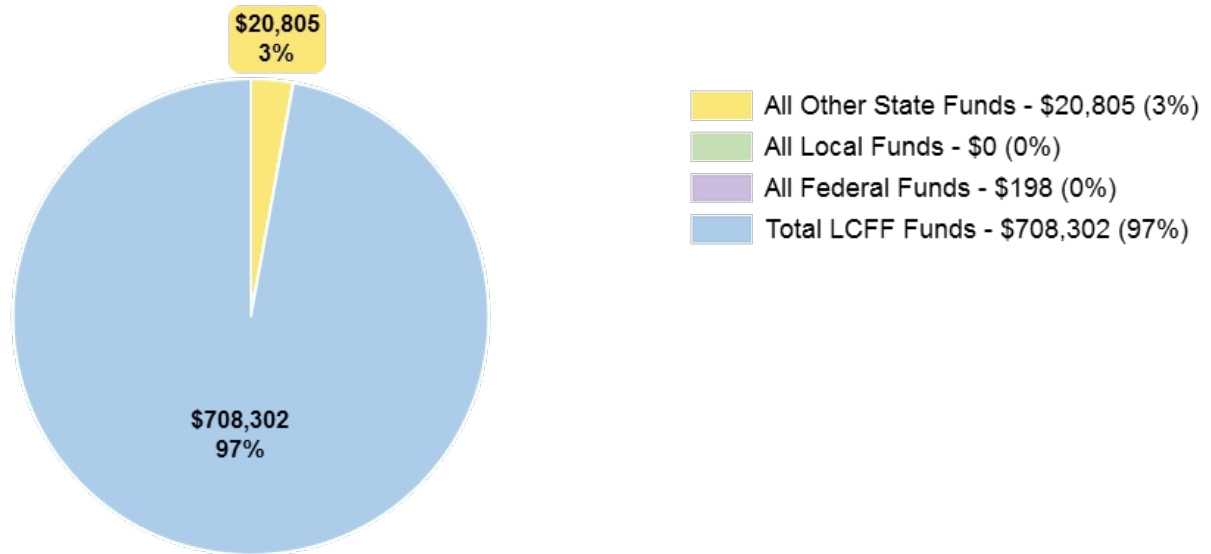


LCFF Budget Overview for Parents

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

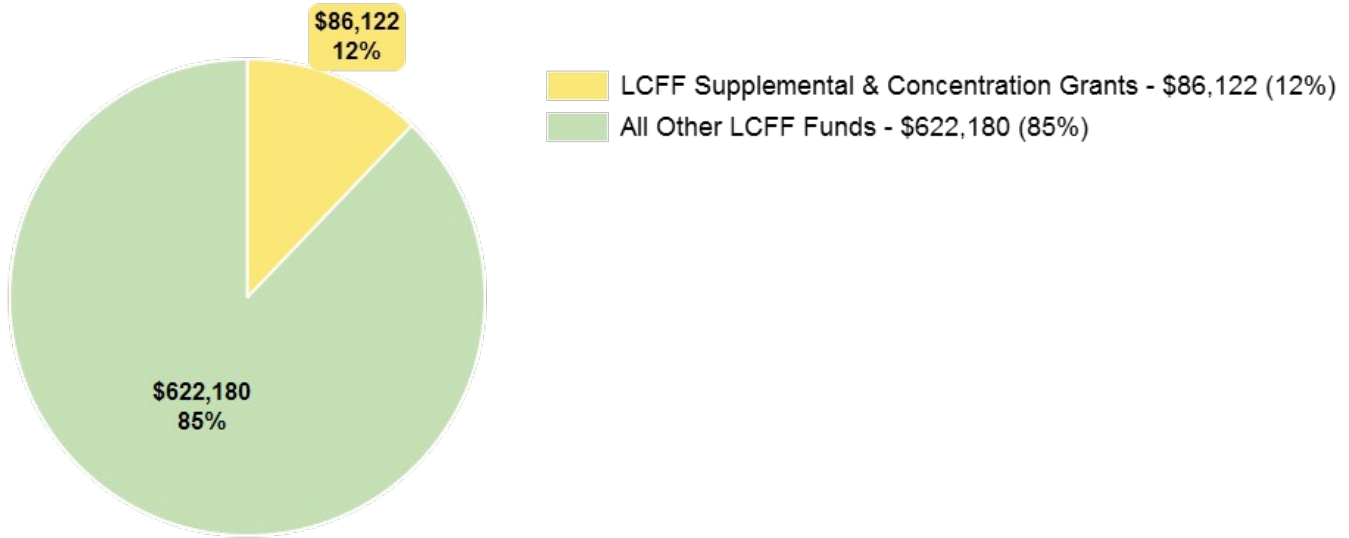
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$20,805	3%
All Local Funds	\$0	0%
All Federal Funds	\$198	0%
Total LCFF Funds	\$708,302	97%

