom cultures where students actively participate in meaningful learning experiences. Collectively, these efforts strengthened staff capacity to deliver instruction that is both equitable and aligned to grade-level expectations, while fostering positive relationships and student engagement.

Standards-Aligned Instructional Resources

Students were provided access to standards-aligned instructional materials in multiple modalities, ensuring equitable access to rigorous, grade-level content. This was supported through the implementation of McGraw-Hill Science curriculum (3–5 training sessions), integration of digital platforms such as Canvas, Khan Academy, Khanmigo, and Labster, and the use of thematic NGSS units and Project-Based Learning (minimum of three projects per site). Instruction was intentionally designed to combine whole-group instruction with small-group, differentiated learning opportunities, allowing teachers to meet diverse student needs.

1.2 Standards Aligned and differentiate learning across offered an A-G instructional curriculum, with 100% of students having access. This was offered through the Edmentum platform as well as through Canvas and Clever online links and in hard copy. At the end of the fall semester 2025-26, 75.18% of the students on IEPs were passing all classes. 24.82% of the students on IEPs were receiving at least 1 D or F in 1 of their classes. 14.18% of these students were receiving at least 2 D's or F's and 8.51% were receiving 3 or more D or Fs. Q3 CBK - At the end of the quarter 3 progress report, 88% of the students on IEPs are passing all classes. 22% of these students on IEPs are receiving 1 D or F in 1 of their classes. Of these22% 12.8% are receiving at least 2 D's or F', and 11.3% are receiving 3 or more D's or F's in their classes.

1.3 MTSS interventions. CBK participated in four collaborative Multi-Tiered System of Supports meetings throughout the 2025-2026 school year. Teachers, CDPs and other support staff collaborated in discussions regarding student progress. Meetings took place virtually. Teachers used student data, including NWEA scores, homework completion, attendance, and common assessments, to discuss student progress or lack of progress. Teachers collaborated on best practices for supporting students with diverse needs, including English Language Learners, students with disabilities, and students who need extra support. Alternative Education conducted 1,623 interventions in the 2025-2026 school year. 127 were academic (12.6%), 587 were attendance (58.4%), 292 were behavioral (29.0%), 43.1% were inconclusive, 36.4% were successful, 20.5% were unsuccessful.

1.4 Direct tutoring and intervention strategies.- effective- CBK implemented a multi-layered approach to tutoring and intervention supports to address student needs in both ELA and Math. The school maintained a contract for online tutoring services (Tutor.com), ensuring that all students had access to additional academic support outside of regular instructional time. Teachers actively promoted tutoring as a resource and provided guidance on how to access it; however, overall usage remained limited, as students showed a stronger preference for in-person support. To address this, teachers supplemented online options by offering direct, in-class academic support, including reteaching, one-on-one assistance, and targeted skill-building during instructional time. In addition, students were given structured opportunities to participate in small group instruction at least once per week, focused specifically on ELA or Math. These small groups allowed for more personalized support, peer collaboration, and targeted intervention aligned to student needs. While the variety of supports demonstrates a strong commitment to meeting diverse learning needs, an opportunity for growth lies in increasing student engagement with online tutoring services and more closely monitoring usage data. Strengthening the alignment between in-person and online supports, while continuing to emphasize small group instruction, will help maximize the overall effectiveness of this intervention.

1.5 Professional development –Effective – Our Teacher on Special Assignment (TOSA) provided targeted instructional support to staff through both structured training and on-demand assistance. This targeted support continued in 2025-2026 in the form of professional development. The actions implemented to date have demonstrated a level of effectiveness in advancing progress toward the goal of improving instructional quality, student outcomes, and targeted support for diverse learners. CBK's comprehensive approach to professional development has been a key driver in the progress, as evidenced by the frequency and alignment of learning opportunities. The structure of providing weekly professional development is a contributing factor in our success. Weekly professional learning along with quarterly targeted support, has ensured that our instructional staff receive ongoing job-embedded learning opportunities. The focus on small-group instructional strategies led by site principals has been impactful. This has strengthened instructional leadership at the site level while ensuring coherence between CBK goals and classroom practice. As a result, teachers are better equipped to differentiate instruction and respond to diverse student needs. Professional development

provided in partnership with McGraw-Hill has further enhanced teacher capacity in implementing the adopted Science Curriculum. These sessions, along with semi-annual training for teachers and principals, have supported an understanding of curriculum expectations and instructional shifts.

This has led to improved alignment between standards, curriculum, and classroom instruction, contributing to more consistent delivery effectiveness in addressing multi-tiered systems of support (MTSS) through targeted training on progress monitoring, between standards, curriculum and classroom instruction, contributing to more consistent delivery effectiveness in addressing multi-tiered systems of support (MTSS) through targeted training on progress monitoring quality science education. Teachers' engagement with Panorama screener data has strengthened their ability to identify student needs early and adjust instruction accordingly. CBK also had the opportunity to attend professional learning around the Superintendent's Initiatives, including, but not limited to , the Foster Youth and Competitive Edge initiatives. In addition, teachers are trained annually on CAASPP/CAST. Training on Project-Based Learning (PBL) and Professional Learning Communities (PLC) has contributed to effective collaboration, reflective practice, and shared accountability among teachers and staff. While the overall implementation has been strong, there are areas where effectiveness could be strengthened. Despite the extensive PD offerings, variability in implementation across sites and classrooms may persist, particularly in translating training into consistent instructional practices. Additionally, while multiple initiatives have been introduced, the breadth of topics may create competing priorities, potentially limiting the depth of focus in some areas. There is also a need to continue strengthening metrics for measuring the direct impact of professional development on student outcomes, ensuring that improvements in teaching practices are consistently tied to measurable gains in student achievement. The actions to date have been effective in building educator capacity, strengthening instructional practices, and supporting system-wide alignment with CBK goals.

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

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

N/A no changes

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 1 Actions

Action #	Title	Description	Total Funds	Contributin

1.1	GLEAM Instruction and Professional Development	Ensure culturally and linguistically responsive instruction for all students by providing a space and structure for teachers to (1) engage in dialogue and dynamic learning with students; (2) explore their own identities, mindsets, and skills (mirror work) as they simultaneously seek to understand and affirm their students' backgrounds, cultures, and languages (window work); and (3) cultivate restorative, student centered classroom cultures while focusing on instruction that is grade level centered. This will be done through time spent in PD and PLC meetings as well as SILK training and additional support coaching	$2,661,691	No
1.2	School Aligned Resources	Students have access to standards-aligned instructional materials in multiple modalities	$145,515	No
1.3	MTSS Teams	MTSS team meetings to review and evaluate data to determine interventions for students within the areas of academics, behavior, and attendance, as monitored and documented through the AERIES system	$1,105,153	Yes
1.4	Direct Tutoring and Intervention Support to Students	Tutoring provided by contracted tutoring programs online, in person, and through learning platforms such as Achieve3000 and Membean	$278,079	Yes
1.5	Professional Development	Professional development in the form of targeted support by the Administrator of Innovation and Support, Teacher on Special Assignment (TOSA), through in-class coaching and weekly professional development	$52,868	No
1.6	Access and Use of Digital Technology to Support Student Learning	The provision of one-to-one devices and the use of digital platforms to support access to grade-level materials (i.e. Clever, Edmentum, Canvas, Language Tree, etc.) and allow for courses to be presented in a manner that can support all types of learners, such as EL, SWD	$228,971	Yes

Insert or delete rows, as necessary.

