

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Come Back Butte Charter

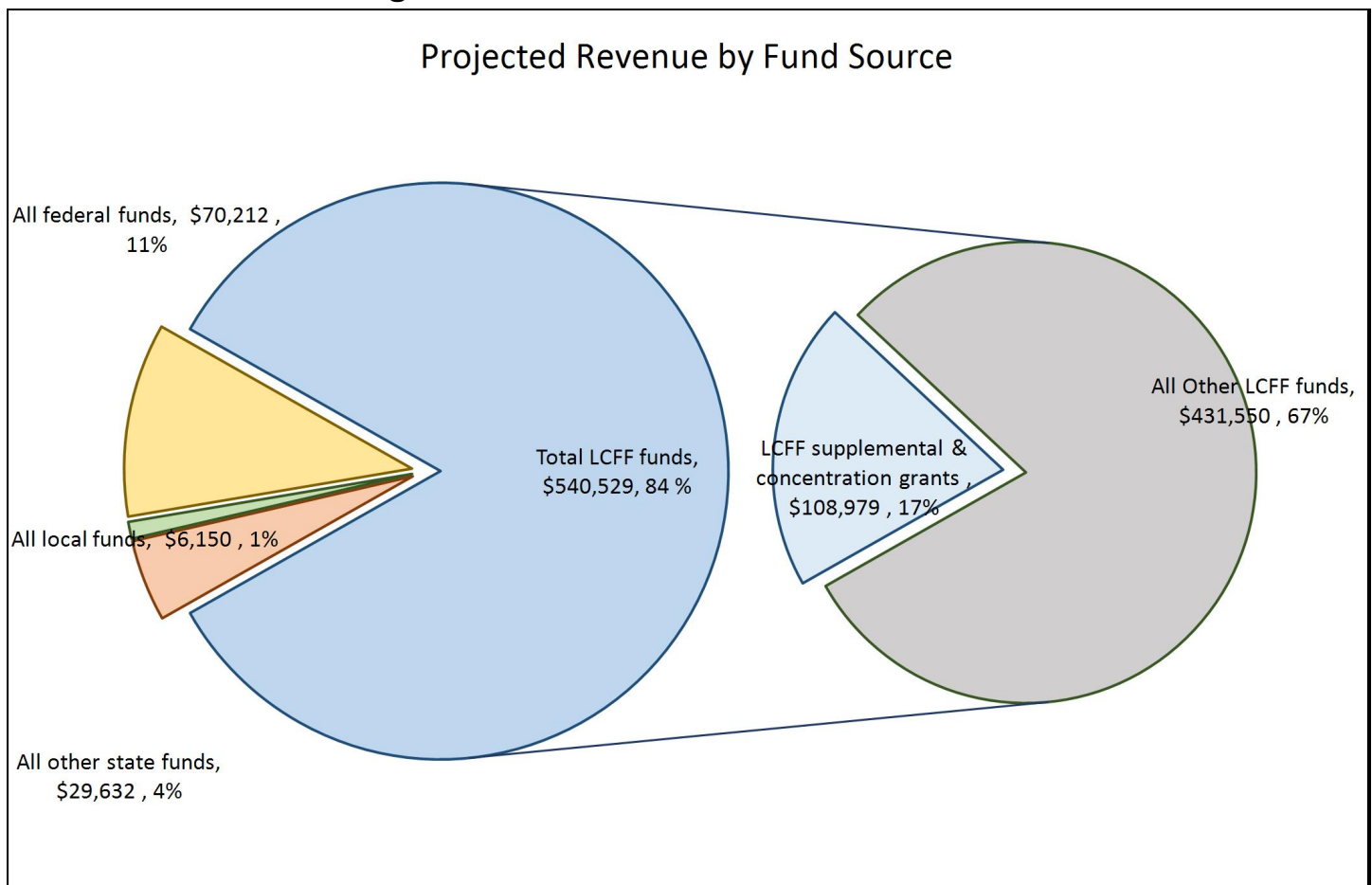
CDS Code: 04-10041-0134213

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

LEA contact information: Janis Delgado, Principal

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

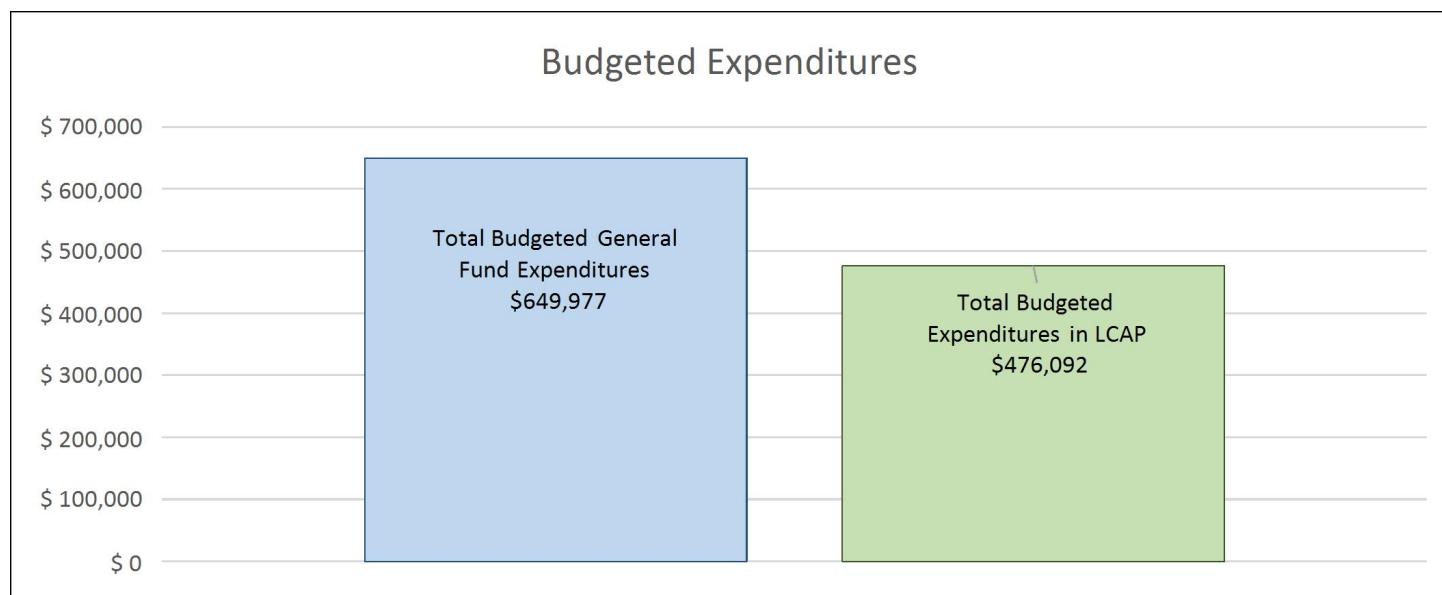


This chart shows the total general purpose revenue Come Back Butte Charter expects to receive in the coming year from all sources.

The total revenue projected for Come Back Butte Charter is \$646,523, of which \$540,529 is Local Control Funding Formula (LCFF), \$29,632 is other state funds, \$6,150 is local funds, and \$70,212 is federal funds. Of the \$540,529 in LCFF Funds, \$108,979 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Come Back Butte 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 Butte Charter plans to spend \$649,977 for the 2019-20 school year. Of that amount, \$476,092 is tied to actions/services in the LCAP and \$173,885 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Special Education Contribution, Facility Expenses, Admin Supplies/Postage, Certificated and Classified Salaries, Admin/Legal Fees, CTE mileage, Aeries (student information system)

## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Come Back Butte Charter is projecting it will receive \$108,979 based on the enrollment of foster youth, English learner, and low-income students. Come Back Butte 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 Butte Charter plans to spend \$108,979 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:

### Goal 1

Send staff to the Independent Study (IS) conference with the intent of understanding how to best serve EL, FY and LI students in an independent study model. The Independent Study conference is designed to support research based practice in standards implementation, core content instruction, engagement and behavior strategies and program compliance and apply them to a non-classroom based model.

Support successful internship/apprenticeship implementation for FY and LI student groups by ensuring students have a CA ID and their birth certificate.

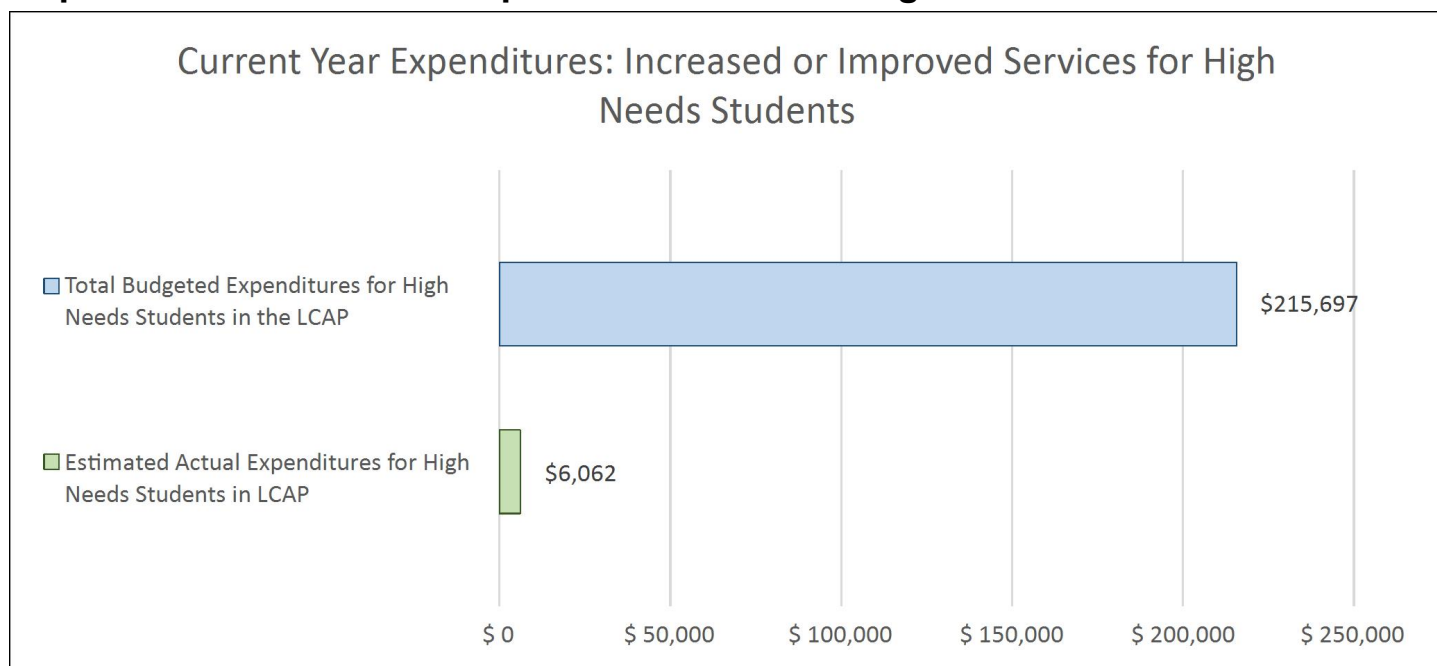
## Goal 2

Provide family engagement opportunities for EL, FY and LI student groups, and provide student engagement through PBIS incentives to support work completion, attendance at IS meetings and assessment participation. The Come Back program serves students who have not experienced academic success in traditional school programs and need highly structured and incentivized opportunities to experience success.