Breakdown of Total LCFF Funds



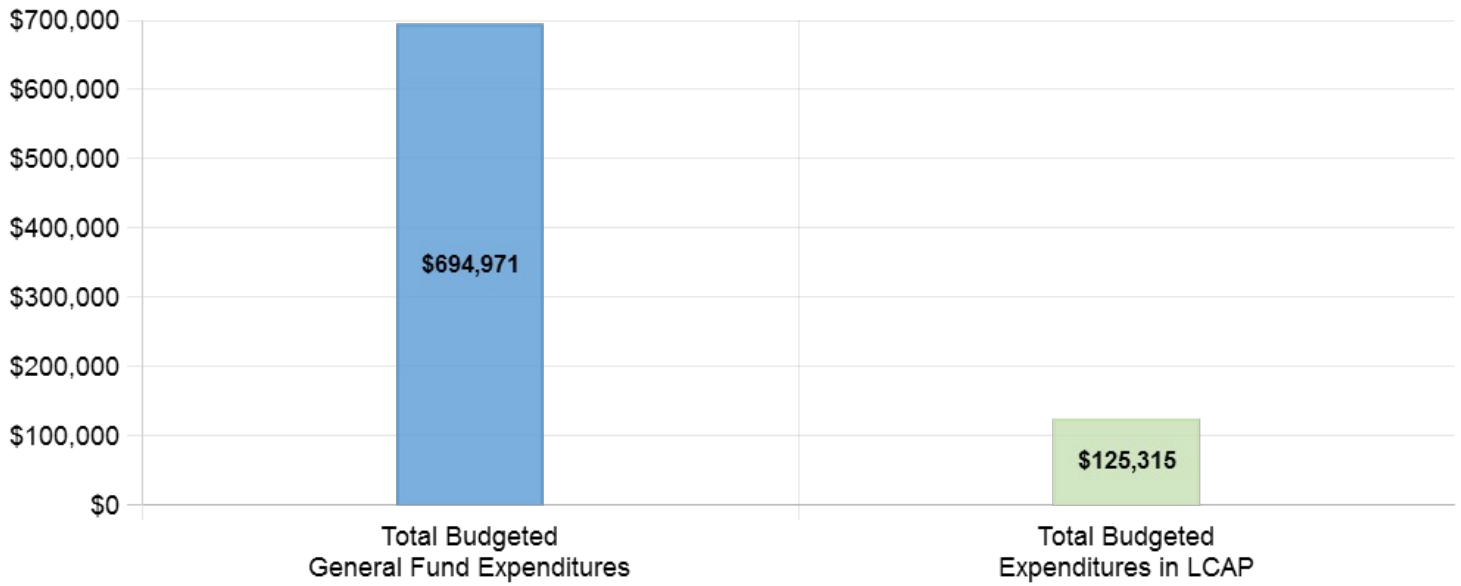
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$86,122	12%
All Other LCFF Funds	\$622,180	85%