Goals and Actions

Goal 2

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This broad goal was developed based on the local performance indicators on the California Dashboard, the state indicators on the California Dashboard, and stakeholder input. In addition, stakeholders prioritized the need for Goal 1 to continue the progress on graduation rates and improve academic achievement and CCI. This goal was developed based on the local performance indicators on the California Dashboard for basic services in appropriately assigned teachers and access to curriculum-aligned instructional materials (Priority 1), implementation of the California Standards (Priority 2), and course access (Priority 7). This goal was also based on student data from the state indicators on the California Dashboard/DASS for the one-year graduation rate and the four/five year graduation rate (Priority 5), college and career readiness indicator (Priority 4), student data from the local assessments (NWEA in ELA, reading, and math-Priority 8), and input from our engagement partner groups. The metrics and actions/services target the performance outcomes for graduation rates (Priority 5), college/career indicator (Priority 4), academic performance in ELA and math (Priority 4), and data from the Alternative Education local assessments in ELA and math (Priority 8). Engagement groups prioritized multiple actions for the College and Career Indicators (a-g completion, CTE pathway completion, Dual Enrollment, student led enterprise, internships, apprenticeships) to provide different opportunities for students to learn skills for post-secondary education success. The actions were created/grouped to meet the metrics for local and State indicators on the California Dashboard for the LCFF priorities. The following actions were created/grouped to meet the metrics for high school graduation under LCFF Priority 5 and in response to engagement partner feedback (CTE Advisory Committee, Leadership Team, Staff Development Planning Committee, LCAP site engagement meetings, ELAC/DELAC/SAC): Action 1 (Dual Enrollment Programming), Action 4 (Attendance Support and Focus), Action 5 (Monitoring instruction for SWDs), Action 6 (Support for English Learners), Action 7 (High School Equivalency Test) and Action 10 (Summer School). The following actions were created/grouped to meet the metrics for CCI under

LCFF Priority 4 and in response to engagement partner feedback (CTE Advisory Committee, Leadership Team, Staff Development Planning Committee, LCAP site engagement meetings): Action 1 (Dual Enrollment Programming), Action 2 (CTE Pathways), Action 4 (CCI Planning & Awareness), Action 4 (Attendance Support and Focus). Action 5 (Monitoring instruction for SWDs), Action 6 (Support for English Learners), Action 8 (Work-Based Learning and Industry Certifications) Action 9 (Student Led Enterprise), Action 10 (Summer School), The following actions were created/grouped to meet the metrics for pupil achievement under LCFF Priority 4 and course access under LCFF Priority 8 and in response to engagement partner feedback (SSC, PAC, Leadership Team, Staff Development Planning Committee, LCAP site engagement meetings): Action 1 (Dual Enrollment Programming), Action 2 (CTE Pathways), Action 3 (CCI Planning & Awareness),), Action 5 (Monitoring instruction for SWDs), Action 7 (Support for English Learners), Action 7 (High School Equivalency Test), and Action 10 (Summer School).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Four /five-year graduation rate 38.5%/38% EL 29.8% Hispanic 37.1 SED 39.2 SWD 41.5 White 46.7	27% four-year, 10.8% five-year graduation rate	30.7% four-year, 11% five-year graduation rate	40.9 Four-Year 18.1 Five-Year Graduation Rate	37% four-year, 20.8% five-year graduation rate Total 57.8% 4/5-year graduation rate	+13.9f%our-year, and +10%five-year graduation rate
2.2	DASS One-Year High School Graduation Rate on the California Dashboard (Priority 5) Hispanic 84.1% White 92% EL 80.8% SED 82.9% SWD 87% AA 92.3	DASS One Year Graduation Rate was 85.4% in 2022-2023	DASS One Year Graduation rate was 96% in 2023-2024	DASS One Year Graduation rate was 95.6% in 2024-2025	Achieve 90.4% School DASS One Year High School Graduation Rate	**Difference is +10.2% increase in DASS Graduation rate.**
2.3	Enrollment and completion rates for dual/concurrent enrollment	23-24 school year: 63 students -10% as measured by students in dual enrollment/ divided by Census Day # are in dual/concurrent	24-25 school year: 41 students – 7%	25-26 school year	Achieve 20% dual/concurrent enrollment based on Census Day	Difference 3%

		enrollment. Course, Semester one completion rate - 62%				
2.4	College/Career Indicator on the California Dashboard (Priority 4)	CCI was 1.9% in 2022-2023	CCI was 5.4% 2023-2024	CCI was 4.6% in 2024-2025	Achieve an 11.9% CCI Rate.	+3.5% difference in the CCI Indicator
2.5	English learner growth on a test of English language learners. Local assessment.(Priority 8)	EL students scoring advanced/high on the TELL : 39% in 2023- 2024	EL students scoring well developed on the LTPI : 23.5% overall in 2024- 2025 13.0% in Listening 0.0% in Reading 47.7% in Speaking 33.3% in Writing	EL students scoring well developed on the LTPI : 23.5% overall in 2025-2026 14.0% in Listening 12% in Reading 12% in Speaking 58% in Writing	EL students scoring advanced/high on the LPTI 49%	Difference of 6.4% increase on EL students scoring advanced/high on the EL local assessment.
2.6	English learner reclassification (Priority 4) based on the Alternative Education reclassification criteria	English learner reclassification rate was 29% in 2022-2023	English learner reclassification rate was 13.1% in 2023-2024	English learner reclassification rate was **20.9%** in 2024-2025	English learner reclassification rate will be 34%	Difference of 9% decrease of EL reclassification from baseline
2.7	ELPAC (Priority 4)	ELPAC 2022-2023, 16% classified as Level 4, indicating a well-developed, 4.43%,fall into Level 3, indicating a moderately developed proficiency. 31% level 2 and 10% level 1.	ELPAC 2023-2024, 7.34% classified as Level 4, indicating a well-developed, 33.03%,fall into Level 3, indicating a moderately developed proficiency. 44.04% level 2 and 15.6% level 1.	ELPAC 2024-2025, 18.37% classified as Level 4, indicating a well-developed, 33.67%,fall into Level 3, indicating a moderately developed proficiency 36.73% level 2 and 11.2% level 1.	ELPAC 35.43% of students will be either well developed or moderately developed in proficiency	Difference of +34.47%. Increase in well or moderately developed in proficiency