Provide additional staff (FTE) to decrease the student: teacher ratio and increase student engagement for EL, FY and LI student groups. Site root cause analysis, student survey and needs assessment data support this expenditure. Come Back staff are not able to fully engage students in their learning. Maintaining reduced teacher caseloads will allow staff to build trusting relationships and provide more 1:1 instructional support for students.

# LCFF Budget Overview for Parents

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



This chart compares what Come Back Butte 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 Butte 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 Butte Charter's LCAP budgeted \$215,697 for planned actions to increase or improve services for high needs students. Come Back Butte Charter estimates that it will actually spend \$6,062 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-209,635 had the following impact on Come Back Butte Charter's ability to increase or improve services for high needs students:

The school site budgeted S & C funds to provide additional instructors for the growing program. ADA did not increase as anticipated and additional staff were not hired. Other items that were assigned to S & C were items that were part of the LEA centralized services expenditures.

While the reallocation of these funds was not properly categorized, the school site does not have sufficient base funding to operate the school program without additional revenue. Once base funds are expended, S & C and then federal and other categorical/ grant dollars are used to address the needs of the instructional program.

The LEA put a process in place to support site administration with understanding how to identify base expenditures, and properly allocate/ document S & C funds. The LEA put a procedure in place for tracking actions and expenditures moving into 2019-2020 to ensure proper documentation of spending.



# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Come Back Butte Charter

Contact Name and Title

Janis Delgado  
Principal

Email and Phone

jdelgado@bcoe.org  
530-532-5827

## 2017-20 Plan Summary

### The Story

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

Butte County Office of Education (BCOE) is located 90 miles north of Sacramento in the town of Oroville, home of the world's tallest earth dam. Butte County is a place of natural beauty with countless opportunities in both rural and urban environments.

This Local Control Accountability Plan (LCAP) is focused on Come Back Butte Charter, a no cost charter located in Oroville. The Butte County Office of Education Board first authorized the addition of this school in March of 2016 and the school opened its doors to students in August of 2016. CBBC is accessible to students who live in Butte County, as well as, Tehama, Plumas, Yuba, Sutter, Colusa and Glenn counties.

Come Back Butte Charter (CBBC) strives to meet the needs of students, ages 16 and older, who have not been successful in traditional schools and/or students who dropped out of school for a range of reasons. CBBC motivates students who do not have a high school diploma to come back and finish what they started. Students are provided with the opportunity to earn their high school diploma and to focus on their future beyond high school completion. Using an independent study model, students meet with teacher(s) once a week to discuss their progress as they work at their own pace on-line. CBBC has 90 Chromebooks and 25 hotspots available for students to use in order to access the online curriculum. The CBBC staff works with each student to set attainable goals and work toward earning a high school diploma, developing skills to prepare for vocational programs, and/or pursuing higher education. CBBC helps students improve their academic abilities, accept personal responsibility, and live healthy lifestyles. Student success is supported by the philosophy that Come Back Butte Charter is a place where education is the focus while improving our community for everyone.

To achieve this CBBC includes the following components:

- Tailoring education programs to meet each student's individual needs
- Assessing students on an on-going basis
- Hiring, supporting, and continuously training high-quality teachers and staff
- Working closely with students and partners to assure full support for student success
- Establishing staff accountability for producing positive outcomes
- Identifying interests, life goals and discovering a career aligned to interests and goals

CBBC students are served exclusively in partnership with Northern Rural Training and Employment Consortium (NoRTEC), the local administrator of Workforce Investment Act (WIA) programs and CBBC is a charter school authorized under California Ed Code §47612.1.

In addition to NoRTEC, students are referred to CBBC through a variety of agencies in our county such as local high schools, adult programs, county programs and word of mouth. Current CBBC students range in ages of 16-50, coming from various settings ranging from independent/family living situations to transitional housing/treatment programs or detention facilities.

[Required] The LEA does not use Title I, Part A funds to establish or maintain a preschool program.

[Required] Title IV, Part A funding is being transferred to Title I, Part A.

## LCAP Highlights

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

The 2018-2019 LCAP highlights include a continued focus on the implementation of Trauma Informed Practices; specifically post Camp Fire recovery efforts and the continued support of Tier I-III Positive Behavior Intervention and Supports (PBIS).

Based on the site needs assessments and root cause analysis compiled in 2018-2019 the LEA will support improved student engagement by:

- \* piloting the student centered coaching model with academic workshops and professional learning communities (PLCs)
- \* providing 'push-in' site level professional development aligned to the LEA strategic plan. The intent is to consistently reach more small school staff with a common message to build capacity and sustainability of engagement, academic and climate efforts

- \* providing coaching and professional development to address low student engagement
- \* develop real-world learning opportunities for students, including Career Technical Education and local internship/mentorship programs aligned to state standards and course content

We will continue to increase these services, thereby increasing the percentage of students graduating and meeting standards in Math, ELA and Writing while continuing to decrease absenteeism rates.

## 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

What progress is CBBC most proud of and how does CBBC plan to maintain and build upon that success?

Come Back Butte Charter is three years old this year. We have made tremendous progress since our opening in August 2016. We are very proud of the many successes of the 2018-19 school year. Based on the California Dashboard the following areas were identified:

- \* Graduation Rate increased by 10.8%
- \* The 2017-18 school year ended with 15 graduates. As of June 2019, twenty-five students have graduated and two students have passed the HiSET.
- \* Basics: Teachers, Instructional Materials, facilities - Standard Met
- \* Local Climate Survey - Standard Met

CBBC staff begins each day with a morning "Taking Care of Business" meeting. Teachers collaborate regarding student attendance and specific student academic needs. This allows teachers to share ideas for student success.

Tracking student meeting attendance is very important, to achieve this the staff uses a color coding system on their Outlook calendars. Student appointments are highlighted in yellow, to show the initial enrollment appointment; green, to represent the student attended appointment; orange, if student called to reschedule; and red when the student was a no call/no show. Administration can see at a glance if students are attending their weekly appointments. A green week is great news!

Edgenuity continues to be the core curriculum used at Come Back. Edgenuity reports prove to be useful during weekly appointments. Teachers print Student Session Logs and Attendance Logs to share with students and to talk with them about barriers that keep them from logging on more frequently or praise them for the hard work and time they have put into their school work. If a student has not met the required time of logging on, they are assigned to attend the lab each day until their next appointment. This allows the students to receive the support they may need to complete assignments. Come Back is also using a new feature in Edgenuity where students are able to use a calendar to track what assignments need to be completed each day in order to finish the course in the expected time frame.



Students use the computer lab throughout the week to access curriculum, work on assignments, access intervention courses and receive assistance from teachers and School Ties Tutors. CBBC has extended the classroom availability hours on Mondays to 5:00pm. This allows students who work or have other responsibilities additional time to attend appointments, receive assistance, intervention and complete assignments. In addition to the computer lab access, CBBC has 40 Chromebooks and 25 hotspots that can be checked out by students for access to curriculum.

Come Back continues to be the educational provider for clients at the Esplanade House, a transitional housing and support service for families to move from crisis to self-sufficiency. A teacher travels to Chico each week to meet with students as they work to earn credits towards their high school diploma. Come Back also serves students who participate in the Butte County TAY (Transitional Age Youth) Program. Within the TAY program, 18-21 year old incarcerated young people who do not have a high school diploma are given the opportunity to enroll at Come Back and work to earn credits towards a high school diploma.

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**

The Dashboard Alternative School Status (DASS) released Fall 2018 identified CBBC for Comprehensive Supports and Improvements (CSI) for graduation rate.

To address graduation rate, Come Back Butte Charter submitted a charter revision to the BCOE Board of Education. The revision was approved on October 8, 2018. This revision adjusted the student grade level assignment process. Now, rather than placing a student in a grade according to chronological age, students are placed in grade level according to the number of credits they have earned. This procedure allows students to progress towards graduation with less pressure of repeating the 12th grade multiple times. This change will also allow CBBC to determine the graduation rate based on true 12th grade students.

College/career readiness has also been a struggle at CBBC. Following up with students after they leave CBBC, whether they graduate or are disenrolled, is a missing point of data that needs to be gathered. CBBC will use CSI funding allocated to the site to begin providing transition services in 2019-2020. Transition services will support students in reaching graduation with a plan for their future. Once established, this position will be funded from Title I funds.

The LEA will provide additional support for college career readiness through professional development and coaching that support student engagement and relevant, real-world learning.

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



## Performance Gaps

The CA Dashboard does not identify any state indicators for which performance for any student group was two or more performance levels below the "all student" performance. 2017-2018 State and 2018-2019 local assessment data indicate students with disabilities and foster/homeless youth are performing below the overall student population.

[SPSA Resource Inequities] At this time, student groups identified in Performance Gaps are achieving somewhat below, but at similar rate as the overall student population. Therefore, there are currently no resource inequities that will be addressed.

## 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.

[CSI] Come Back was identified for graduation rate.

### Support for Identified Schools

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

The LEA supported the identified school by first referencing the LEA and site level needs assessment and data and data findings, including those identified by site administrators in the PLC process throughout the 2018-2019 school year. Through the PLC process, site and LEA administration have determined that students enrolled in BCOE school programs remain largely disengaged from education. While students indicate they like the school they attend, and the staff that support them, they are not invested in their own learning. This determination is also supported by high chronic absenteeism and suspension rates.

Based on recent data findings and stakeholder feedback gathered from site needs assessments, LEA administration met and assembled a list of recommended supports designed to address identified areas of need and build capacity to establish proactive measures that address and improve climate, suspension and attendance. LEA administration consulted with each administrator on these recommendations, took their feedback based on additional items in the site needs assessment and built a comprehensive plan that aligns to the LEA strategic plan and addresses the needs of all students.

At this time, student groups identified in Performance Gaps are achieving somewhat below, but at similar rate as the overall student population. Therefore, there are currently no resource inequities that will be addressed with CSI funding.

## Monitoring and Evaluating Effectiveness

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

The LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support school improvement with the implementation of both a site and LEA level self-evaluation that document Goal, Actions, Funding Source, Person Responsible, Evaluation Tool and then documents throughout the year, What is Working, What Is Not, and What Modifications Will Be Made. The self-assessment will be inclusive of State and local data findings and support decision making and planning in subsequent years.