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

The total revenue projected for Come Back Charter is \$729,305, of which \$708,302 is Local Control Funding Formula (LCFF), \$20,805 is other state funds, \$0 is local funds, and \$198 is federal funds. Of the \$708,302 in LCFF Funds, \$86,122 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$694,971
Total Budgeted Expenditures in LCAP	\$125,315

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

Come Back Charter plans to spend \$694,971 for the 2019-20 school year. Of that amount, \$125,315 is tied to actions/services in the LCAP and \$569,656 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

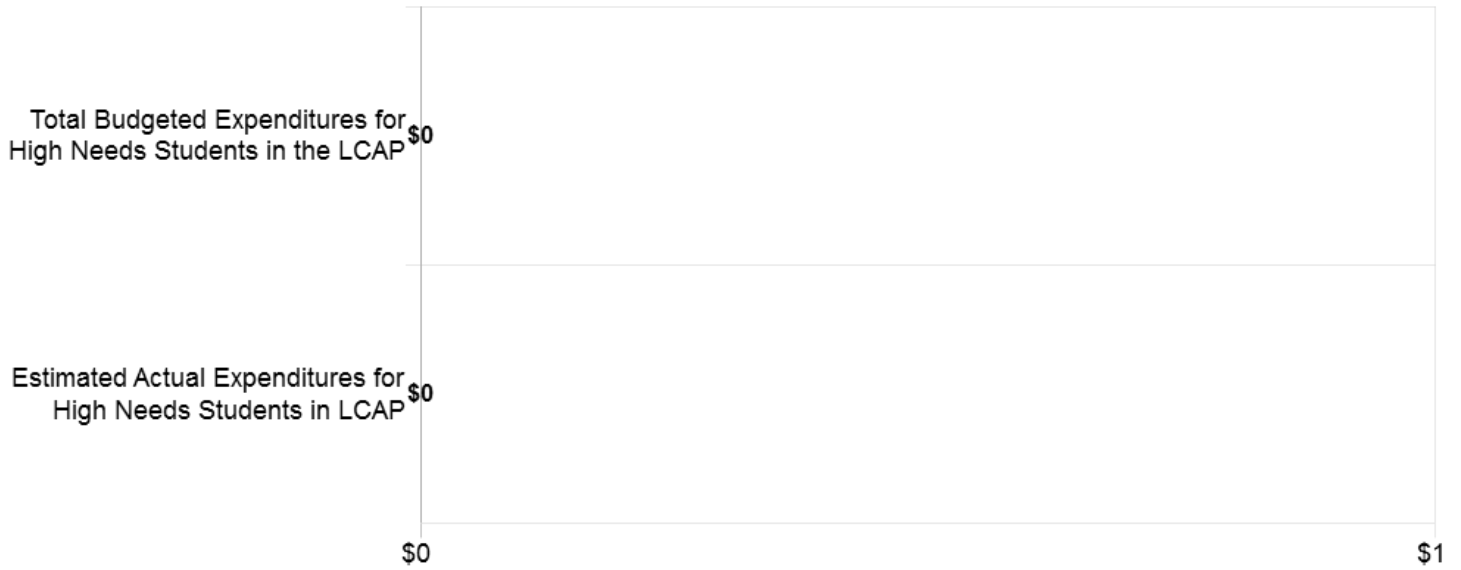
All other general fund expenditures not included in the LCAP are to cover the expenditures on salaries, facilities, and general costs to maintain the operation of the school.

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

In 2019-20, Come Back Charter is projecting it will receive \$86,122 based on the enrollment of foster youth, English learner, and low-income students. Come Back Charter must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Come Back Charter plans to spend \$86,315 on actions to meet this requirement.