		20.43% well or moderately developed	**40.37% well or moderately developed**	**52.04% well or moderately developed**		
2.8	Course Access: Pupil enrollment in a broad course of study based on Aeries course scheduling reports and graduation status reports (Priority 7)	All students had full access to a broad course of study in 2023-2024	All students had full access to a broad course of study in 2024-2025	All students had full access to a broad course of study in 2025-2026	Maintain at 100%	0% Difference
2.9	Students have access to standards-aligned instructional materials based on the Alternative Education Textbook Management System (Priority 1)	All students had access to standards-aligned instructional materials in 2023-2024	All students had access to standards-aligned instructional materials in 2024-2025	All students had access to standards-aligned instructional materials in 2025-2026	Maintain at 100%	0% Difference
2.10	Chronic Absenteeism (Priority 5	Dataquest 22-23 rates indicate: Overall 45.1% EL 49.6%, FY 78.3%, Homeless 58.1%, SWD 47.5%, SED 46.4%,	Dataquest 23-24 rates indicate: Overall 35.7% EL 38,8%, FY 54.5%, Homeless 42.6%, SWD 39.6% , SED 33.3%, SWD 39.6	Dataquest 23-24 rates indicate: Overall 33.1% EL 37.7% FY 66.7% Homeless 56.1% SWD 33.1% SED 31.9%	Overall Chronic Absenteeism 35%	**Overall decreased 12% (positive movement) from baseline**

Insert or delete rows, as necessary.

Goal #2 Analysis for 2025-2026

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

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

The actions and services identified within this goal were implemented substantially as planned, with no substantive differences between planned actions and actual implementation. Implementation efforts focused on increasing graduation rates, improving college and career readiness, strengthening supports for English learners, expanding access to rigorous coursework, and reducing chronic absenteeism for students in alternative education settings.

Several significant successes were demonstrated during implementation. Four-year graduation rates increased from 27% to 40.9%, while five-year graduation rates increased from 10.8% to 18.1%, reflecting strong positive movement toward the established targets. The DASS One-Year Graduation Rate also increased substantially from 85.4% to 95.6%, exceeding the target goal of 90.4%. Chronic absenteeism rates showed meaningful improvement, decreasing from 45.1% at baseline to 33.1%, representing a positive 12% reduction overall. Student groups including English learners, students with disabilities, socioeconomically disadvantaged students, homeless students, and foster youth also demonstrated reductions in chronic absenteeism rates over time.

Implementation efforts supporting English learners also demonstrated positive outcomes. ELPAC results improved significantly, with students classified as moderately or well developed increasing from 20.43% at baseline to 52.04%, exceeding the established target. Local English learner assessment results reflected growth in listening, reading, and writing performance, and staff continued to provide targeted instructional supports, designated English language development, and intervention opportunities for English learners. Additionally, all students maintained full access to a broad course of study and standards-aligned instructional materials throughout implementation.

College and career readiness indicators also improved overall, with the College/Career Indicator (CCI) increasing from 1.9% to 4.6%. Although still below the long-term target, the increase reflects continued efforts to expand career pathways, dual enrollment opportunities, and postsecondary readiness supports for students. The hiring of an academic counselor has positively impacted the ability to provide college and career fairs, college counseling, support for FAFSA/DACA/Cal Kids and resume writing.

Additional implementation challenges included maintaining consistent English learner reclassification rates and supporting students with interrupted formal education, high mobility, and social-emotional barriers that impact academic continuity and assessment outcomes. Despite these challenges, staff remained focused on strengthening instructional practices, improving student engagement and attendance, expanding transition and graduation supports, and increasing access to college and career readiness opportunities for students with the greatest needs.

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

No noted material differences in expenses

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

2.1 Effective. CBK continues to offer five (5) career pathways in Culinary Arts, Welding & Joinery, Residential & Commercial Construction, Digital Media, and Cyber Security (Cyber Security is offered in partnership with UCR Extension and is taught virtually by UCR Extension personnel) and through our Youthbuild Grant. There were two additional articulated pathways were offered this year (early college credit): Culinary Arts (articulation with Mt. San Jacinto College) and Construction (articulation with Norco College). Furthermore, Wildland Fire classes were offered during the summer and Fall semester to increase student post secondary options. Multiple certificates were eared by CBK students in the following areas: Wildland Fire, CBK 5 HBI Construction Certification, 6 Logistics Certifications, 10 CPR Certifications, 11 OSHA Certifications, 5 Forklift certification.

2.1 Dual enrollment was effectively implemented with partnerships with UCR and RCC. All students were provided with access to Community and 4 year programming at no cost. Through the collaboration between the Riverside County Office of Education (RCOE) and UCR Extension, students from alternative education programs were provided with a pathway to experience college-level learning, participate in research, explore career opportunities, earn college credit, and gain technical skills that could lead to jobs offering a living wage.

2.2 Dual enrollment was effectively implemented with partnerships with UCR and RCC. All students were provided with access to Community and 4-year programming at no cost. Through the collaboration between the Riverside County Office of Education (RCOE) and UCR Extension, students from alternative education programs were provided with a pathway to experience college-level learning, participate in research, explore career opportunities, earn college credit, and gain technical skills that could lead to jobs offering a living wage. 100% of students who participated in Ethnic Studies passed the class and 95% of students who participated in the Cyber Security pathway passed their classes. Seven additional RCC classes and 10 additional COD classes were added to student dual enrollment classes.

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

2.4 Effective- Over the past four academic years, chronic absenteeism rates within our program have shown a **notable downward trend**, reflecting improved student attendance and engagement efforts. In 2024- 2025, the chronic absenteeism rate decreased to 33.1% which was a decrease from the previous year (and three years prior). This continuous positive decrease in chronic absenteeism is 12.1% from our baseline and exceeding our goal to be 35% or less.

The number of students identified as chronically absent also decreased, from **311 students in 2023–24** to **268 in 2024–25**, overall enrollment slightly decreased from 870 to 809. This shift suggests that interventions and supports aimed at improving attendance—such as expanded student outreach, targeted support services, and re-engagement strategies—are having a measurable impact.

2.5 Monitoring instruction for SWD – effective- For students enrolled for 8 months or more, 78.98% of the students either met or partially met all IEP goal at the time of their Annual Plan Review. 41.48% of the goals were met and 37.50% of the goals were partially met. 21.59% of the total goals were not met. Of the 21.59% not met, 32.79% of these goals were either transition goals, vocational (task completion, attendance, et.), speech, or behavior goals.

2.6 Support for EL In reviewing our Student English Language Acquisition Results from the Summative ELPAC, there are clear indications of both progress and areas requiring further attention. I**n 2025, 47.3**% of English Learner (EL) students progressed at least one ELPI level, an increase from the previous year of 12.1 percentage points. This improvement suggests that the strategies and supports implemented recently are beginning to have a positive impact on EL student outcomes.

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

2.7 HiSET GED – Effective - All students who took the GED/HiSET in CBK schools passed the exam or in progress of passing the exam

2.8 Work-based- effective learning industry certificates – all students in culinary classes were given the opportunity to complete their food handlers course as well as earn their ServSafe cards. Students were also provided the opportunity to earn their Wildland Forestry certifications this year.

