

Introduction:

LEA: Butte County Office of Education **Contact (Name, Title, Email, Phone Number):** Karen Stiles, Director, kstiles@bcoe.org, 530-532-5757 **LCAP Year:** 2016-2017

Local Control and Accountability Plan and Annual Update Template

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 our newly authorized charter school called Come Back Butte Charter. The Butte County Office of Education Board authorized the addition of this school in March of 2016 and the school will open its doors to students in Oroville beginning in August of 2016.

Come Back Butte Charter (CBBC) will strive to meet the needs of students who have not been successful in traditional schools and meet the needs of students who have quit attending school for a range of reasons. The CBBC program will help students improve their abilities to read, write, compute, speak, ask questions, listen, solve problems, work independently and in teams, use technology, manage time, accept personal responsibility, live healthy lifestyles, relate comfortably to others and develop transferable job skills. This will be accomplished by promoting curiosity, integrity, social responsibility, and self-esteem. CBBC will help adult students that have qualified for the Workforce Investment Act (WIA) and high school-aged students at risk of dropping out to acquire skills to survive and prosper in the 21st century. Student success will be supported by the CBBC philosophy, which includes the following components:

Tailoring education programs to meet each student’s individual needs

Taking into account individual learning modalities

Assessing students on an on-going basis

Hiring, supporting, and continuously training high-quality teachers and staff

Working closely with students and county 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

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies’ (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
<p>On October 10, 2016 the BCOE SPS division held a public stakeholder input meeting to gather initial information regarding the need for Come Back Butte Charter. At the meeting, partners from the local Workforce Investment Bureau, Sheriff’s office, Butte Community Based Coalition, Probation and various departments within Butte County Office of Education attended to share their input. At the meeting, participants were surveyed on needs, obstacles and critical program components. In addition to this stakeholder meeting, the petitioner presented the concept and received input about needs</p>	<p>Stakeholders identified the following needs for students aged 17 and up who have not yet completed their high school diploma: literacy, job placement, marketable skills, pre-employment skills- soft skills, identifying students with disabilities.</p> <p>Stakeholders stated that beyond education, other critical program components would be: a staff member who would act in a social work 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,</p>

<p>from the Community Corrections Partnership, the Adult Education Consortium, the Alliance for Workforce Development and the local high school district. The Come Back Butte Charter petition was presented at a public hearing in February 2016 and a second public hearing in March 2016 when the Charter was approved. At the March Board meeting, the BCOE Board heard from numerous stakeholders on the need for the school in our community. Stakeholders presenting at the meeting were: the Juvenile Hall Deputy of Probation, the Director of Alliance for Workforce Development, the Principal of Hearthstone Charter School, the Director of Butte Community Based Coalition and a statement was read from the Principal of Table Mountain School which is located in Juvenile Hall.</p>	<p>Cal fresh, housing, obtaining a driver’s license, SSN. Stakeholders also identified that supporting transportation to the program and having a vocational component as part of the program would be additional areas for the school to consider. 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 felt that having a strong staff and an instructional program that included relevant electives and provide hope that there is something to look forward to, would assist in enticing and keeping students enrolled.</p> <p>Stakeholders also shared that the program would be stronger if it could connect students to other resources in the community such as Butte College and work training programs.</p> <p>The Charter petition includes this information and program components as a result of these valuable stakeholder input meetings.</p>
<p>Annual Update: Not applicable for 2016-2017, Come Back Butte Charter is a new charter beginning in August of 2016.</p>	<p>Annual Update: Not applicable for 2016-2017, Come Back Butte Charter is a new charter beginning in August of 2016.</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

GOAL 1:	All students will be prepared to transition successfully into subsequent educational levels and the workforce.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Identified Need :	Students served by Come Back Butte Charter have not yet completed the credits needed for a high school diploma. The students served by CBBC have either dropped out of high school, are adult students at risk of dropping out or have been involved in the justice system and have been unable to complete the required credits. CBBC students are returning to move forward with their education.	
Goal Applies to:	Schools: Come Back Butte Charter ----- Applicable Pupil All Subgroups:	

LCAP Year 1: 2016-2017

Expected Annual
Measurable
Outcomes:

Note: Come Back Butte Charter is using the baseline data from our BCOE schools. CBBC does not yet have baseline data as it is set to open in August 2016. CBBC will establish baseline EAMOs during the 16-17 school year.