Because the CA Dashboard provides very little data for most of our school programs, the LEA disaggregates and stores all data by site in an Excel spreadsheet. Data that can be shared publicly is used to populate the monitoring tool referenced above, data that cannot provides additional information to sites for the PLC decision making process

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 1

All students will be prepared to transition successfully into subsequent educational levels and the workforce.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 2: State Standards (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Priority 5: Local Metric/Student Engagement/School attendance rates</p> <p><b>18-19</b> CBBC will increase attendance by 2%</p> <p><b>Baseline</b> As of month 8 2016-2017 school year attendance 82.31%</p>	<p>Attendance: 87% (increased 7%) GOAL MET</p>
<p><b>Metric/Indicator</b> Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator</p> <p><b>18-19</b> CBBC will increase graduation rate by 5%</p> <p><b>Baseline</b> For students who needed 0-22 credits to complete their high school diploma (13 students) 69% (9 students) have finished</p>	<p>Students enroll at CBBC because they are credit deficient; no students are on an a-g track for graduation, and therefore, do not meet UC/CSU Requirements.</p> <p>One Year DASS Cohort Graduation Rate: 21.9% (increased 10.8%) GOAL MET</p>

## Expected

### Metric/Indicator

Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results

### 18-19

Percent of students tested will increase from 96.5% in 2017-18 to 97% or greater

### Baseline

Students tested May 2017, baseline data will be established with test results

### Metric/Indicator

Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates

### 18-19

Chronic absenteeism will decrease by 5%

### Baseline

2016-2017 chronic absenteeism 78%

### Metric/Indicator

Priority 8: Local Metric/Other student outcomes (iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)

### 18-19

Based on previous years data students at or above grade level will increase by 5%

### Baseline

iReady baseline data will be gathered in the 2017-2018 school year

## Actual

The goal previously set does not reflect EAP results.

Participation Rate ELA/Math: 100%

In 2018, too few students assessed to be reported publicly.

While the goal set does not reflect EAP scores, more students were conditionally ready for college in 2018.

Students Conditionally Ready/Ready in 2017-2018:

There are too few students to publicly report, however, more students were conditionally ready/ ready in ELA than in 2016-2017.

ELA: GOAL MET

MATH: GOAL NOT MET

Chronic Absenteeism: 47% (decreased 16%)

GOAL MET

The 18-19 Goal should read that students will increase from the 2018 Fall to 2018 Winter assessment.

2018 WINTER READING OVERALL

Grades K-12; 82 students

15% Meeting or Exceeding Standards (+10%)

GOAL MET

IREADY READING STUDENT GROUPS

Socioeconomically Disadvantaged

74 Students

12% Meeting or Exceeding Standards (+7%)

GOAL MET

Students with Disabilities

Too few students to publicly report

GOAL NOT MET

Foster/Homeless Youth

17 Students

## Expected

## Actual

6% Meeting or Exceeding Standards (+0%)  
GOAL NOT MET

2018 WINTER MATH OVERALL  
Grades K-12; 80 students  
4% Meeting or Exceeding Standards (4%)  
GOAL NOT MET

IREADY MATH STUDENT GROUPS  
Socioeconomically Disadvantaged  
75 Students  
4% Meeting or Exceeding Standards (-1%)  
GOAL NOT MET

Students with Disabilities  
Too few students to publicly report  
GOAL NOT MET

Foster/Homeless Youth  
16 Students  
0% Meeting or Exceeding Standards (0%)  
GOAL NOT MET

2018 WINTER WRITE SCORE OVERALL  
Grades 1-12; 43 students  
14% Meeting or Exceeding Standards

WRITE SCORE STUDENT GROUPS  
Socioeconomically Disadvantaged  
39 Students  
15% Meeting or Exceeding Standards

Students with Disabilities  
Too few students to report publicly

Foster/Homeless Youth  
Too few students to report publicly

Write Score change cannot be determined as too few students were assessed in Fall 19. Winter data is a more accurate indication of overall student ability. Staff will continue their work to ensure greater than 95% of

## Expected

## Actual

### Metric/Indicator

Priority 5: Local Metric/Middle school dropout rate

**18-19**

Dropout rate will decrease 5%

### Baseline

2016-2017 dropout rate 50%

### Metric/Indicator

Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool

**18-19**

During the 2017-18 school year 100% of eleventh grades students completed the SBAC assessments. This percent of participation will continue.

### Baseline

Eleventh grade students participated in SBAC assessments and we do not yet have results.

### Metric/Indicator

Priority 7: State Indicator/College/ Career Indicator (HS only)

**18-19**

Accountability measures for Alternative Schools (ASAM) have not yet been determined, but once they have we will set measurable outcomes.

### Baseline

Eleventh grade students participated in EAP assessments and we do not yet have results.

### Metric/Indicator

Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool

**18-19**

Teachers will continue to rate their implementation in ELA, Mathematics, and Next Generation of Science Standards reaching full Implementation range. Teachers will remain at the Core 4 level in their

students complete local assessments to support addressing individual learning needs.

As certified in 2018-2019 CALPADS reporting, 51% of students dropped out or did not reenroll (increased 9%)  
GOAL NOT MET

This metric is a duplicate of one below.

The goal regarding participation cannot be reported on as too few students assessed to be reported publicly. Data is not available.

The CA Dashboard Class of 2018 State College and Career Indicator reported less than 2% of students are prepared for college/career.  
2018 BASELINE DATA

Implementation of CA State Standards on a 5 point scale:

Spring 2019 ELA Overall:  
Standards and Framework ( 3 ); Planning ( 3 ); Instruction ( 1 ); Formative Assessments ( 2 ); Summative Assessment ( 2 ).  
GOAL NOT MET

Spring 2019 Math Overall:  
Standards and Framework ( 3 ); Planning ( 3 ); Instruction ( 3 ); Addressing 8 Mathematical Practices ( 2 ); Summative and Formative Assessments ( 2 ).  
GOAL NOT MET

## Expected

rating in English Language Development. Teachers will continue to increase their Project Based Teaching knowledge becoming strong at the Developing PBL teacher. Teachers will continue at the Excelling level in Family and Community Engagement. Teachers will remain at the Infusion level in the Educational Technology rubric.

### Baseline

Teachers rated their implementation in ELA, Mathematics, and Next Generation of Science Standards in the Developing Awareness range. Teachers rated their implementation in English Language Development at the core range. Teachers rated their Project Based Teaching at the Beginning PBL teacher level. Teachers rated their Family and Community Engagement at the Excelling level. Teachers rated their level in educational Technology at the Exploration level.

## Actual

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Edgenuity on-line curriculum. Year two of three year contract.	No expense, three year contract paid in July 2017	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$14,400	Not Applicable Other \$0.00

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Subscription fees of previously purchased devices.

Hot Spot monthly subscription fees paid to T-Mobile

5000-5999: Services And Other Operating Expenditures Title I \$3000

5000-5999: Services and Other Operating Expenditures Supplemental and Concentration \$3000

### Action 3

Planned  
Actions/Services

Maintain current technology.

Actual  
Actions/Services

There was no technology that needed to be repaired this year.

Budgeted  
Expenditures

4000-4999: Books And Supplies Base \$500

Estimated Actual  
Expenditures

4000-4999: Books and Supplies Base \$0.00

### Action 4

Planned  
Actions/Services

CBBC will provide coaching and professional development tied to instructional program

Actual  
Actions/Services

Travel to MTSS Cohort trainings in Redding, CA

Budgeted  
Expenditures

PBIS 5800:  
Professional/Consulting Services And Operating Expenditures Title I \$500

Estimated Actual  
Expenditures

5000-5999: Services and Other Operating Expenditures LCFF \$206.48

### Action 5

Planned  
Actions/Services

Professional Development Individualized PBL

Actual  
Actions/Services

Trainings received, paid for by LEA

Budgeted  
Expenditures

Big Picture Learning 5800:  
Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2000

Estimated Actual  
Expenditures

[LEA expense] Other \$0.00

### Action 6

Planned  
Actions/Services

Provide students with planners

Actual  
Actions/Services

Staff opted not to use student planners

Budgeted  
Expenditures

4000-4999: Books And Supplies Supplemental and Concentration \$480.00

Estimated Actual  
Expenditures

Not Applicable Other \$0.00

### Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2 Staff Professional Development days (extra duty)	Due to calendar responsibilities, one staff development day was offered	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,300	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1362.78

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Extended School Summer Session	ESY will be held in June and July 2019. Total expenditure will be taken from Title I	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,000  1000-1999: Certificated Personnel Salaries Title I \$6,000	Expense moved to Title I below Not Applicable Other 0  ESY Program Site Title I 1000-1999, 3000-3999: Certificated Salaries and Benefits Title I \$14194.80

## Analysis

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

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

Come Back Butte Charter develops actions and services based on information gathered in a data-based needs assessment. Come Back staff understands that the design of the academic program must support an academic and physical environment that does not replicate a traditional school environment. Each of the selected actions reflect CBBC's effort to establish a personalized and engaging learning environment with additional supports that increase student achievement.

The majority of actions and services for Goal #1 were implemented and were designed to ensure the success of Come Back students as they transition into subsequent levels of education and the workforce, have been implemented.

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

Come Back Butte Charter utilizes the Professional Learning Communities (PLC) process to improve instructional/ leadership practice and identify areas of need, remediate, set actionable short term goals and report on those goals at PLC meetings. CBBC expects to see the effectiveness of implementation continue to grow as the school moves forward with new processes, procedures and implementation science practices in place.

- \* Edgenuity - Staff were provided training in the Edgenuity platform, including My Path intervention courses. Usage of Edgenuity for core and intervention courses continued throughout the year. Online training was provided by the vendor, with no extra funds expended. Edgenuity is an effective use of funds to provide students with an online platform standards based curriculum that is accessible where ever the internet is available.
- \* Subscription fees - Funds used to maintain monthly subscriptions of hot spots, used by students to access on-line curriculum, has been effective as measured by Edgenuity session reports.
- \* Maintain technology - Funds used to repair technology, as needed, for student curriculum access has been supported by BCOE IT Department.
- \* Coaching/PD: Big Picture Learning (PBL - a nationwide organization) - Staff has been learning more about Big Picture Learning through site visits, resource collection from site visits, working with the Upstream Collaborative and participating in site visit from Big Picture Learning collaboration team. In addition, throughout 2018-2019 BCOE partnered with Big Picture Learning, to provide support to the leadership team in implementation of engaging coursework and real world learning opportunities. Student learning has increased as identified by an increase in iReady scores and a marginal increase in CAASPP scores.
- \* Planners - CBBC decided not to purchase student planners this year. Students were able to access calendars on Edgenuity in order to track course assignments.
- \* Professional Development (PD) extra duty - Staff engaged in two successful site based PD extra duty days in August 2018
- \* Staff worked together to schedule a daily morning meeting, "Taking Care of Business." This meeting takes place every morning from 8:15-8:45. This is a time when teachers collaborate regarding student attendance and academic needs. This is also a time for teachers to share best practices with each other.
- \* Staff revisited decision rules regarding students appointment protocols and came to consensus regarding when letters would be sent home due to missed appointments and not logging on to curriculum would be sent home.
- \* Staff looked at Year 1 of the 5 Year Student Retention plan.
- \* Extended School Year (ESY) - ESY will run in June/July, success of the goal will be determined after the summer session is complete.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 (Edgenuity): No expense, three year contract paid in July 2017

Action 2 (Subscription fees): No change

Action 3 (Technology): Although funds not needed to repair or replace technology this year, action is still needed for future needs

Action 4 (Coaching/Professional Development): Expense difference due to staff carpooling to MTSS trainings in Redding

Action 5 (Big Picture): No expense, paid for by LEA

Action 6 (Student planners): Student planners were not needed, staff used Edgenuity calendar to teach students to track assignments within the curriculum

Action 7 (Extra Duty days): Expense difference due to staff participating in one extra staff development day, rather than two

Action 8 (Extended School Year): ESY will run in June/July, difference includes benefits and salary increase.