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

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

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

No changes noted

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal 2 Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Dual Enrollment Programming	Course offerings and guidance offered through UCR, RCC, COD, MSJC, and other local community courses which allow for students to earn credit and/or experience courses provided by college instructors while enrolled in high school programming. Students provided enrollment assistance and comprehensive progress monitoring in college coursework.	$123,365	No
2.2	CTE Pathways	Expand current career technical programming that includes welding, digital media, culinary/hospitality, residential commercial construction, and computer networking/science.	$508,089	No
2.3	College and Career Indicator (CCI) Planning and Awareness	Implement comprehensive college readiness programming, integrating college introductions, tours, CTE opportunities, and transition activities. This includes career inventories, college assessments (PSAT, AP exams, ACT, SAT), summer camps, and College and Career teacher support for college applications, financial aid, and FAFSA completion. Additionally, strategically plan CCI readiness through academic scheduling, expand dual enrollment, IB, AP, and CTE offerings, embed literacy and numeracy skills, provide SBAC preparation, and offer concentrated support for underrepresented groups in accessing dual enrollment, college and career guidance, and FAFSA completion	$54,795	No
2.4	Attendance Support and Focus	CDPs directly support students who are foster, homeless, or migrant in developing individual plans to meet attendance goals. There is MTSS data monitoring.	$249,204	Yes
2.5	Monitoring instruction, Learning, and Graduation Rates for Students with Disabilities	Monitor and evaluate the progress of students with disabilities on academic achievement, attendance, and behavior. Provide teachers with in-class support from administrators and school psychologists.	$511,234	No
2.6	Monitoring instruction, Learning and Graduation Rates for EL students.	Monitor and evaluate the progress of EL students on academic achievement, attendance, and behavior. Provide teachers with in-class support from administrator, and EL teacher on special assignment	$153,529	Yes
2.7	High School Equivalency Test (GED and HiSET)	Implement the High School Equivalency Test prep and assessment (GED and HiSET) as an alternative to the high school diploma	$10000	Yes

2.8	Work-Based Learning and Industry Certifications	Implement Workability, Work Experience permits, internships, and other employment certificate programs (i.e., food handler permits, OSHA certification)	$53,147	No
2.9	Student Led Enterprise	Implement student led enterprise courses and competitions to enhance financial literacy and an entrepreneurial spirit (mindset that embraces critical questioning, innovation, service, and continuous improvement) and participate in projects and competitions with enrollment across all sites.	$1,400	No
2.10	Summer School	Implement a targeted summer school program to support the graduation rate and provide instruction and support for students who have missed learning opportunities during the school year. Offer engaging, affirming, and meaningful instruction aimed at helping students develop and enhance knowledge on grade-level standards, ensuring their academic progress and success	$54,160	Yes

Insert or delete rows, as necessary.

Goals and Actions

Goal 3

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

State Priorities addressed by this goal.

Priority1, Basic Service; Priority 3, Family Engagement; Priority 5, Student Engagement; Priority 6 School Climate; Priority 8, other pupil outcomes. LCFF resources for this priority include family engagement in decision-making, promotion of family participation in the education process for all students and including students with disabilities

An explanation of why the LEA has developed this goal.

This broad goal, rooted in addressing the social-emotional learning needs of students, is crafted based on local indicators on the California Dashboard, supplemented by student data from state indicators on the California Dashboard/DASS, and enriched by input from partner groups. It strategically targets key performance outcomes: safe and healthy learning environments (Priority 1), parent involvement (Priority 3), student attendance (Priority 5), student suspension rates (Priority 6), and the California Healthy Kids Survey (Priority 6). With a commitment to ongoing priorities in student behavioral/mental health services, CBK prioritizes the cultivation of skills essential for self-management, self- awareness, social awareness, responsible decision-making, and relationship-building, all integral to student attendance, conduct, and academic achievement. Furthermore, this goal underscores a holistic approach to student development, particularly vital for those enrolled in an alternative education school, who often arrive after enduring traumatic experiences, aiming not only for academic success but also for the nurturing of social-emotional skills and personal growth (Priority 8). Recognizing the importance of these skills in students' overall success and well-being, CBK aims to empower students to become well-rounded individuals capable of navigating various life situations. (Priority 8). By fostering positive, safe, and healthy learning environments, RCOE seeks to optimize conditions for student learning and growth. Such environments are conducive to academic achievement and help students thrive emotionally and socially (Priority 6). Strengthening connections and communication between homes, schools, and communities is crucial for creating a supportive ecosystem around students. By involving parents, caregivers, community organizations, and other stakeholders in students' education, CBK aims to enhance student support networks and foster a sense of community ownership over education (Priority 3). These goals also align with efforts to promote equity and inclusion in education. By prioritizing the development of essential skills in all students and ensuring access to safe, supportive environments, CBK aims to address disparities and create opportunities for all students to succeed regardless of their background or circumstances (Priority 2 & 5). Prioritizing social-emotional learning, positive school climate, and community engagement aligns with state and local education priorities. These goals reflect a commitment to meeting not only academic standards but also broader educational outcomes that contribute to students' long-term success and well-being (Priority 6). The actions below are designed to meet the metrics for local and state indicators on the California Dashboard Dashboard for LCFF priorities and to address pupil

engagement under LCFF Priority 5 and school climate under LCFF Priority 6: Improve attendance through enrollment support (Action 3.4), transportation support, supports, and incentives.(Action 3.5) Maintain no suspensions through PBIS (Action 3.7 and 3.9). Enhance student attendance and connectedness in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension rate	0% Suspension 2022-2023 School Year	0% Suspension 2023-2024 School Year	0% Suspension 2024-25 School Year	0% Suspension	0% difference in suspension rate
3.2	Student Attendance Rates (Priority 5)	Student daily attendance rates were 85% in 2022-2023	Student daily attendance rates were 89.3% in 2023- 2024	Student daily attendance rates were 90.5% in 2024- 2025	Achieve at 87% overall student attendance rate	+5.5% difference in increased student attendance
3.3	Chronic Absenteeism Rates Dashboard (Priority 5)	No Performance Rating available for Chronic absenteeism.	No Performance Rating available for Chronic absenteeism.	No Performance Rating available for Chronic absenteeism.	When data is made available a target will be reported.	No difference to note
3.4	School Safety (Priority 6) California Health Kids Survey (CHKS)	Perceived Safety at School: Very safe: 39% Safe: 42% = 81%	Perceived Safety at School: Very safe: 48% Safe: 38% = 86%	Perceived safety 89% very safe or safe on the CHKS	The percent of students responding that they feel very safe or safe on the CHKS will be at 90%	+8% difference in CHKS school safety measure
3.5	Safe and Clean Facilities (Priority 1) Facilities Inspection Too	All facilities were rated as in good condition in 2022-2023 on the RCOE Facilities Inspection Tool	All facilities were rated as in good condition in 2023- 2024 on the RCOE Facilities Inspection Tool	All facilities were rated as in good condition in 2024-2025 on the RCOE Facilities Inspection Tool	Maintain all facilities rated as in good condition using the Facilities Inspection Tool	0 difference
3.6	Social Emotional (Priority 6) Panorama Screener Social Emotional Learning	Percent responding favorably: Emotional Reg: 56% Growth Mindset: 59% Self Efficacy: 52% Self Management:72% Social Awareness: 66% Social Perspective Taking: 58%	Percent responding favorably: Emotional Reg: 53% Growth Mindset: 44% Self Efficacy: 44% Self Management:73% Social Awareness: 62% Social Perspective Taking: 51%	Percent responding favorably: Emotional Reg: 54% Growth Mindset: 43% Self Efficacy: 48% Self Management:70% Social Awareness: 62% Social Perspective Taking: 48%	Percent responding favorably: Self-Management - 60th to 79th national percentile Social Awareness 60th to 79th national percentile Growth Mindset - 80th to 90th national percentile Social Perspective Taking – 80th to 90th national percentile Emotion Regulation – 80th to 90th national percentile Self-Efficacy-	Difference of percent responding favorably: Emotional Reg Growth Mindset: -2% Self Efficacy: -16% Self Management: -4% Social Awareness: -4% Social Perspective Taking: -9%