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

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



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$0
Estimated Actual Expenditures for High Needs Students in LCAP	\$0

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

In 2018-19, Come Back Charter's LCAP budgeted \$0 for planned actions to increase or improve services for high needs students. Come Back Charter estimates that it will actually spend \$0 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Come Back Charter	Mark Pintor	mpintor@mcoe.org
	Principal	209-381-5165

2017-20 Plan Summary

The Story

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

Come Back Charter School (CBCS) began operations in September of 2018 to provide an independent study program for adult learners. CBCS serves students who are 18 and older and who have not yet received their diplomas. Students who attend CBCS primarily come from the Merced area, but the school serves students throughout the county and can serve students from adjacent counties. The school currently has two teachers and operates from two different locations: the Merced County Office of Education (MCOE) main office and another office located at Valley Community School in Atwater. The administrative support is currently conducted at the Educational Complex located on Wardrobe Avenue.

Students who attend CBCS failed to obtain their high school diploma for diverse reasons, such as being credit deficient, having voluntarily dropped out, having “aged out” of a traditional or alternative public school setting, or being incarcerated. While the program is available to anyone over 18 years of age, CBCS students primarily range in age from 18 to early to mid 20’s. The CBCS model is based off of other successful Come Back schools throughout the state.

LCAP Highlights

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

This year’s LCAP for CBCS is brand new. Because of this, there is no annual update to go with the LCAP. This year, the school focused on defining the program and the purpose. Many of the goals and actions in the plan are to continue to develop “who we are” and how to best serve our adult population.

While the school information will be presented by the state on the Dashboard Alternative School Status (DASS), there will still be several indicators not shown on this dashboard. Since students are beyond the age of Smarter Balanced testing, no data will be available except for science assessments and ELPAC in future years. Graduation rate will be a major measure of the data as well as attendance rates. Therefore, for local measures, some preliminary measurements were included to set goals for the school.

Review of Performance

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

Greatest Progress

For CBCS, the greatest progress so far is the number of potential students that are interested in attending. The program started with less than 10 students and now has 50 plus with more waiting to enter. While the school anticipated a need for this type of program in Merced County, the demand in year one is beyond expectation. This shows the need for CBCS throughout the county and allows for ways to expand and connect with other communities and agencies. Feedback so far has been positive and this year, CBCS expects to have 15 or more graduates by the end of the school year.

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

Greatest Needs

Currently, CBCS is looking at the appropriate program to determine student academic performance levels. However, current student progress in courses show that students are still having a difficult time with the online content and expectations. This is either discouraging students from attending or preventing them from progressing at a rate that is appropriate. This explains the low attendance rates for this year as well as the high turnaround. While attendance and high turnaround is to be expected with such a program, CBCS can find ways to improve these outcomes. The need for additional training in online curriculum for both staff and students is essential.

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

Performance Gaps

While no state data is available, local data in regards to grades and student scores on unit tests show that students have a hard time with the rigor of the online platform being utilized by the school. Depending on age and years of high school education, some students may or may not have been exposed to such learning. This creates greater success for some but not others. The current gap identified by student performance at the school appears to be related to the technological gap. Younger students tend to have more of advantage over older students in this area. The incorporation of workshops and tutoring in the next school year should help to alleviate this gap.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Annual Update

LCAP Year Reviewed:

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

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

CBCS regularly engaged stakeholders through informal meetings, surveys, and community forums. CBCS administration regularly solicited input from staff, students, and community on the development of the school. The goal was to have a variety of stakeholders provide input as to the goals and actions for the school's first LCAP.

Students: To get student input, MSCS staff conducted interviews and surveys to determine student needs and goals. In the spring of 2019, students were given a survey to determine the identity of the school. During orientation meetings, students were asked what the goals and purpose were for attending the school and why they were choosing CBCS over other schools. Because of the small size of the school and having just started this year, student feedback was garnered informally and through advisory meetings.

Certificated and Classified Staff: MSCS conducted meetings with certificated and classified staff local bargaining unit members. The LCAP goals and actions were developed and discussed in January of 2019. Follow up occurred in February and at the advisory meeting in March of 2019. Staff had the opportunity to help develop the goals and actions for this years LCAP.