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

Come Back Butte Charter will continue with an emphasis on student engagement through the use of professional development opportunities, Big Picture Learning/ CTE, and Professional Learning Communities. 2019-20 Actions have been better organized to provide clarity and make meaning of ongoing monitoring of progress.

Expected Outcomes in Goal 1 will be revised to address achievement instead of participation. The redundant participation outcome will be removed. A Distinguishers rubric has been added to replace Project Based Learning and better document progress toward engaging students in academics in multiple ways.

# Annual Update

## LCAP Year Reviewed: 2018-19

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

### Goal 2

All students will learn in safe, consistent, nurturing environments.

State and/or Local Priorities addressed by this goal:

State Priorities:      Priority 1: Basic (Conditions of Learning)  
                                 Priority 3: Parental Involvement (Engagement)  
                                 Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Priority 1: Local Indicator/Teacher credential  <b>18-19</b> 100% of teachers will be appropriately credentialed and assigned  <b>Baseline</b> 100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed. GOAL MET
<b>Metric/Indicator</b> Priority 1: Local Indicator/ Facilities in good repair  <b>18-19</b> Facility will be in good repair, according to yearly F.I.T. report  <b>Baseline</b> Facility in good repair, according to yearly F.I.T. report	Come Back met 100% of the requirements for each strand of the FIT and had an Exemplary school rating. GOAL MET
<b>Metric/Indicator</b> Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool  <b>18-19</b>	This metric refers to the local implementation rubric. The goal should read, results of the rubric will increase by 5%. Results of the 4 point rubric are as follows:

## Expected

Student attendance at monthly pot luck will increase by 5%.

### Baseline

Student involvement data is used in this section. 20% of students attend monthly pot luck

### Metric/Indicator

Priority 6: State Indicator/Student Suspension Indicator

### 18-19

0% of CBBC students will be suspended

### Baseline

0% of students at CBBC have been suspended during the 16-17 school year

### Metric/Indicator

Priority 6: Local Indicator/Local tool for school climate

### 18-19

Survey completion will increase by 5%

### Baseline

60% of students completed Student Survey

### Metric/Indicator

Priority 6: Local Metric/Expulsion rate

### 18-19

0% of CBBC students will be expelled

### Baseline

0% of students at CBBC have been expelled during the 16-17 school year

## Actual

Welcoming All Families to School Community (3); Communicating Effectively (2); Supporting Student Success (3); Speaking Up for Every Child (Advocacy) (3); Sharing Power (Leadership) (2); Collaborating with the Community (2)

NO CHANGE Overall score 15/24 has remained the same each year 2017-2019.

GOAL NOT MET

No students were suspended from Come Back.

GOAL MET

This metric refers to data obtained in the local tool, PBIS Climate Survey. The goal should have read, "Overall survey results will increase by at least 5%."

Beginning 18-19, this goal will read, "Schools will maintain an average overall climate survey rating of at least 85%."

Overall Survey Rating: 88% (+/-0)

GOAL MET

As written (left):

PBIS Climate Survey Completion: 89% from 66 student (increased 1%)

GOAL NOT MET

No students were expelled from Come Back.

GOAL MET

## Actions / Services

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

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain implementation of trauma informed practices with PBIS activities, incentives and trainings	Incentives for PBIS activities purchased	4000-4999: Books And Supplies Title I \$3224.85	Expenditures moved from Title I 4000-4999: Books and Supplies Supplemental and Concentration \$1700.00

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain student attendance support with AERIES	AERIES in place as student information system	5800: Professional/Consulting Services And Operating Expenditures Base \$1320	Estimate higher than actual 5000-5999: Services and Other Operating Expenditures Base \$845.00

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase Certificated Staff as needed to meet the needs of additional enrollment and keeping our teacher to student ratio low. 2 FTE	Additional staff were not necessary for the 2018-19 school year	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$133,773	No expenditure since additional staff was not necessary for the 2018-19 school year 1000-1999: Certificated Personnel Salaries 0.00
		3000-3999: Employee Benefits Supplemental and Concentration \$59,744	No expenditure since additional staff was not necessary for the 2018-19 school year 3000-3999 Employee Benefits 0.00



# Analysis

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

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

Actions and services for this goal were generally implemented as planned.

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

- \* Maintain trauma informed practice and PBIS - The majority of the staff has received trauma informed training. Entire staff has received and continues to receive PBIS training and support.  
Student and family attendance at Pot Lucks is pretty steady, although low in numbers.
- \* Maintain AERIES - BCOE continues to use AERIES as the student information system. Come Back Admin Assistant receives trainings and has BCOE support to utilize AERIES to maintain all student data.
- \* Staffing - Come Back did not have an increase in enrollment and therefore is currently sufficiently staffed to meet student enrollment needs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 (Trauma Informed practices & PBIS incentives): A decrease of \$1524.00 to action, due to lower attendance at pot lucks and fewer incentives purchased.

Action 2 (AERIES): Decreased cost to site as a result of a new contract with Aeries.

Action 3 (Staff): Enrollment did not increase enough to warrant an additional teacher, therefore the money was not expended for additional staff.

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

Come Back Butte Charter will continue to work to provide students with a safe, consistent, nurturing environment through the use of Trauma Informed practices.

Metrics will be revised to reflect rubric and survey results instead of participation rates.

# 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?

Stakeholder input continues to guide the development of the LCAP in numerous ways. Butte County Office of Education's approach to stakeholder engagement allowed stakeholders multiple opportunities to provide consultation and input regarding the BCOE LCAP and specifically the goals, actions and services addressing the needs of the school sites and programs. At school sites, stakeholders were engaged and encouraged to play an active role in continued refining of stakeholder activities to support our goals.

In addition, stakeholders participated in surveys which guided the refinement of actions and services.

Our SPES goals continue to be anchored by the overall BCOE goals:

- \*Provide opportunities for students to develop the academic competencies and necessary skills to succeed;
- \*Collaborate with partners to support all students, educators, and learning communities;
- \*Employ and retain exemplary staff and support professional development for all employees; and
- \*Provide quality education administrative and comprehensive support services.

The input from stakeholders through meetings and consultations, and the survey results provided valuable input for site and program goal revisions, adjusted actions and services.

### BCOE SURVEYS

In addition to stakeholder meetings each school utilized a stakeholder survey to elicit input from students, staff, parents, and community members as part of LCAP development. Survey data indicated that just over 50% of parents felt that their input was actively sought and that the schools communicate regularly. Data showed that 72% of students and stakeholders responded that students feel supported in development of their learning plans and 80% of students and stakeholders felt that their input is valued.

### CONSULTATION WITH BARGAINING UNITS

BCOE has a collaborative relationship with all bargaining units. As such, the LCAP was discussed at each bargaining unit negotiation session. This strategy was used to increase ongoing stakeholder involvement in monitoring of the LCAP. BCOE has three bargaining units: Butte County Teacher Association, (BCTA); CSEA 436, and CSEA 736.

Consultation meetings with the Butte County Teachers Association were held on: September 5, 2018, October 24, 2018, February 6, 2019, March 27, 2019 and May 20, 2019.

Consultation meetings with the 436 members were held on: September 14, 2018, November 5, 2018, February 8, 2019, April 5, 2019.

Consultation meetings with the 736 members were held on: September 20, 2018, October 26, 2018, January 17, 2019, March 7, 2019. and May 6, 2019.

At Come Back Butte Charter stakeholders are involved at the school to support monitoring and updating progress of the 2018-19 Local Control Accountability Plan (LCAP) and SPSA and provide input on the development of the 2019-20 LCAP, including Title I SPSA requirements. Stakeholder input is valued and stakeholders are encouraged to provide consultation/input regarding continuing, improving, increasing, and changing actions and services for the LCAP through the process described below. CBBC school site meetings are part of the operations of the school. Stakeholder input is built into multiple meetings and activities throughout the year. Of great importance is involving and engaging our families and we plan several events throughout the year to engage parents and elicit feedback.

Attendance by stakeholders, including parents and agency partners is highest at our student events. These events include graduation and promotion ceremonies, career workshops and pot lucks to provide academic, community and engagement information/opportunities. At these events, we hold conversations with stakeholders as well as take the opportunity at some events to administer our survey. LCAP goals and actions are reviewed at monthly management meetings in order to gauge progress and Schools with school site councils were consulted on the LCAP goals and actions.

#### STUDENT INPUT

Student input is very valuable to BCOE schools. In addition to asking students to participate in the LCAP surveys, students also gave input as part of School Site Councils.

#### SITE COUNCIL MEETINGS

BCOE schools involved stakeholders at the school site level in monitoring the progress of the 2018-2019 LCAP and SPSA and providing consultation/input regarding continuing, improving, increasing, and changing actions and services for the 2019-2020 LCAP/SPSA through the process described below.

The meetings were organized and facilitated by site administration with support from BCOE administration. Participants included: administrators, teachers, students, parents, classified staff, and community partners. Representatives from each group participated in stakeholder meetings, reported back to their groups and requested additional input for subsequent stakeholder meetings. School Site Council meetings are focused on gathering input on goals and actions, sharing student academic and behavior data and participating in the continuous improvement process.

School Site Council meetings were held at CBBC on September 18, and November 6, 2018 and January 29, April 23, and May 21, 2019.

#### PARENT/ STAKEHOLDER INVOLVEMENT

The Butte County Office of Education utilizes existing committees, such as school site councils that involve parents in place of a formal PAC. Due to the small school population we serve, efforts to have parents serve on more than one committee have not been successful. As parent involvement is important to the schools of BCOE and parents, we use school site councils and LCAP stakeholder committee meetings to engage parents in the decision making process.