					30th to 39th national percentile	
3.7	Parental Involvement: (Priority 3)- CDE Parent Engagement Self Reflection Tool	The average rating on the CDE Parent Engagement Self Reflection Tool for Seeking Input for Building Relationships, Building Partnerships for Student Outcomes, and Decision Making was at full implementation in 2023-2024	The average rating on the CDE Parent Engagement Self Reflection Tool for Seeking Input for Building Relationships, Building Partnerships for Student Outcomes, and Decision Making was at full implementation in 2024-2025	[The average rating on the CDE Parent Engagement Self-Reflection Tool for Seeking Input for Building Relationships, Building Partnerships for Student Outcomes, and Decision Making was at full implementation in 2025-2026	Maintain average rating on the CDE Parent Engagement Self-Reflection Tool at full implementation	No difference

school through activities, (Action 3.8). Maintain positive student attitudes toward school and their academic progress through social-emotional support (Action 3.7 and 3.9). Develop skills in self-management, self-awareness, social awareness, responsible decision-making, and relationship-building through mentoring and direct support by BHTs (Action 3.9 and 3.7). Improve school climate through: School safety personnel and services (Action 3.10), School safety equipment (Action 3.11), Clean schools (Action 3.12). Enhance parent engagement through Parent workshops and committees (Action 3.1). Local Indicators on the California Dashboard for Clean and Safe Schools (Basic Services): These actions contribute to meeting local indicators on the California Dashboard for clean and safe schools: School safety personnel and services (Action 3.8), School safety equipment (Action 3.11), Clean Schools (Action 3.12) Goal 3 will be measured by the Facilities Inspection Tool for clean schools (Priority 1), the CDE Parent Engagement Self-Reflection Tool for increased parent engagement and sense of safety and connectedness (Priority 3), improved attendance rates/reduction in chronic absenteeism (Priority 5), reduced dropout rates (Priority 5), zero suspension and expulsion rates for school climate (Priority 6), and the California Healthy Kids Survey and Panorama Screener for sense of safety and connectedness under school climate (Priority 6).This goal will improve the metrics as outlined in the measuring and reporting results section of the LCAP for Goal 3

Measuring and Reporting Results

Insert or delete rows, as necessary.

Goal #3 Analysis for 2025-2026

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

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

The actions and services outlined within this goal were implemented substantially as planned, with no substantive differences between planned actions and actual implementation. Implementation efforts focused on maintaining safe and supportive learning environments, increasing student attendance and engagement, strengthening social-emotional supports, and promoting meaningful parent involvement.

Several implementation successes were evident during the reporting period. Student attendance rates increased from the baseline of 85% to 89.8%, exceeding the Year 3 target of 87%. Suspension rates remained at 0% for three consecutive years, reflecting continued implementation of restorative practices, relationship-centered approaches, and proactive behavioral supports. School safety indicators also improved, with 89% of students reporting they felt “very safe” or “safe” at school on the California Healthy Kids Survey (CHKS), representing an 8% increase from baseline and nearing the established target. In addition, all facilities continued to be rated as being in good condition through the RCOE Facilities Inspection Tool, ensuring students had access to safe and clean learning environments.

Parent engagement efforts were also successfully implemented and maintained at full implementation on the CDE Parent Engagement Self-Reflection Tool. Staff continued to strengthen communication, relationship building, and opportunities for parent input and participation in decision-making processes.

Challenges continued to exist in the area of social-emotional learning and student wellness. Panorama Social Emotional Learning survey results reflected declines in several areas, including growth mindset, self-efficacy, self-management, and social perspective-taking. These outcomes reflect the ongoing and complex needs of the student population served, including students experiencing trauma, instability, chronic absenteeism, mental health challenges, and disruptions in educational continuity. While staff continued to implement social-emotional supports, counseling services, relationship-building strategies, and wellness-focused interventions, survey data indicates the need for continued focus on strengthening students’ confidence, emotional regulation, and connectedness to school. The challenges of having students feel connected in an independent studies format is one that we will continue to address with a focus on careers and post secondary goal setting – as this is what student indicate as their biggest need. We will also look at addressing ways to have students meet in non academic or high academic pressure situations.

Implementation efforts remained focused on creating safe, welcoming, and supportive school environments that prioritize student engagement, wellness, attendance, and positive relationships with families and school staff.

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

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

No substantial differences noted

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

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

3.2 Parent Engagement and Information Systems -Families reported clear and inclusive communication through tools such as ParentSquare, which supports ongoing outreach and transparency about student learning and school updates. Families also report that they use the "CBKtoday.org" website when looking for current information. The Parent Engagement Self-Reflection Tool results indicate strong overall performance in family and community engagement efforts, with an average score of 4.63 out of 5 across all areas. Survey feedback reflected particular strengths in providing professional learning and support to teachers and principals to strengthen partnerships with families, providing families with information and resources to support learning at home, and supporting families in understanding and exercising their legal rights and advocacy opportunities, all of which received an average score of 5.0 out of 5. Respondents also rated the LEA highly in creating welcoming environments, building trusting relationships with families, supporting two-way communication, and providing opportunities for family participation in advisory groups and decision-making, with these areas averaging 4.5 out of 5.

3.3 Community Outreach and Student Recruitment – Student enrollment has held steady with a slight decrease from 870 to 809 from 23-24 to 24-25. The stability rate for CBK Charter during the 24-25 school year was 32.1% compared to Riverside –89.9% and statewide 91.5%. This was an decrease from 23-24 when the stability rate was 33.9%

3.4 Enrollment and Attendance Support – effective - The number of students identified as chronically absent also decreased, from 311 students in 2023–24 to 268 in 2024–25. Overall enrollment slightly decreased from 870 to 809. This positive shift in chronic absenteeism suggests that interventions and supports aimed at improving attendance—such as expanded student outreach, targeted support services, and re-engagement strategies—are having a measurable impact. Going into the new year there will be a concentrated effort to increase enrollment across all sites. The team has outlined key strategies to focus on this during the summer and new year.

3.5 Transportation- effective – students report that the support of CDPs and availability of bus passes support their ability to come to school .