100% of CBBC teachers are appropriately assigned and credentialed.

100% of our resource centers will have sufficient instructional materials as verified by a district board resolution and/or Williams report.

Priority 2: Implementation of California State Standards

BCOE's CA State Standards Implementation Rubric has a five point scale.

BCOE's goal is to have all schools will strive to achieve full proficiency which is a Level 3 (Full Awareness) by the close of the 2016-2017 academic year and CBBC will be included in this goal.

BCOE baseline data for ELA 2015-2016 is as follows: (5 point scale)

Standards and Framework (2),

Planning (2),

Formative Assessment (2),

Summative Assessment (2),

Instruction (2).

BCOE baseline data for Math 2015-2016 is as follows: (5 point scale)

Standards and Framework (2),

Planning (2),

Instruction (2),

Addressing Mathematical Practices (2),

Summative and Formative Assessments (2)

BCOE English Learner Program Metric:

All schools will achieve proficiency through Level 2 (Developing) by the close of the 2016-2017 academic year

Baseline Data for 2015-2016 for full implementation of EL Program according to the BCOE EL Program Rubric is as follows:

Defined Program (1),

Data (3),

Family Engagement (2),

Equity and Access (3),

Professional Learning (2),

State Standards Implementation (1)

Implementation of Project Based Learning: Teachers and principals will use the "Project Based Teaching Rubric" to assess the level of implementation of PBL with the goal of 100% of our teachers reaching "Gold Standard PBL Teacher".

Baseline will be established spring 2016.

3 Levels of the Rubric: Beginning PBL teacher, Developing PBL, Gold Standard PBL Teacher

Priority 4: Pupil Achievement:

SBAC: Increase the percent of students nearing standards or above on the ELA and Math SBAC assessments by 10%.

Baseline ELA Data: Spring 2015 17% (11/66 students) Nearing Standards or above.

Baseline Math Data: Spring 2015 19% (12/62 students) Nearing Standards or above

EAP/Pupils college and career ready: Increase the % of students Conditionally Ready for college level course work by 5% each year. 11th Grade students only.

EAP ELA Baseline: 1% (2/15 students) are Conditionally Ready for English college-level coursework.

EAP Math Baseline: 0% (0/15 students) are Conditionally Ready for math college-level coursework.

API: Multiple measure replacement for the API is under development. Currently unsupported.

CBBC does not currently offer A-G courses or a full CTE pathway.

CBBC does not currently offer AP classes or exams.

English Proficiency –

100% of BCOE students identified as English Learners enrolled at any time throughout the school year will have EL Academic Support Plan with report to parents that includes performance gap, measurable objective, and strategic plan.

This plan will be completed and monitored throughout the year. Baseline: Percent of EL students currently with an Academic Support Plans will be established in Spring of 2016.

All BCOE EL students will grow by one language level each year as measured by the CELDT or ELPAC. Current data:

14-15 CELDT 9 Tested:

0 Advanced,

(22%) 2 Early Advanced,

(12%) 1 Intermediate,

(22%) 2 Early Intermediate,

(44%) 4 Beginning

15-16 CELDT 7 Tested:

0(%) Advanced,

2(29%) Early Advanced,

1 (14%) Intermediate,

0 (0%) Early Intermediate,

4 (57%) Beginning

Note: The 4 students at the Beginning Level are in the Special Education Program and may be more appropriately suited to take an alternate assessment.

EL Reclassification rate:

100% BCOE will use their reclassification criteria to reclassify any eligible EL students in their program. Focus will be put on LTELs. (only 1 out of 24 students was eligible for reclassification 2015-2016)

BCOE will decrease the number of LTELs in their programs by 5% each year.