#### CSI

CSI passthrough and LEA reservations were determined as described in the CSI section of the LCAP. Administrators took recommendations to site council for their feedback for feedback and approval.

## Impact on LCAP and Annual Update

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

Come Back Butte Charter School's approach to stakeholder engagement allowed stakeholders multiple opportunities to provide consultation and input regarding the school plan and specifically the goals, actions and services addressing the needs of the school sites and programs. The Come Back School Site Council played an active role in creating a data based needs assessment and used the needs assessment to drive decision making. In addition, the committee actively communicated to stakeholder groups at the site level about the importance of the LCAP and its purpose to improve and increase services that support student learning and achievement. This capacity building resulted in a meaningful engagement at the site and program level that impacted the goals, actions and strategies for the 2019-2020 academic year.

During meetings, stakeholders identified the following needs for students aged 16 and up who have not yet completed their high school diploma: literacy, job placement, marketable skills, and pre-employment skills- soft skills.

Stakeholders indicated a need for the following critical components of education: a staff member who would act in a social worker capacity to support and assist students to attend the program on a regular basis and support students in the acquisition of basic needs such as Medi-Cal, Cal Fresh, obtaining a certified birth certificate, driver's license and Social Security Card. Stakeholders also identified the need for transportation support and additional vocational programs as part of the program.

Stakeholders were asked how school staff might entice students to enroll who have been disconnected from the school community for a long period of time. Stakeholders indicated that various agency partners, such as probation and parole could help connect

students to the school. In addition, stakeholders feel that having a strong staff and an instructional program that includes relevant electives and provides hope that there is something to look forward to, will assist in enticing and keeping students enrolled. They also indicated the need to connect students to other resources in the community such as Butte College, internships and work training programs.

According to student responses of survey questions, students feel safe, nurtured and heard at Come Back and have a full understanding of what they need to do in order to earn their high school diploma. The majority of students feel actively engaged in their learning and in the development of their learning plans.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 1

All students will be prepared to transition successfully into subsequent educational levels and the workforce.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

Based on data disaggregation and an analysis to determine the root cause of CBBC not meeting annual goals in some areas; it was determined that we are not engaging students to the degree needed for them to be successful in their various programs. Because CBBC serves high-risk students (expelled students, alternative programs participants, students with special needs, students who were not successful when enrolled in traditional high schools, as well as, students who are returning to school after years of absence) and because student achievement data is low, CBBC supports integration of technology and content areas into meaningful lessons and also building strong relationships with students while engaging in building a strong school climate. Doing so should increase engagement, thus increasing the graduation rate. CBBC is working to provide opportunities for course content to be tied directly to skills and internship opportunities that will support transitions to career/work force and future educational endeavors.

Students served by Come Back Butte Charter have not yet completed the credits needed for a high school diploma. Students have either dropped out or may drop out of high school, may have been involved in the justice system, are adult students were unable to complete the required credits when enrolled in high school or need a different learning environment to complete high school. Students are enrolling at CBBC to move forward with their education.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5: Local Metric/Student Engagement/School attendance rates	As of month 8 2016-2017 school year attendance 82.31%	CBBC will increase attendance by 5%	CBBC will increase attendance by 2%	CBBC will increase attendance by 2%
Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator	For students who needed 0-22 credits to complete their high school diploma (13 students) 69% (9 students) have finished	CBBC will increase graduation rate by 5%	CBBC will increase graduation rate by 5%	CBBC will increase graduation rate by 5%
Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results	Students tested May 2017 SBAC, baseline data will be established with test results	Based on baseline data goals will be set to show growth	Percent of students tested will increase from 96.5% in 2017-18 to 97% or greater	Percent of students tested will increase to 98% or greater.  Number of student meeting or exceeding standards will increase by 5%.
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	2016-2017 chronic absenteeism 78%	Chronic absenteeism will decrease by 10%	Chronic absenteeism will decrease by 5%	Chronic absenteeism will decrease by 5%
Priority 4: Local Metric/Other student outcomes (iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc	iReady baseline data will be gathered in the 2017-2018 school year	Based on baseline data goals will be set to show growth	Based on previous years data students at or above grade level will increase by 5%	Based on previous years data students at or above grade level will increase by 5%



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5: Local Metric/Middle school dropout rate	2016-2017 dropout rate 50%	Dropout rate will decrease 10%	Dropout rate will decrease 5%	Dropout rate will decrease 5%
Priority 7A Broad course of study	100% of students will have access to a broad course of study.	100% of students will have access to a broad course of study.	100% of students will have access to a broad course of study.	100% of students will have access to a broad course of study.
Priority 7B Programs/services provided to unduplicated pupils	Ensure unduplicated pupils have equal access to CTE course, any upper level classes and all electives.	Ensure unduplicated pupils have equal access to CTE course, any upper level classes and all electives.	Ensure unduplicated pupils have equal access to CTE course, any upper level classes and all electives.	Ensure unduplicated pupils have equal access to CTE course, any upper level classes and all electives.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	<p>Teachers rated their implementation in ELA, Mathematics, and Next Generation of Science Standards in the Developing Awareness range.</p> <p>Teachers rated their implementation in English Language Development at the core range.</p> <p>Teachers rated their Project Based Teaching at the Beginning PBL teacher level. Teachers rated their Family and Community Engagement at the Excelling level.</p> <p>Teachers rated their level in educational Technology at the Exploration level.</p>	<p>Teachers will continue to rate their implementation in ELA, Mathematics, and Next Generation of Science Standards vying for full Implementation range.</p> <p>Teachers will increase their rating in English Language Development from the Core range to Core 4.</p> <p>Teachers will increase their Project Based Teaching level to Developing PBL teacher. Teachers will continue at the Excelling level in Family and Community Engagement. Teachers will move to the Infusion</p>	<p>Teachers will continue to rate their implementation in ELA, Mathematics, and Next Generation of Science Standards reaching full Implementation range.</p> <p>Teachers will remain at the Core 4 level in their rating in English Language Development. Teachers will continue to increase their Project Based Teaching knowledge becoming strong at the Developing PBL teacher. Teachers will continue at the Excelling level in Family and Community Engagement. Teachers will remain at the</p>	<p>Teachers will continue to rate their implementation in ELA, ELD, Mathematics, and Next Generation Science Standards until reaching full Implementation range.</p> <p>Teachers will remain at the Core 4 level (80%) in their rating in English Language Development. Teachers obtain a 75% on ELA, math and science standards implementation rubrics</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		level in the Educational Technology rubric.	Infusion level in the Educational Technology rubric.	
Priority 8: Local Metric/Other student outcomes (iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)	<p>Academic Engagement Measure</p> <p>2018-2019 Come Back Climate Survey Measure of Academic Engagement</p> <p>I like school. 68% (-8%) I feel successful at school. 77% (+5%) My school has high standards for achievement. 87% (3%)</p>		In 2018-2019, increase to and/or Maintain >80% average for each statement.	In 2019-2020, increase to and/or Maintain >80% average for each statement.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	In 2019-2020 Come Back will gather baseline data on the 10 Distinguishers of design principles in a Big Picture Learning approach, including real world learning, personalization, authentic assessment, exhibitions etc.	NA	NA	Baseline data will be collected in 2019-2020.

## 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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

New Action

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

Unchanged Action

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

Modified Action

**2017-18 Actions/Services**

CBBC will pay share of Edgenuity on-line curriculum (three year contract ending end of year 19-20)

**2018-19 Actions/Services**

Edgenuity on-line curriculum. Year two of three year contract.

**2019-20 Actions/Services**

Provide access to online curriculum:  
a. Edgenuity on-line curriculum. Year three of three year contract.  
b. Subscription fees of previously purchased Wi-Fi devices.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$29,000	\$14,400	\$14,401
Source	Supplemental and Concentration	Supplemental and Concentration	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures \$7,995 Base \$6,406 Lottery
Amount			\$3000
Source			Other
Budget Reference			5000-5999: Services and Other Operating Expenditures North Valley Community Foundation (T-Mobile Hotspots) (\$250 a month)

## Action 2

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

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

New Action

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

Modified Action

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

Modified Action

## 2017-18 Actions/Services

Purchase devices to expand and support students unable to attend main campus

## 2018-19 Actions/Services

Subscription fees of previously purchased devices.

## 2019-20 Actions/Services

Included in Action 1 above.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5000	\$3000	0
Source	Supplemental and Concentration	Title I	
Budget Reference	4000-4999: Books And Supplies	5000-5999: Services And Other Operating Expenditures	

**Action 3**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Modified Action

## 2017-18 Actions/Services

## 2018-19 Actions/Services

## 2019-20 Actions/Services

Maintain current technology for instructional purposes

Maintain current technology.

Maintain current technology.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	0
Source	Base	Base	Other
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	Not Applicable Technology supported through ITS

### Action 4

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

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

New Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

CBBC will provide coaching and professional development tied to instructional program

CBBC will provide coaching and professional development tied to instructional program

CBBC will provide professional development aligned to instructional program

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$4,008
Source	Title I	Title I	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PBIS	5800: Professional/Consulting Services And Operating Expenditures PBIS	5800: Professional/Consulting Services And Operating Expenditures IS Conference (including travel)
Amount			\$1,000
Source			Base
Budget Reference			5000-5999: Services and Other Operating Expenditures PD/travel for internship implementation

### Action 5

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)



English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

LEA-wide  
[Add Scope of Services selection here]

[Add Location(s) selection here]

## Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

### 2017-18 Actions/Services

Continued Professional Development to  
support Get Focused Stay Focused

### 2018-19 Actions/Services

Professional Development Individualized  
PBL

### 2019-20 Actions/Services

CTE Office/ Director of Alternative  
Education will provide direct support and  
professional development for principals  
and transition specialists to implement  
individualized learning plans and  
internship opportunities. Sites will support  
students in obtaining legal documents for  
employment.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3000	\$2000	0
Source	Supplemental and Concentration	Supplemental and Concentration	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures Big Picture Learning	Not Applicable Big Picture Learning - No site expense to incur. CTE expenditure for support staff provided for all BCOE schools is documented in the BCOE LCAP, Goal 1.