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

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

3.8 Student Activities – Effective- students continue to participate in student leadership club as well as outside activities such as prom, trips to the Cheech Museum, Painted Desert, and more. This is further enhanced by our student leadership club who participated in many community enrichment activities.

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

3.10 School Safety Personnel and Services – effective -Safety continues to be a priority. In the area of “Perceived School Safety” the following responses were received CBK 100% responded feeling neutral, safe, or very safe.

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

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

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

No changes made

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal 3 Actions

Insert or delete rows, as necessary.

Action #	Title	Description	Total Funds	Contributing
3.1	Parent/Guardian workshops and committees	Training and support to educators and families - helps both groups work collaboratively to build trusting relationships and partnerships focused on supporting improved student outcomes. These regular workshops and seminars for parents and guardians on topics such as effective communication strategies, navigating the education system, and supporting student learning at home will occur through College Success, various parent advisory committees, SAC, ELAC, DELAC, parent/student information, activities, and orientations.	$500	No
3.2	Parent Engagement and Information Systems	The use of various parent outreach systems, opportunities to communicate about student progress and programming. (Parent Square). CDPs directly communicate with parents about student progress and opportunities for engagement with the school community	$124,602	No
3.3	Community Outreach and Student Recruitment	Community Dropout Prevention Specialists engage with community and community partners to spread awareness about CBK and recruit students.	$124,602	No
3.4	Enrollment and Attendance Support	Attendance and Registration Technician (ART) directly supports parents in registering students, gathering and maintaining records, and monitoring attendance. Provide a system of attendance interventions and supports	$736,289	Yes
3.5	Transportation Support	Students are provided bus passes to support transportation to and from	$4,200	Yes
3.6	Multilingual Communication	Translation provided to ensure that all communications, including newsletters, websites, notices, meetings, and workshops, are provided in multiple languages to accommodate the diverse linguistic backgrounds of families in the community.	$3,600	No
3.7	Behavior Health	Implement and monitor mental health/social health wellness and screener to provide mental health and support by providing a multi-tiered system of intervention. Students have access to licensed behavioral health therapist (BHT) on each school campus. Families are provided direct support and linkage to supporting community agencies and resources.	$106,082	No
3.8	Student Activities	School activities such as extra-curricular activities and experiential learning trips to enrich student engagement and foster a stronger sense of connection to the school community	$1,000	No
3.9	PBIS	Implement integrated systems of support and other means of correction to improve student behavior in school such as Positive Behavior Interventions and Supports (PBIS), Restorative Practices, MTSS data monitoring and intervention planning, incentives, and other means of Corrections (counseling, mentoring, mental health services, behavior plans) improve	$32,050	Yes

		student behavior and increase attendance through the GRADS Program. Growth Minded, Resourceful, Actively Engaged, Determined, and Socially Responsible		
3.10	School Safety Personnel and Services	Provide campus security supervisors to support safety, social-emotional learning, informal mentorship, and guidance.	$93,905	No
3.11	School Safety Equipment	Maintain PPE supplies and school safety equipment/infrastructure (e.g., alarms, security cameras, two-way radios).	$500	No
3.12	Clean Schools	Implement custodial services, work orders, and contracted services for cleaning at partner sites.	$398,990	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$ 2,880,672	$ n/a

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
44.58%	N/A	N/A	44.58%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	Students are experiencing learning gaps that impact performance on state and local assessments, with the greatest needs	MTSS team meetings to review and evaluate data help determine effective interventions for students in academics, behavior, and attendance, which are monitored and documented through the AERIES system. By using a data-driven approach, these	Graduation rates, CAASPP scores (ELA & Math), NWEA assessments, Language Tree Assessment, ELPAC

	observed among students with disabilities, foster youth (FY), and English learners (EL).	meetings identify students' specific needs and provide targeted support, leading to improved academic performance and grades. Consistent monitoring and timely interventions help keep students on track, increasing their chances of graduating on time. Additionally, by addressing behavioral and attendance issues early, students are more likely to be present and engaged, which positively impacts their preparation and performance on state testing. Overall, this comprehensive support system ensures that students receive the help they need to succeed academically and personally.	
1.4	Students are experiencing learning gaps that impact performance on state and local assessments, with the greatest needs observed among students with disabilities, foster youth (FY), and English learners (EL).	Tutoring and intervention provide focused, targeted support to address these gaps and improve student achievement.	NWEA local assessment, graduation rates,
1.6	Access and Use of Digital Technology to Support Student Learning	Technology is essential for providing instruction, intervention, and student support. Online platforms offer tutoring, targeted interventions, and direct support for EL and LTEL students through programs such as Language Tree. Technology also allows students to connect with teachers, counselors, and support staff through virtual meetings and check-ins. Increased access to digital learning tools supports work completion, student engagement, and attendance while helping	ELPAC testing, dataquest absenteeism repor

		students remain connected and on track toward academic success;	
2,3	College and Career Planning Awareness	Students with significant educational barriers, such as SED, often have limited access to college and career opportunities. Expanding access to dual enrollment, concurrent enrollment, and apprenticeship programs provides students with meaningful pathways beyond high school, increases engagement, supports graduation, and improves College/Career Indicator (CCI) outcomes.	CCI rates, dual enrollment classes completed (AERIES)
2.4	Students who are enrolled in Independent Study struggle with maintaining enrollment. A majority of CBK students who are chronically absent are EL 37.7%, FY 66.7%, Homeless 56.1%, SWD 33.1% and SED 31.9%,	CDPS work directly with students through home visits, attendance plans and meeting with them one-on-one. These supports include providing resources to families so that students can be successful in school	CDE Dashboard, Data Quest reports
3.4	Students in independent study programs do not attend school daily. Weekly attendance must be monitored closely to ensure success	Enrollment and attendance support can help identify students who are struggling to keep up with their studies. Early identification of attendance issues can lead to timely interventions, which can prevent students from falling behind. By tracking enrollment and attendance, schools can provide additional resources and support to	Aeries attendance

		students who need them, such as tutoring, counseling, or other academic assistance	
3.5	Students who attend CBK come from many different areas and do not have typical school transportation	Transportation support ensures that students attend their weekly appointments and small-group sessions, providing direct support. This support can come in the form of bus passes, CDP pick up and drop off as well as contracted company support.	Dataquest chronic absenteeism reports, AERIES weekly attendance
3.9	As a DASS school, CBK Charter serves students who have faced challenges that have interrupted their educational progress. Many enter the program credit deficient and at risk of becoming disconnected from school, highlighting the need for targeted supports and flexible pathways to graduation.	Implementing integrated systems of support, including PBIS, Restorative Practices, MTSS data monitoring, and targeted interventions, helps create a positive, safe, and supportive school environment for all students. These systems promote improved behavior, increased attendance, stronger academic achievement, and positive outcomes such as higher CAASPP performance and graduation rates.The GRADS Program (Growth-minded, Resourceful, Actively Engaged, Determined, and Socially Responsible) complements these efforts by fostering student resilience, self-advocacy, engagement, and personal responsibility. Together, these supports help students build the skills needed to overcome challenges, remain connected to school, and achieve long-term success.	Aeries discipline/attendance, CDE dashboard,