Priority 7: Course Access

BCOE's goal is to increase number of CTE elective courses offered to our students by 1 each year.

Baseline CTE courses Spring 2016:

LEAD 1 CTE course

TMS 1 Pathway course

TMS 4 CTE Elective courses

Priority 8: Other Pupil Outcomes
 CST Science:
 BCOE Alternative Programs: 9 students participated – not enough for analysis

Physical Fitness: % of students meeting 5 or 6 of Healthy Fitness Zone targets.
 5th N/A (only 8 students)
 7th grade 20%
 9th N/A (only 8 students)

Writing Assessment – Write Score Baseline will be administered Spring 2016

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CBBC will purchase core curriculum and intervention materials.	CBBC	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	On line curriculum 5800: Professional/Consulting Services And Operating Expenditures Base 5,000.
CBBC will purchase, maintain, or upgrade technology for instructional purposes.	CBBC	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	On line curriculum maintenance 5800: Professional/Consulting Services And Operating Expenditures Base 500.
CBBC will provide LEA-wide Project Based and Common Core coaching and professional learning.	CBBC	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Coaching/professional learning for PBL 5800: Professional/Consulting Services And Operating Expenditures Title I 500.

CBBC will support continued college and career training through Get Focused Stay Focused CBBC

(Specify)

X All ----- Career tech training - From CTEIG Grant 4000-4999: Books And Supplies Other 1000.
 OR:
 Low Income pupils
 English Learners
 Foster Youth
 Redesignated fluent English proficient
 Other Subgroups:
 (Specify)

In order to provide low student teacher ratio and opportunities for outreach to community agencies a full time teaching vice Principal will be staffed at the school site a portion of salary will be used from supplemental and concentration dollars. CBBC

X All ----- Instructional staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 39,000
 OR:
 Low Income pupils
 English Learners
 Foster Youth
 Redesignated fluent English proficient
 Other Subgroups:
 (Specify)

LCAP Year 2: N/A CBBC will do one year LCAP

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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LCAP Year 3: N/A CBBC will do one year LCAP

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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

Related State and/or Local Priorities:

1 2 3 4 5 6 7 8

GOAL 2:

COE only: 9 10

Local : Specify

Identified Need : Come Back Butte Charter serves high risk students who have not been successful in other school environments. As such, our staff will increase their knowledge and skills in using trauma informed practices, Positive Behavior Intervention and Supports (PBIS), Nurtured Heart, and Tactical Communication to create safe, consistent and nurturing environments .

Goal Applies to: Schools: Come Back Butte Charter -----

Applicable Pupil All

Subgroups:

LCAP Year 1: 2016-2017

Expected Annual
Measurable
Outcomes:

Note: Come Back Butte Charter is using the baseline data from our BCOE schools. CBBC does not yet have baseline data as it is set to open in August 2016. CBBC will establish baseline EAMOs during the 16-17 school year.

Priority 1: Basic

CBBC will have 100% of our resource centers in good or exemplary condition as measured by the Facility Inspection Tool (FIT).

Priority 3: Parent Involvement

Using the WestEd Family Engagement Framework (14-15 edition), all BCOE schools will move into the progressive implementation level (2) from their current Basic implementation level (1) as assessed by site principals.

Priority 5: Pupil Engagement

Student attendance rates will increase from 89 % to =93 %

2013-2014 91%

2014-2015 89%

Reduce chronic absenteeism by 5% from the current 23%.

2014-2015 27%

2015-2016 23% (as of April 15)

Graduation Rates:

Butte County Office of Education receives a countywide graduation rate that is not representative of our programs. Therefore, both the countywide graduation rate and number of students completing a program have been included.

2013-2014 Graduation Rate: 85.7%

2014-2015 Graduation Rate: TBD (data has not yet been released)

Increase the percentage of students graduating or receiving a high school equivalency or a certificate of completion by =10%.

2014-2015 (data certified in 2015-2016): BCOE 12th grade students only. CALPADS completion report accounts for any 12th grade student completing within the academic year. Therefore, the denominator accounts for any 12th grade student enrolled during the year.