Amount			\$500
Source			Supplemental and Concentration
Budget Reference			4000-4999: Books and Supplies Student Birth Certificates and ID's for college & career readiness

## Action 6

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## 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 Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Provide students with planners

Provide students with planners

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$480.00	0
Source		Supplemental and Concentration	
Budget Reference		4000-4999: Books And Supplies	Students using calendars in Edgenuity

## Action 7

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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 Action

Modified Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

2 Staff Professional Development days (extra duty)

2019-20 Actions/Services

2 Staff Professional Development days (extra duty)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$2,300	0
Source		Supplemental and Concentration	
Budget Reference		1000-1999: Certificated Personnel Salaries	Action removed due to budget restrictions

## Action 8

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## 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 Action

Modified Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Extended School Summer Session

2019-20 Actions/Services

Maintain Summer session

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$3,000	0
Source		Supplemental and Concentration	
Budget Reference		1000-1999: Certificated Personnel Salaries	As funding allows in 2019-20
Amount		\$6,000	0
Source		Title I	
Budget Reference		1000-1999: Certificated Personnel Salaries	As funding allows in 2019-20

## Action 9

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## 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 Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A	N/A	Replace teacher laptop (exceeded useful life expectancy)
-----	-----	--

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$1,650
Source			Base
Budget Reference			4000-4999: Books and Supplies Replace teacher laptop

### Action 10

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth  
Low Income

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: CBBC

### 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 Action
--	--	------------

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

N/A

### Budgeted Expenditures

## Action 11

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## 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 Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

LEA will maintain a transition specialist to support students transitioning into college/career settings.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			0
Source			Federal Funds
Budget Reference			4000-4999: Books and Supplies [LEA CSI Reservation] .32 FTE; funding for this position is documented in the BCOE LCAP, Goal 1.
Amount			0
Source			Title I
Budget Reference			2000-3999: Classified Salaries and Benefits [LEA Centralized Services - Title I, Part D] .68 FTE; funding for this position is documented in the BCOE LCAP, Goal 1.

## Action 12

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
Specific Schools: CBBC

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]



### 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 Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

The LEA will purchase/maintain  
benchmark and diagnostic assessments  
and intervention systems: i-Ready, Write  
Score, Aeries Analytics

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<input type="text"/>	<input type="text"/>	0
Source	<input type="text"/>	<input type="text"/>	Title I
Budget Reference	<input type="text"/>	<input type="text"/>	5800: Professional/Consulting Services and Operating Expenditures [LEA Centralized Services - Title I, Part A] Expenditure documented in BCOE LCAP, Goal 1.

### Action 13

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**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 Action

**2017-18 Actions/Services**

N/A

**2018-19 Actions/Services**

N/A

**2019-20 Actions/Services**

Professional development and instructional coaching:

- a. LEA Instructional Innovation Coordinator provides student-centered instructional coaching support for integration of real world learning with content standards , and engagement/climate support.
- b. LEA Student Programs and Educational Support DA Team will provide coaching and site-based professional learning opportunities e.g., MTSS, engagement, UDL, math/ELA
- c. LEA provided off-site training and conference options, as aligned with the strategic plan.
- d. LEA [C&I] provided PD Support Data & Assessment Management and SSC Training & Compliance

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount			0
Source			Title I
Budget Reference			5000-5999: Services and Other Operating Expenditures [LEA Centralized Services - Title I, Part A] Off site training and conferences documented in BCOE LCAP, Goal 1
Amount			0
Source			Federal Funds
Budget Reference			1000-1999, 3000-3999: Certificated Salaries and Benefits [LEA CSI Reservation] PD & Coaching Staff; 1.6 FTE; Documented in BCOE LCAP Goal 1
Amount			0
Source			Title II
Budget Reference			5000-5999: Services and Other Operating Expenditures [LEA Centralized Services- Title II, Part A] Off site training and professional learning, documented in BCOE LCAP Goal 1

Amount			0
Source			Title I
Budget Reference			1000-1999, 3000-3999: Certificated Salaries and Benefits [LEA Centralized Services - Title I, Part A] .15 FTE CI Director, Data & Assessment, documented in BCOE LCAP Goal 1
Amount			0
Source			Title I
Budget Reference			2000-3999: Classified Salaries and Benefits [LEA Centralized Services - Title 1, Part A] .10 FTE Categorical Programs Coordinator, SSC training and T1 Parent Meeting .05 FTE SIS Specialist, Aeries Parent Portal Training/Support .10 FTE SIS Coordinator Aeries Analytics Training/Support Documented in BCOE LCAP Goal 1

## Action 14

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
Specific Schools: CBBC

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**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 Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

The LEA will provide technical assistance to support sites with compliance, data and assessments. This includes providing Technical Assistance to LEAs in Butte County that have CSI schools. (using CSI COE funds)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount			0
Source			Title I
Budget Reference			1000-1999, 3000-3999: Certificated Salaries and Benefits [LEA Centralized Services - Title I, Part A] .15 FTE C&I Director, EL, data, assessment support; Documented in BCOE LCAP Goal 1.

Amount			0
Source			Title I
Budget Reference			2000-3999: Classified Salaries and Benefits [LEA Centralizes Services - Title I, Part A] .10 FTE Categorical Programs Coordinator, SSC Compliance and Documentation .10 FTE SIS Coordinator, Aeries Intervention & Discipline Support; Documented in BCOE LCAP Goal 1.
Amount			0
Source			Federal Funds
Budget Reference			2000-3999: Classified Salaries and Benefits [District Support Services] .2 FTE classified manager for CSI TA; Documented in BCOE LCAP Goal 1.
Amount			0
Source			Federal Funds
Budget Reference			1000-1999, 3000-3999: Certificated Salaries and Benefits [District Support Services] .6 of certificated administrator to review CSI prompts in LCAPs and provide TA to county-wide districts with CSI schools; Documented in BCOE LCAP Goal 1.

Action 15

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	All Schools

OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

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
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 2

All students will learn in safe, consistent, nurturing environments.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 3: Parental Involvement (Engagement)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

Data disaggregation and an analysis to determine the root cause of CBBC not meeting annual goals in some areas led to the determination that we are not engaging students to the degree needed for them to be successful in their various programs. Because CBBC serves high-risk students (expelled students, alternative programs participants, students with special needs, students who were not successful when enrolled in traditional high schools, as well as, students who are returning to school after years of absence) and because student achievement data is low, CBBC supports integration of technology and content areas into meaningful lessons and also works to develop strong relationships with students while building a strong school climate. Doing so should increase engagement, thus increasing the graduation rate.

As such, CBBC staff will expand their knowledge and skills in using MTSS strategies while incorporating trauma informed practices, Positive Behavior Intervention and Supports (PBIS), Nurtured Heart, and Tactical Communication to create safe, consistent and nurturing environments.



## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Local Indicator/Teacher credential	100% of teachers are appropriately credentialed and assigned	100% of teachers will be appropriately credentialed and assigned	100% of teachers will be appropriately credentialed and assigned	100% of teachers will be appropriately credentialed and assigned
Priority 1: Local Indicator/ Facilities in good repair	Facility in good repair, according to yearly F.I.T. report	Facility will be in good repair, according to yearly F.I.T. report	Facility will be in good repair, according to yearly F.I.T. report	Facility will be in good repair, according to yearly F.I.T. report
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	Student involvement data is used in this section to measure attendance at events. 20% of students attend monthly events to receive information on community and school support services.	Student attendance at monthly events will increase by 10%.	Student attendance at monthly events will increase by 5%.	Student attendance at monthly events will increase by 5%.
Priority 6: State Indicator/Student Suspension Indicator	0% of students at CBBC have been suspended during the 16-17 school year	0% of CBBC students will be suspended	0% of CBBC students will be suspended	0% of CBBC students will be suspended
Priority 6: Local Indicator/Local tool for school climate	60% of students completed Student Survey	Survey completion will increase by 5%	Schools will maintain an average overall climate survey rating of at least 85%.	School will maintain an average overall climate survey rating of at least 85%.
Priority 6: Local Metric/Expulsion rate	0% of students at CBBC have been expelled during the 16-17 school year	0% of CBBC students will be expelled	0% of CBBC students will be expelled	0% of CBBC students will be expelled

## 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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

### 2017-18 Actions/Services

Maintain implementation of trauma informed practices with PBIS activities, incentives and trainings

### 2018-19 Actions/Services

Maintain implementation of trauma informed practices with PBIS activities, incentives and trainings

### 2019-20 Actions/Services

Maintain implementation of trauma informed practices with PBIS activities, incentives and trainings

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1000	\$3224.85	\$1,250
Source	Title I	Title I	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books and Supplies PBIS Incentives and supplies to increase student and family engagement

Action 2

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain student attendance support with AERIES	Maintain student attendance support with AERIES	School sites will maintain student attendance and behavior support with Aeries contract and training: Intervention and Discipline (behavior support)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1320.00	\$1320	0
Source	Base	Base	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	2000-3999: Classified Salaries and Benefits [LEA Centralized Services - Title I- Part A] Documented in BCOE LCAP, Goal 2, Action 3

### Action 3

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income

LEA-wide

### 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 Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A	Increase Certificated Staff as needed to meet the needs of additional enrollment and keeping our teacher to student ratio low. 2 FTE	Maintain additional certificated staff to meet the needs of our at-risk young adults and increase engagement.
-----	--	---

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$133,773	\$103,221
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999, 3000-3999: Certificated Salaries and Benefits .9405 FTE Teacher support to support to reduce student:teacher ratio improve attendance and engagement.
Amount		\$59,744	0
Source		Supplemental and Concentration	
Budget Reference		3000-3999: Employee Benefits	Employee benefits are included in the line above.
Amount			\$20,997
Source			Title I
Budget Reference			1000-1999, 3000-3999: Certificated Salaries and Benefits [CBBC - Title I, Part A] .1856 FTE Teacher support for low-income students age 17 and under

### Action 4

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**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 Action

**2017-18 Actions/Services**

N/A

**2018-19 Actions/Services**

N/A

**2019-20 Actions/Services**

BASE Education - an online Social Emotion Learning program to support school staff in understanding the challenges faced by students and to determine the best way to help them. The system sends alerts when "fire" words (warning words) have been used by students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount			\$3,150
Source			Other
Budget Reference			4000-4999: Books and Supplies North Valley Communication Foundation - BASE Education

**Action 5**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**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 Action

## 2017-18 Actions/Services

N/A

## 2018-19 Actions/Services

N/A

## 2019-20 Actions/Services

Professional development and behavior coaching:

a. LEA Student Programs and Educational Support DA Team will provide coaching and site-based professional learning opportunities e.g., MTSS, PBIS, engagement

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount			0
Source			Federal Funds
Budget Reference			1000-1999, 3000-3999: Certificated Salaries and Benefits [LEA CSI Reservation] .3 FTE PBIS/MTSS PD/coaching staff; Documented in BCOE LCAP Goal 2, Action 1
Amount			0
Source			Title I
Budget Reference			5800: Professional/Consulting Services and Operating Expenditures [LEA Centralized Services - Title I, Part A] Parenting Partners PD identified in BCOE LCAP Goal 2, Action 4

## Action 6

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## 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 Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

School sites will improve parent and family engagement with  
a. increased outreach, family events, and  
by providing training for parents and staff.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			0
Source			Title I
Budget Reference			1000-1999, 3000-3999: Certificated Salaries and Benefits [LEA Centralized Services - Title 1, Part A] LEA 1% set aside for site family engagement support; .10 FTE Coordinator of Instructional Innovation, documented in BCOE LCAP Goal 2, Action 3

### Action 7

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

2017-18 Actions/Services

N/A

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

2018-19 Actions/Services

N/A

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

2019-20 Actions/Services

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
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**Action 8**

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

New Action

Maintain additional certificated staff to build program capacity to meet the needs of our at-risk young adults and increase engagement.