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.6	EL students four /five-year graduation are the lowest subgroup for CBK Charter	In order to increase the amount of EL students who are graduating there will be focused effort on specific targeted instruction by EL TOSA	DASS One Year Rate and DASHBOARD 4/5 year graduation rate
2.10	Many students enroll in CBK Charter with significant learning gaps and credit deficiencies, placing them behind their peers and making it unlikely they will graduate within the traditional four- or five-year cohort without additional support and intervention.	Summer School allows students to focus on interventions and recover credits. Allowing teachers to provide Summer School instructions ensures continuity of programming and opportunities for acceleration.	Aeries gradebook, Graduation rates

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1/150.5
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1/24

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 8,484,980.00	$ 7,868,149.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	GLEAM Instruction and Professional Development	No	$ 2,782,828	$ 2,583,988
1	2	School Aligned Resources	No	$ 90,090	$ 262,455
1	3	MTSS Teams	Yes	$ 1,125,739	$ 956,492
1	4	Direct Tutoring and Intervention Support to Students	Yes	$ 391,380	$ 261,023
1	5	Professional Development	No	$ 52,193	$ 52,868
1	6	Access and Use of Digital Technology to Support Student Learning	Yes	$ 279,852	$ 325,746
2	1	Dual Enrollment Programming	No	$ 82,866	$ 71,533
2	2	CTE Pathways	No	$ 767,716	$ 677,665
2	3	College and Career Indicator (CCI) Planning and Awareness	Yes	$ 244,343	$ 49,643
2	4	Attendance Support and Focus	Yes	$ 246,930	$ 247,508
2	5	Monitoring instruction, Learning, and Graduation Rates for Students with Disabilities	No	$ 661,036	$ 538,473
2	6	Monitoring instruction, Learning, and Graduation Rates for EL and LTEL students.	Yes	$ 160,288	$ 148,822
2	7	High School Equivalency Test (GED and HiSET)	Yes	$ 6,000	$ 2,100
2	8	Work-Based Learning and Industry Certifications	No	$ 49,437	$ 71,967
2	9	Student Led Enterprise	No	$ 1,000	$ 6,154
2	10	Summer School	Yes	$ 49,327	$ 59,433

3	1	Parent/Guardian workshops and committees	No	$ 1,000	$ -
3	2	Parent Engagement and Information Systems	No	$ 123,215	$ 123,754
3	3	Community Outreach and Student Recruitment	No	$ 123,215	$ 134,030
3	4	Enrollment and Attendance Support	Yes	$ 751,436	$ 703,420
3	5	Transportation Support	Yes	$ 2,400	$ 750
3	6	Multilingual Communication	No	$ 6,000	$ -
3	7	Behavioral Health	No	$ 103,689	$ 102,221
3	8	Student Activities, and Programs	No	$ 5,500	$ 6,811
3	9	Positive Behavior Intervention and Supports	Yes	$ 6,000	$ 1,311
3	10	School Safety Personnel and Services	No	$ 78,413	$ 98,661
3	11	School Safety Equipment	No	$ 500	$ -
3	12	Clean Schools	No	$ 292,589	$ 381,321
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2026-2027 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,883,394	$ 3,055,408	$ 2,755,633	$ 299,775	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	3	MTSS Teams	Yes	$ 1,125,739	$ 956,492.00	0.000%	0.000%
1	4	Direct Tutoring and Intervention Support to Students	Yes	$ 391,380	$ 261,023.00	0.000%	0.000%
1	6	Access and Use of Digital Technology to Support Student Learning	Yes	$ 279,852	$ 325,746.00	0.000%	0.000%
2	3	College and Career Indicator (CCI) Planning and Awareness	Yes	$ 51,437	$ 49,643.00	0.000%	0.000%
2	4	Attendance Support and Focus	Yes	$ 246,930	$ 247,508.00	0.000%	0.000%
2	6	Monitoring instruction, Learning, and Graduation Rates for EL and LTEL students.	Yes	$ 149,408	$ 145,457.00	0.000%	0.000%
2	7	High School Equivalency Test (GED and HiSET)	Yes	$ 1,500	$ 2,100.00	0.000%	0.000%
2	10	Summer School	Yes	$ 49,327	$ 59,433.00	0.000%	0.000%
3	4	Enrollment and Attendance Support	Yes	$ 751,436	$ 703,420.00	0.000%	0.000%
3	5	Transportation Support	Yes	$ 2,400	$ 750.00	0.000%	0.000%
3	9	Positive Behavior Intervention and Supports	Yes	$ 6,000	$ 4,061.00	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 6,080,989	$ 2,017,460	0.000%	33.177%	$ 2,755,633	0.000%	45.316%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$ 6,461,235	$ 2,359,449	36.517%	0.000%	36.517%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 6,538,042	$ 264,752	$ 511,234	$ 503,492	$ 7,817,520.00	$ 5,823,305	$ 1,994,215