Advisory Board: The CBCS Advisory Board is being developed and does not currently have members. However, the school conducted an advisory

meeting in March to review goals and actions for the plan. Those in attendance included students, teaching and classified staff, administration, and MCOE representatives. Information on goals and actions were collected and reflected in this plan.

Parent/Community: Since CBCS is an adult program, parents have the option of participating in the school through advisory meetings. However, none did so for this school year. The administration regularly attended the adult network meetings for Merced County (GAEN) to ensure that community input was sought. All information that was garnered through community engagement such as meeting and informal interviews were collected and utilized for the plan.

Administration: CBCS administration met to discuss the progress and development of the school and to help identify and define the overall needs of students and staff based on the vision and mission identified in the school's petition. Progress was measured quarterly in regards to budget and student performance. All of the information was gathered and used to help develop the LCAP and to identify the measures and outcomes desired by the school.

Public Posting: The Draft LCAP was posted on the school's website for review on June 4, 2019.

Impact on LCAP and Annual Update

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

Since this is the school's first year of operation, there was no impact on the Annual Update as there were no goals or actions to review.

Input from all stakeholders provided the information needed to create the school's first plan. The focus from all stakeholder's was how to make students who were not successful in their previous academic endeavors successful now. According to input, the school needs to develop a sense of community and belonging. Adults bring different components to their education than do students 18 and younger. Many have full time jobs, children, or large families to support. Completing their diploma while maintaining a living appears to be what most stakeholders felt the school should do. The goals and actions represented here in this plan reflect that input.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New

Goal 1

Climate and culture - Create and maintain a welcoming and comfortable learning environment where students feel a part of a larger supportive community.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6, 8

Local Priorities:

Identified Need:

Based on information generated from student interviews and follow up, the majority of students failed to achieve their diploma as they felt no or little connection with the school or the need for attending.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate	79%	N/A	N/A	85%
Truancy Rate	53%	N/A	N/A	25%
Suspension Rate	0	N/A	N/A	0
Expulsion Rate	0	N/A	N/A	0

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Create work spaces for students at all CBCS locations that are comfortable and welcoming to maximize student productivity.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$5,000
Source	N/A	N/A	LCFF
Budget Reference	N/A	N/A	4000

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Create and brand an image for the school to use on forms, shirts, etc. to build a sense of belonging and to provide for advertisement and recruiting within the community.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$4,000
Source	N/A	N/A	LCFF
Budget Reference	N/A	N/A	4000

Action #3

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Provide at a minimum 5 social engagement opportunities that develop a sense of community and pride such as school events (Open House), community service projects, or student testimonials for use on the CBCS website to celebrate student success.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$6,000
Source	N/A	N/A	LCFF
Budget Reference	N/A	N/A	1000, 3000, 5000

Action #4

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

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

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

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

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

To address students' prior negative academic experiences and to rebuild confidence, the school will incorporate additional resources to assist with learning including but not limited to extra time with teacher in the form of classes or labs and time with academic tutors to support students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$10,000
Source	N/A	N/A	LCFF
Budget Reference	N/A	N/A	1000, 2000, 3000, 4000

Action #5

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Ensure students have access to a computer device and Internet connection by maintaining an adequate supply of technology devices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$10,000
Source	N/A	N/A	LCFF
Budget Reference	N/A	N/A	5000

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

New

Goal 2

Academic performance - Students, staff, and stakeholders work together to develop an academic and career plan that moves students towards higher education/technical training and better job opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities:

Identified Need:

Students need the skills and academic proficiency to be successful in college and career.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Assessment	N/A	N/A	N/A	1 grade level of growth

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Math Assessment	N/A	N/A	N/A	1 grade level of growth

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Provide a variety of courses to allow the students to have input in their learning. Allow students to view various courses that will meet individual requirements and then choose the courses they want to take in order to meet those necessary requirements.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$2,000
Source	N/A	N/A	LCFF
Budget Reference	N/A	N/A	5000