**Budgeted Expenditures**

Amount			49,212
Source			Federal Funds
Budget Reference			1000-1999, 3000-3999: Certificated Salaries and Benefits [CBBC-CSI] .2 FTE Internship implementation- teacher .2 FTE Internship implementation oversight- principal

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$108,979

Percentage to Increase or Improve Services

25.25%

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).

94% of Come Back students are unduplicated low-income, English learner, or foster youth.

Come Back Butte Charter continues to provide students at risk in Butte County with high quality education, interventions, support services and program options in an alternative setting. Come Back Butte Charter supports all students' academic and social/emotional success by providing an educational program that includes California State Standards-aligned instruction and courses and activities that provide youth with employment skills, social skills, health, and fine arts. The Come Back program focuses on providing effective transition services for all students enrolling in, or transitioning to, subsequent educational programs and/or the work force. Come Back Butte Charter continues to develop strong community agency partnerships that support students in developing leadership skills and becoming career and college ready.

Based on LEA and site level needs assessments and root cause analysis, all BCOE schools are working to upgrade the entire educational program by supporting social emotional learning and developing a framework for relevant, real-world learning that includes the development of personalized, standards aligned learning plans tied to internship, and CTE Pathway opportunities. BCOE staff are committed to providing all students with engaging educational opportunities that capitalize on trusting relationships, student interest and community support to leverage rigorous learning outcomes and academic achievement for all students.

Goal 1

Because the needs assessment demonstrates the current system is not meeting the academic needs of unduplicated students, the

following services were developed and implemented for unduplicated students.

1.4 \$4,008 will be used to send staff to the Independent Study (IS) conference with the intent of understanding how to best serve EL, FY and LI students in an independent study model. The Independent Study conference is designed to support best practice in standards implementation, core content instruction, engagement and behavior strategies and program compliance in a non-classroom based model.

1.5 \$500 will be used to support successful internship/apprenticeship implementation for FY and LI student groups by ensuring students have a CA ID and their birth certificate.

While these services are principally targeting low income, EL and foster youth, they are addressing systems issues and can reach all students LEA-wide as we build capacity toward closing the achievement gap.

Goal 2  
Because the needs assessment demonstrates the current system is not meeting the social emotional needs of unduplicated students, the following services were developed and implemented for unduplicated students.

2.1 \$1,250 will provide family engagement opportunities for EL, FY and LI student groups, and provide student engagement through PBIS incentives to support work completion, attendance at IS meetings and assessment participation. The Come Back program serves students who have not experienced academic success in traditional school programs and need highly structured and incentivized opportunities to experience success.

2.3 \$103,221 will be used to provide additional staff (FTE) to decrease the student: teacher ratio and increase student engagement for EL, FY and LI student groups. Site root cause analysis, student survey and needs assessment data support this expenditure. Come Back staff are not able to fully engage students in their learning. Maintaining reduced teacher caseloads will allow staff to build trusting relationships and provide more 1:1 instructional support for students.

While these services are principally targeting low income, EL and foster youth, they are addressing systems issues and can reach all students LEA-wide as we build capacity improve school climate and support students' social emotional well-being.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$188,977

36.73%

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).

Come Back Butte Charter (CBBC) shares the BCOE goals and has developed actions to provide students, ages 16 and older, with high quality education, interventions, support services and program options. CBBC provides students with an educational program that includes California State Standards-aligned instruction, courses and activities that provide students with pre-employment skills, social skills, health, and fine arts. CBBC provides an educational option for eligible students in Butte County who are on probation, expelled, or at risk of dropping out of school with opportunities to become active participants in their educational future in a small learning community. CBBC utilizes strong community agency partnerships to support students. CBBC provides high quality itinerant specialized services to district students with special needs throughout the county.

The LCFF funds will be utilized to increase and improve programs that CBBC provides to students in Butte County. The following services are principally directed and were developed for low income and at-risk youth:

- \$14,400 Provide on-line curriculum for all students.
- \$2,000 Provide Professional Development for all staff in Big Picture Learning (putting the student directly at the center of their own learning).
- \$480 Provide Planners for all of our students
- \$2,300 Provide 2 additional professional development days
- \$3,000 Provide extended school year – summer session to ensure all students are supported throughout the summer.
- \$193,517 – 2 FTE certificated teachers to support lower teacher student ratio and ensure all at-risk young adults are supported in getting their needed credits to graduate.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$57,527

16.68%

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).

The supplemental and concentration funds will be utilized to support this supplemental program that we are providing to support students across Butte County and contiguous counties that have not been successful in other school settings. CBBC is choosing to use the S&C funds for professional development, improved curriculum and intervention program, as well as additional devices for student use. These actions are principally directed to support our low income student group and will be effective in serving students schoolwide.

# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*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 Education Code (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.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*



*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

### **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

### **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.
- **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.
- **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.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

## Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

## Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

## Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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 K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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 K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the 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).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.



# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
  - (A) enrolled less than 31 days
  - (B) enrolled at least 31 days but did not attend at least one day
  - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
    - (i) are enrolled in a Non-Public School
    - (ii) receive instruction through a home or hospital instructional setting
    - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
  - (i) a regular high school diploma
  - (ii) a High School Equivalency Certificate
  - (iii) an adult education diploma
  - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# **APPENDIX B: GUIDING QUESTIONS**

## **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, January 2019*

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	230,241.85	21,309.06	40,320.00	230,241.85	202,389.00	472,950.85
	0.00	0.00	0.00	0.00	0.00	0.00
Base	1,820.00	845.00	1,820.00	1,820.00	17,051.00	20,691.00
Federal Funds	0.00	0.00	0.00	0.00	49,212.00	49,212.00
LCFF	0.00	206.48	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	6,150.00	6,150.00
Supplemental and Concentration	215,697.00	6,062.78	37,000.00	215,697.00	108,979.00	361,676.00
Title I	12,724.85	14,194.80	1,500.00	12,724.85	20,997.00	35,221.85
Title II	0.00	0.00	0.00	0.00	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	230,241.85	21,309.06	40,320.00	230,241.85	202,389.00	472,950.85
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	0.00	14,194.80	0.00	0.00	173,430.00	173,430.00
1000-1999: Certificated Personnel Salaries	145,073.00	1,362.78	0.00	145,073.00	0.00	145,073.00
2000-3999: Classified Salaries and Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999 Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	59,744.00	0.00	0.00	59,744.00	0.00	59,744.00
4000-4999: Books And Supplies	4,204.85	1,700.00	6,500.00	4,204.85	6,550.00	17,254.85
5000-5999: Services and Other Operating Expenditures	3,000.00	4,051.48	0.00	3,000.00	4,000.00	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	18,220.00	0.00	33,820.00	18,220.00	18,409.00	70,449.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.



Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	230,241.85	21,309.06	40,320.00	230,241.85	202,389.00	472,950.85
		0.00	0.00	0.00	0.00	0.00	0.00
	Other	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	Federal Funds	0.00	0.00	0.00	0.00	49,212.00	49,212.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	Supplemental and Concentration	0.00	0.00	0.00	0.00	103,221.00	103,221.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	Title I	0.00	14,194.80	0.00	0.00	20,997.00	20,997.00
1000-1999: Certificated Personnel Salaries		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	139,073.00	1,362.78	0.00	139,073.00	0.00	139,073.00
1000-1999: Certificated Personnel Salaries	Title I	6,000.00	0.00	0.00	6,000.00	0.00	6,000.00
2000-3999: Classified Salaries and Benefits	Federal Funds	0.00	0.00	0.00	0.00	0.00	0.00
2000-3999: Classified Salaries and Benefits	Title I	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999 Employee Benefits		0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental and Concentration	59,744.00	0.00	0.00	59,744.00	0.00	59,744.00
4000-4999: Books And Supplies	Base	500.00	0.00	500.00	500.00	1,650.00	2,650.00
4000-4999: Books and Supplies	Federal Funds	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books and Supplies	Other	0.00	0.00	0.00	0.00	3,150.00	3,150.00
4000-4999: Books and Supplies	Supplemental and Concentration	480.00	1,700.00	5,000.00	480.00	1,750.00	7,230.00
4000-4999: Books And Supplies	Title I	3,224.85	0.00	1,000.00	3,224.85	0.00	4,224.85

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services and Other Operating Expenditures	Base	0.00	845.00	0.00	0.00	1,000.00	1,000.00
5000-5999: Services and Other Operating Expenditures	LCFF	0.00	206.48	0.00	0.00	0.00	0.00
5000-5999: Services and Other Operating Expenditures	Other	0.00	0.00	0.00	0.00	3,000.00	3,000.00
5000-5999: Services and Other Operating Expenditures	Supplemental and Concentration	0.00	3,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	3,000.00	0.00	0.00	3,000.00	0.00	3,000.00
5000-5999: Services and Other Operating Expenditures	Title II	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	1,320.00	0.00	1,320.00	1,320.00	14,401.00	17,041.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	16,400.00	0.00	32,000.00	16,400.00	4,008.00	52,408.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	500.00	0.00	500.00	500.00	0.00	1,000.00
Not Applicable	Other	0.00	0.00	0.00	0.00	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	32,180.00	18,764.06	38,000.00	32,180.00	24,559.00	94,739.00
Goal 2	198,061.85	2,545.00	2,320.00	198,061.85	177,830.00	378,211.85

\* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	221,697.00	15,557.58	9,500.00	221,697.00	130,976.00
	0.00	0.00	0.00	0.00	0.00
Base	0.00	0.00	0.00	0.00	1,000.00
Federal Funds	0.00	0.00	0.00	0.00	0.00
LCFF	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	215,697.00	1,362.78	8,000.00	215,697.00	108,979.00
Title I	6,000.00	14,194.80	1,500.00	6,000.00	20,997.00
Title II	0.00	0.00	0.00	0.00	0.00

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	8,544.85	5,751.48	30,820.00	8,544.85	76,921.00
	0.00	0.00	0.00	0.00	0.00
Base	1,820.00	845.00	1,820.00	1,820.00	17,051.00
Federal Funds	0.00	0.00	0.00	0.00	49,212.00
LCFF	0.00	206.48	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	6,150.00
Supplemental and Concentration	0.00	4,700.00	29,000.00	0.00	4,508.00
Title I	6,724.85	0.00	0.00	6,724.85	0.00
Title II	0.00	0.00	0.00	0.00	0.00

# COME BACK BUTTE CHARTER SCHOOL SAFETY PLAN

## YEAR: 2018-19

### GOALS AND ACTION STEPS – *Physical Environment*

**Improvement Goal:** Increase safety of Come Back Butte Charter by increasing preparation of school staff for emergency situations. All staff will work collaboratively to develop and implement:

Action Steps	Resources	Responsible Staff	Timeline	Budget
1) Intruder on campus drills	Time to schedule/plan and develop drills and protocol. Collaboration with CfTE staff.	All staff on site	2018-19 Ongoing	N/A
2) Earthquake drills	Time to schedule/plan and develop drills and protocol.	All staff on site	2018-19 Ongoing Fire – once a year Intruder – twice a year Earthquake – twice a year	N/A
3) Continue safety drills	Time to schedule/plan and develop drills and protocol.	All staff on site	2018-19 Ongoing	N/A
4) Daily Sign-in/sign-out for staff, students, and visitors	Maintain binder	Principal & teachers	Daily	N/A
5) Provide Go kit and Stay kit for classroom	Kit, Time to train	Principal and Admin. Assist.	July/August Annually	CBBC site budget
6) Review and update emergency protocols for school in collaboration with CfTE staff	Time to review and update current plan. Time to train teachers and staff	All staff	2018-19 Ongoing	N/A
7) Maintain roster of staff and volunteers, including cell numbers, emergency contacts and any medical conditions	Create table for information	Principal & Admin. Assist.	Ongoing update as necessary	N/A
8) Print weekly student rosters with phone numbers, contact person and emergency numbers	Use Aeries	Admin Asst.	To be completed weekly	N/A
<b>Evaluation Criteria:</b> Effectiveness of the plan will be evaluated by all staff according to records/logs of trainings, record/logs of drills.				