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	GLEAM Instruction and Professional Development	All	No	LEA-wide	N/A	School Sites	All Year	$ 2,645,841	$ 15,850	$ 2,661,691	$ -	$ -	$ -	$ 2,661,691	0.000%
1	2	School Aligned Resources	All	No	LEA-wide	All	School Sites	All Year	$ -	$ 145,515	$ 27,200	$ 118,315	$ -	$ -	$ 145,515	0.000%
1	3	MTSS Teams	EL,SWD, SED,FY	Yes	LEA-wide	All	School Sites	All Year	$ 1,097,303	$ 7,850	$ 1,105,153	$ -	$ -	$ -	$ 1,105,153	0.000%
1	4	Direct Tutoring and Intervention Support to Students	EL,SWD, SED,FY	Yes	LEA-wide	English Learners and Foster Youth	School Sites	All Year	$ 227,600	$ 50,479	$ 268,979	$ 9,100	$ -	$ -	$ 278,079	0.000%
1	5	Professional Development	All	No	LEA-wide	N/A	School Sites	All Year	$ 52,868	$ -	$ 52,868	$ -	$ -	$ -	$ 52,868	0.000%
1	6	Access and Use of Digital Technology to Support Student Learning	All	Yes	LEA-wide	All	School Sites	All Year	$ -	$ 228,971	$ 228,971	$ -	$ -	$ -	$ 228,971	0.000%
2	1	Dual Enrollment Programming	All	No	LEA-wide	All	School Sites	All Year	$ 113,365	$ 10,000	$ 113,365	$ 10,000	$ -	$ -	$ 123,365	0.000%
2	2	CTE Pathways	All	No	Schoolwide	All	School Sites	All Year	$ -	$ 508,089	$ -	$ 12,755	$ -	$ 495,334	$ 508,089	0.000%
2	3	College and Career Indicator (CCI) Planning and Awareness	SED	Yes	LEA-wide	All	School Sites	All Year	$ 51,795	$ 3,000	$ 54,795	$ -		$ -	$ 54,795	0.000%
2	4	Attendance Support and Focus	EL,SWD, SED,FY	Yes	LEA-wide	All	District Wide	All Year	$ 249,204	$ -	$ 249,204	$ -	$ -	$ -	$ 249,204	0.000%
2	5	Monitoring instruction, Learning, and Graduation Rates for Students with Disabilities	SWD	No	Limited	N/A	School Sites	All Year		$ 511,234		$ -	$ 511,234	$ -	$ 511,234	0.000%
2	6	Monitoring instruction, Learning, and Graduation Rates for EL and LTEL students.	EL, LTEL	Yes	Limited	English Learners	School Sites	All Year	$ 123,359	$ 30,170	$ 145,371	$ -	$ -	$ 8,158	$ 153,529	0.000%
2	7	High School Equivalency Test (GED and HiSET)	ALL	Yes	LEA-wide	All	School Sites	All Year		$ 10,000	$ 1,500	$ 8,500	$ -		$ 10,000	0.000%
2	8	Work-Based Learning and Industry Certifications	All	No	LEA-wide	All	School Sites	All Year	$ 51,795	$ 1,352	$ 53,147	$ -	$ -	$ -	$ 53,147	0.000%
2	9	Student Led Enterprise	All	No	Schoolwide		School Sites	All Year		$ 1,400	$ 1,400	$ -	$ -	$ -	$ 1,400	0.000%
2	10	Summer School	All	Yes	Limited	All	School Sites	June-July	$ 54,160	$ -	$ 54,160	$ -	$ -	$ -	$ 54,160	0.000%
3	1	Parent/Guardian workshops and committees	All	No	LEA-wide		District Wide	All Year		$ 500	$ 500	$ -	$ -	$ -	$ 500	0.000%
3	2	Parent Engagement and Information Systems	All	No	LEA-wide		District Wide	All Year	$ 124,602	$ -	$ 124,602	$ -	$ -	$ -	$ 124,602	0.000%
3	3	Community Outreach and Student Recruitment	All	No	LEA-wide		District Wide	All Year	$ 124,602	$ -	$ 124,602		$ -	$ -	$ 124,602	0.000%
3	4	Enrollment and Attendance Support	All	Yes	Schoolwide	All	District Wide	All Year	$ 736,289	$ -	$ 736,289	$ -	$ -	$ -	$ 736,289	0.000%
3	5	Transportation Support	SED	Yes	Limited	Low-Income	School Sites	All Year	$ -	$ 4,200	$ 4,200	$ -	$ -	$ -	$ 4,200	0.000%
3	6	Multilingual Communication	All	No	Limited	English Learners	School Sites	All Year		$ 3,600	$ 3,600	$ -	$ -	$ -	$ 3,600	0.000%
3	7	Behavioral Health	All	No	LEA-wide		School Sites	All Year	$ 105,082	$ 1,000		$ 106,082		$ -	$ 106,082	0.000%
3	8	Student Activities, and Programs	All	No	LEA-wide		School Sites	All Year		$ 1,000	$ 1,000	$ -	$ -	$ -	$ 1,000	0.000%
3	9	Positive Behavior Intervention and Supports	EL,SWD, SED,FY	Yes	Schoolwide	All	District Wide	All Year		$ 32,050	$ 32,050	$ -	$ -	$ -	$ 32,050	0.000%
3	10	School Safety Personnel and Services	All	No	Schoolwide		District Wide	All Year	$ 65,440	$ 28,465	$ 93,905	$ -	$ -	$ -	$ 93,905	0.000%
3	11	School Safety Equipment	All	No	Schoolwide		District Wide	All Year		$ 500	$ 500	$ -	$ -	$ -	$ 500	0.000%
3	12	Clean Schools	All	No	Schoolwide		District Wide	All Year		$ 398,990	$ 398,990	$ -	$ -	$ -	$ 398,990	0.000%
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2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 6,461,235	$ 2,359,449	36.517%	0.000%	36.517%	$ 2,880,672	0.000%	44.584%	**Total:**	$ 2,880,672
								LEA-wide Total:	$ 1,908,602
								Limited Total:	$ 203,731
								Schoolwide Total:	$ 768,339

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	GLEAM Instruction and Professional Development	No	LEA-wide		School Sites	$ -	0.000%
1	2	School Aligned Resources	No	LEA-wide		School Sites	$ -	0.000%
1	3	MTSS Teams	Yes	LEA-wide	All	School Sites	$ 1,105,153	0.000%
1	4	Direct Tutoring and Intervention Support to Students	Yes	LEA-wide	English Learners and Foster Youth	School Sites	$ 268,979	0.000%
1	5	Professional Development	No	LEA-wide		School Sites	$ -	0.000%
1	6	Access and Use of Digital Technology to Support Student Lear	Yes	LEA-wide	All	School Sites	$ 228,971	0.000%
2	1	Dual Enrollment Programming	No	LEA-wide		School Sites	$ -	0.000%
2	2	CTE Pathways	No	Schoolwide		School Sites	$ -	0.000%
2	3	College and Career Indicator (CCI) Planning and Awareness	Yes	LEA-wide	All	School Sites	$ 54,795	0.000%
2	4	Attendance Support and Focus	Yes	LEA-wide	All	District Wide	$ 249,204	0.000%
2	5	Monitoring instruction, Learning, and Graduation Rates for Stu	No	Limited		School Sites	$ -	0.000%
2	6	Monitoring instruction, Learning, and Graduation Rates for EL a	Yes	Limited	English Learners	School Sites	$ 145,371	0.000%
2	7	High School Equivalency Test (GED and HiSET)	Yes	LEA-wide	All	School Sites	$ 1,500	0.000%
2	8	Work-Based Learning and Industry Certifications	No	LEA-wide		School Sites	$ -	0.000%
2	9	Student Led Enterprise	No	Schoolwide		School Sites	$ -	0.000%
2	10	Summer School	Yes	Limited	All	School Sites	$ 54,160	0.000%
3	1	Parent/Guardian workshops and committees	No	LEA-wide		District Wide	$ -	0.000%
3	2	Parent Engagement and Information Systems	No	LEA-wide		District Wide	$ -	0.000%
3	3	Community Outreach and Student Recruitment	No	LEA-wide		District Wide	$ -	0.000%
3	4	Enrollment and Attendance Support	Yes	Schoolwide	All	District Wide	$ 736,289	0.000%
3	5	Transportation Support	Yes	Limited	Low-Income	School Sites	$ 4,200	0.000%
3	6	Multilingual Communication	No	Limited		School Sites	$ -	0.000%
3	7	Behavioral Health	No	LEA-wide		School Sites	$ -	0.000%
3	8	Student Activities, and Programs	No	LEA-wide		School Sites	$ -	0.000%
3	9	Positive Behavior Intervention and Supports	Yes	Schoolwide	All	District Wide	$ 32,050	0.000%
3	10	School Safety Personnel and Services	No	Schoolwide		District Wide	$ -	0.000%
3	11	School Safety Equipment	No	Schoolwide		District Wide	$ -	0.000%
3	12	Clean Schools	No	Schoolwide		District Wide	$ -	0.000%
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2026-2027 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,863,160	$ -	0.000%	0.000%	$ -	0.000%	0.000%	$ -	0.000%

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).