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Provide at least 4 opportunities for students to explore academic and career planning for post-high school. This may include meeting with the school counselor, field trips to local colleges, informational workshops with EMPOWER, Cal-SOAP, or DOR, or working with their teacher to help explore the requirements for the student's chosen career field.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$6,000
Source	N/A	N/A	LCFF
Budget Reference	N/A	N/A	1000, 3000, 4000

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Provide opportunity for the students to work as volunteers with MCOE to earn work experience, build their resumes, improve skills, and explore possible career paths.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$3,000
Source	N/A	N/A	LCFF
Budget Reference	N/A	N/A	1000, 3000

Action #4

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Incorporate Career Technical Education (CTE) courses and teachers as part of the student's course requirements and to provide career pathway guidance.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	N/A	N/A	\$2,000
Source	N/A	N/A	LCFF
Budget Reference	N/A	N/A	5000

Action #5

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Develop and maintain agreement with EMPOWER (18-24) and Worknet (25+) to assist students with job training and employment while working towards or achieving their diploma.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$2,000
Source	N/A	N/A	LCFF
Budget Reference	N/A	N/A	5000

Action #6

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Ensure students have access to rigorous and comprehensive online curriculum.

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

N/A

\$8,000

Source

N/A

N/A

LCFF

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

N/A	N/A	5000
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(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 3

Engagement - Help students take ownership of their education and take advantage of all resources available to them to achieve their goals.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 8

Local Priorities:

Identified Need:

Students need to have the skills to be college or workforce ready. Many students have been disengaged from their previous academic endeavors and need additional help to know what opportunities exist for them.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Climate Surveys	N/A	N/A	N/A	85%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students participating in workshops	N/A	N/A	N/A	20%
Number of students serving on Advisory Board	N/A	N/A	N/A	2

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Train teachers and instructional support staff to work more as coaches and guides. Make the student the center of their educational experience with more choices and control under the adopted requirements.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$8,000
Source	N/A	N/A	LCFF
Budget Reference	N/A	N/A	1000, 3000, 5000

Action #2

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

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

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

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

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Create a student resource handbook with a listing of all available resources for the students, including how to access those resources and what support or training each resource provides.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$4,000
Source	N/A	N/A	LCFF
Budget Reference	N/A	N/A	1000, 3000, 4000

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Increase student participation and responsibilities on the CBCS Advisory Board including student led meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$2,000
Source	N/A	N/A	LCFF
Budget Reference	N/A	N/A	4000

Action #4

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Implement a student interest inventory to use to individualize each students educational coursework to match their areas of interest within the guideline of the required course work.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$6,000
Source	N/A	N/A	LCFF
Budget Reference	N/A	N/A	1000, 3000, 5000

Action #5

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

		New
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Provide staff to support high needs students with additional support and resources.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$47,315
Source	N/A	N/A	LCFF
Budget Reference	N/A	N/A	1000, 2000, 3000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

N/A

N/A

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

N/A

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

N/A

N/A

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or

quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

N/A

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$86,122

13.84%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Improving access to technology and curriculum, to job training, career planning, and ultimately program completion is the focus of the school for not just unduplicated pupils, but all students. The largest group, low income, often do not have the means to access online resources, which is why the school was created with being a one to one school from the start. Technology is just one of the barriers that students in the unduplicated population encounter. They are often many more than these. Access to resources or knowledge about what is available to students is often unknown by many students who are enrolling at the school. This is why the actions of ensuring every student a device, access and choice of rigorous curriculum, and the availability of help to plan their future is essential.

Ensuring students have access to additional help in all areas of their education is essential. Opportunities to engage with other fellow students or the community is included in Goal 1. This will help to build confidence and competence of the students and result in greater achievement and completion of the program. Opportunities for college and career exploration have also been included so students can plan for their futures after they get their diplomas. By opening doors to opportunities in college and or career, students will be more successful after receiving their high school diploma. That is

why actions about community and program partnerships and information on resources are not only essential for unduplicated pupils, but also all pupils in general. That is why actions to improve services for unduplicated pupils is schoolwide.