**COME BACK BUTTE CHARTER SCHOOL SAFETY PLAN**  
**YEAR: 2018-19**

**GOALS AND ACTION STEPS - *School Climate***

Improvement Goal: Increase Positive Behavior supports for students & staff.

Action Steps	Resources	Responsible Staff	Timeline	Budget
1) Continue implementation of PBIS model.	County and site trainings	Principal and teachers	2018-19 Ongoing	N/A
2) Implement Nurtured Heart Approach	County and site trainings	Principal and teachers	2018-19 Ongoing	LCFF/S&C funds
3) Communicate behavior expectations with students	Student handbook	Principal	Ongoing	N/A
4) Socio/Emotional supports for students	AFWD	Principal	Ongoing	N/A

Evaluation Criteria: Evaluation will be based on PBIS data, logs of ongoing trainings for teachers and staff.

***APPROVED BY COME BACK BUTTE CHARTER SCHOOL SITE COUNCIL \_\_\_\_\_.***



## Board Member Directory

Members as of: 3/1/2019

### Come Back Butte Charter

**Delgado, Janis**  
Director

5 County Center Drive  
Oroville, CA 95965  
Work (Preferred): (530) 532-5827  
jdelgado@bcoe.org

Start: 7/1/2016  
End: ---

**McGuire, Matt**  
Director

Start: 7/1/2016  
End: ---

**Telly, Ernesto**  
Director

Start: 7/1/2016  
End: ---

**Alexander, Heather**  
Director

Start: 7/1/2016  
End: ---

**Jolliff, Roger**  
Director

5 County Center Drive  
Oroville, CA 95926  
rjolliff@bcoe.org

Start: 8/14/2017  
End: 6/28/2019

**Vacancy - Seat 6**

Start: ---  
End: 6/28/2019 (Term End)



# **Butte County Office of Education Come Back Butte Charter School 2019-2020 School-Parent Compact**

*This compact, jointly developed with parents/family members of the students, outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high academic standards.*

## **School Responsibilities**

**As a school staff, we agree to support students' learning in the following ways:**

**1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards as follows:**

- Teachers are trained to provide instruction using curriculum aligned to State Content standards.
- A Multi-Tiered System of Support (MTSS) is implemented school wide to meet the individual needs of students.
- Teacher release time occurs for ongoing professional development. Teachers and staff also use this time to identify strategies to address the individual needs of students.
- Provide a safe and positive school environment that promotes respect, responsibility and leadership.
- Collect and analyze student assessment data to monitor student progress and informed instruction.

**2. Communication:**

- **Provide students/parents and family members with reasonable access to staff and frequent reports on school progress.** Specifically, the school will:
  - Hold student/parent/family-teacher conferences (at least annually) during which this compact will be discussed as it relates to individual achievement
  - Complete report cards every semester
  - Respond to email and phone messages within a timely manner
  - Make appointments with teacher, when a request is made.

**3. Engagement:**

- **Provide students/parents and family members with assistance in understanding the state's academic standards, assessments, and how to monitor and improve the achievement at school.**
  - 1. Provide parents and family members opportunities to observe student appointments and workshops.
  - 2. Provide parents and family members with materials and training to help them improve the academic achievement of their student
    - a. Include, as appropriate, topics identified by parents/ family members

**Butte County Office of Education  
Come Back Butte Charter School  
2019-2020 School-Parent Compact**

- b. Provide trainings and information in a format, and where practicable, a language that parents and family members can understand
- 3. Conduct other activities to encourage and support parents and family members in more fully participating at school.
- **Educate staff members in the value of parent and family member contributions and how to work with them as equal partners**
  - 1. Use CA Department of Education Family Engagement Framework and research-based training materials
  - 2. Schedule training/ coaching with Title I LEA Family Engagement Coordinator

**Parent Responsibilities**

**As parents, we agree to support our students learning in the following ways:**

- Monitor work completion
- Participate in decisions related to education
- Communicate with the school by promptly reading notices, reporting student absences, and responding to contacts from school personnel
- Attend parent/teacher conferences
- Follow all school policies (refer to handbook)

**Student Responsibilities**

**As students, we share the responsibility to improve our academic achievement. We agree to:**

- Share notices and information received from the school with my family
- Complete and turn in my work on time
- Arrive at meetings and classes prepared, on time and ready to learn
- Communicate about my learning and ask for help when needed
- Contact my teacher, promptly, if I need help or have questions with my assignments
- Stay current on school activities and events
- Agree to and follow technology policy.



June 19, 2019

**Local Control Accountability Plan (LCAP) meets Federal requirements for School Plan for Student Achievement (SPSA) for Single School Districts and Charter Schools**

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**Board of Education**

Amy Christianson  
Mike Walsh  
Brenda J. McLaughlin  
Roger Steel  
Alan White  
Karin Matray  
Alastair Roughton

This document certifies that the Come Back Butte Charter School's Local Control Accountability Plan (LCAP) meets Federal requirements for the planning, implementation, monitoring and evaluation of the School Plan for Student Achievement (SPSA).

Signed:

  
Mary Sakuma, Superintendent

# Title I, Part A School-Level Parent and Family Engagement Policy 2019-20

## Come Back Butte Charter

The school is committed to parent and family engagement, with the support of Title I, Part A. While parents and families in the school are diverse in culture, language and needs, they all share a commitment to academic success of their children. Therefore, the school strives to lead our students to success with the full support and involvement of families and the community.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). ESSA Section 1116[b][1]

To involve parents in the Title I, Part A programs, the following practices have been established:

- The school will
  - convene an annual meeting to inform parents about the Title I Program.
  - hold student/parent involvement/education meetings at varying times.
  - involve parents of participating students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.
  - educate staff members in the value of parent and family member contributions and how to work with them as equal partners.

## Communication and Accessibility:

The school **distributes information** related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

If requested by parents of Title I, Part A students, the school provides opportunities that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]).

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]).

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Details about the annual meetings:

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Details about the meetings:

Each spring, the School Advisory Committees (SSC/CAC/PAC) will agendaize a topic to discuss a flexible meeting schedule with stakeholders for the following year. In addition, the school will:

- make every effort to schedule meetings at a variety of times to allow parents and family members opportunities to attend.
- provide childcare/ transportation, as funding allows, so parents may attend the meeting.
- hold the Title 1 Parent Meeting each fall at a convenient time for parents.
- notify parents in a format, and where practicable, a language they will understand.
- provide timely information in the following ways:
  - school website and social media
  - letters home, including email communication
  - in person meetings and other forms of two-way communication
- accommodate a request for a meeting with any staff member or school administrator working with their student.
- provide the opportunity for public comment at regularly scheduled school advisory meetings.
- provide an annual LCAP Survey and stakeholder meetings.
- consider the various needs of stakeholders when sending communication or providing trainings, including needs resulting from disability, language and mobility barriers.

## Engagement of Parents:

The school involves parents in the development of required Parent and Family Engagement Plan when it:

- provides support for **parental involvement activities** requested by Title I, Part A parents (ESSA Section 1116[e][14]).
- involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]).
- provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]).

The school will engage families in the decision-making process in the following ways:

- recruit parents for open council positions by providing
  - an election process free of potential or perceived barriers that may preclude participation
  - training and ongoing support in council membership roles and responsibilities

- include adequate representation of parents and family members of participating students on advisory councils.
- elicit feedback from and share out with other advisory councils and stakeholder groups information pertaining to Title I, Part A programs and the Title I, Parent Involvement Policy

The school will provide engagement activities for students and families once a semester.

The school will provide information on curriculum, assessments and student progress in the following ways:

- in person meetings, including parent-teacher conferences
- parent education trainings/seminars
- written communication, including email
- Aeries Parent/Student Portal
- parent access to online curriculum

## Building Capacity:

Per ESSA Section 1116[e][1-4]), the school:

- **coordinates and integrates** the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children
- provides Title I, Part A parents with **materials and training** to help them work with their children to improve their children's achievement.
- provides Title I, Part A parents with **assistance in understanding the state's academic content standards**, assessments, and how to monitor and improve the achievement of their children.
- engages Title I, Part A parents in **meaningful interactions** with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement.

Meaningful interactions may include:

- community partnerships
- two-way communication
- remote or virtual access to allow parents/stakeholders to participate from any location
- site transitional specialist support, as needed
- annual site activities (e.g. workshops aligned to educating parents on academic standards; and potlucks with guest speaker on specific topic)

Assistance may include:

- opportunities for parents to participate/observe in their student's weekly meetings and/or workshops
- materials and trainings to address academic and social-emotional needs
  - once each semester

- include topics, as appropriate, identified by students/parents/family members
- provide strategies to increase foundational math and literacy skills

Trainings may include:

- research-based curriculum resources in trainings
  - Includes, academic and/or social-emotional learning
- community partner guest speakers
- community resources (including local Behavioral Health agencies).

## Staff Training:

With the assistance of Title I, Part A parents, the school **educates staff members in the value of parent contributions**, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

The school may offer:

- Staff trainings and/or train the trainer model for parent and family engagement
- Annual Title I Meeting and other LEA provided parent and family engagement resources
- New staff and continuing education training
- District parent and family engagement coordinator support
- Information on school website.

Please attach the School-Parent Compact to this document.

This policy was adopted by the Come Back Butte Charter on (insert date) and will be in effect for the period of (enter time period the policy is in effect here).

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: September 2019.

**Signature of Authorized Official**



Barbara Mandelbaum

**Date:** May 21, 2019

California Department of Education  
July 2018