Graduates meeting UC/CSU requirements: 0

Graduates not meeting UC/CSU requirements: 10% (15/62 students)

GED: 1% (2/62 students)

Special Ed Certificate of Completion: 6% (10/62 students)

Priority 6: School Climate

Reduce the suspension rates by 10%

2013-2014 35%

2014-2015 29%

Maintain zero expulsion rates.

Increase feeling of safety as measured by LCAP Parent Survey. Base line data from Spring 2016:
 77% of students and parents Agree or Strongly Agree that the schools are safe, clean and in good repair.
 80% of students and parents Agree or Strongly Agree that they are valued as important partners in education.
 74% of students and parents Agree or Strongly Agree that their input is actively sought after for decisions related to their child's education.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CBBC will Implement and/or increase trauma informed practices with materials, incentives, and training. Examples include: PBIS, Nurtured Heart, Tactical Communication & CPI	CBBC	X All _____ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff training 5800: Professional/Consulting Services And Operating Expenditures Title I 1000.
CBBC will maintain student attendance support with Aeries contract and training for Aeries Analytics training.	CBBC	X All _____ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Aeries site license 5000-5999: Services And Other Operating Expenditures Base 1500.

LCAP Year 2: N/A CBBC will do one year LCAP			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3: N/A CBBC will do one year LCAP			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 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 Education Code 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 schoolsites 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Not applicable for 2016-2017, Come Back Butte Charter is a new charter beginning in August of 2016.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: _____ Applicable Pupil Subgroups: _____	
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:
LCAP Year:		
Planned Actions/Services Budgeted Expenditures		Actual Actions/Services Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to: Schools: _____ Applicable Pupil Subgroups: _____	
Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
LCAP Year:	
Planned Actions/Services Budgeted Expenditures	Actual Actions/Services Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated: \$40,000

The supplemental and concentration funds will be utilized to support this supplemental programs 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 to support part of the teaching vice principals salary so that an on site administrator is available to support the needs of the program, including outreach, vocational support and exploration, a low student teacher ratio, and safety.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

17.5	%
0	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	2016-2017	N/A CBBC will do one year LCAP	N/A CBBC will do one year LCAP	2016-2017- N/A CBBC will do one year LCAP Total
All Funding Sources	0.00	0.00	48,500.00	0.00	0.00	48,500.00
Base	0.00	0.00	7,000.00	0.00	0.00	7,000.00
Other	0.00	0.00	1,000.00	0.00	0.00	1,000.00
Supplemental and Concentration	0.00	0.00	39,000.00	0.00	0.00	39,000.00
Title I	0.00	0.00	1,500.00	0.00	0.00	1,500.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	2016-2017	N/A CBBC will do one year LCAP	N/A CBBC will do one year LCAP	2016-2017- N/A CBBC will do one year LCAP Total
All Expenditure Types	0.00	0.00	48,500.00	0.00	0.00	48,500.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	39,000.00	0.00	0.00	39,000.00
4000-4999: Books And Supplies	0.00	0.00	1,000.00	0.00	0.00	1,000.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	1,500.00	0.00	0.00	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	7,000.00	0.00	0.00	7,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	2016-2017	N/A CBBC will do one year LCAP	N/A CBBC will do one year LCAP	2016-2017- N/A CBBC will do one year LCAP Total
All Expenditure Types	All Funding Sources	0.00	0.00	48,500.00	0.00	0.00	48,500.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	0.00	39,000.00	0.00	0.00	39,000.00
4000-4999: Books And Supplies	Other	0.00	0.00	1,000.00	0.00	0.00	1,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	1,500.00	0.00	0.00	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	5,500.00	0.00	0.00	5,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	2016-2017	N/A CBBC will do one year LCAP	N/A CBBC will do one year LCAP	2016-2017- N/A CBBC will do one year LCAP Total
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	0.00	1,500.00	0.00	0.00	1,500.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (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).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “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).

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) "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).

(f) "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).