Local Control Accountability Plan and Annual Update (LCAP) Template

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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 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 think about ways to focus on their future. Through independent study, students meet with teacher(s) once a week to discuss their progress as they work at their own pace on-line. 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 to 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 16-60, coming from various settings ranging from independent/family living situations to transitional housing/treatment programs or detention facilities.

CBBC is located in a BCOE computer lab with 10 student computers. Computers are available for student use each school day.

LCAP Highlights

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

Working closely with stakeholders to align our with our LCAP to our charter, two goals have been identified for focus within the next three years to improve outcomes for all students.

- GOAL 1 - All BCOE students will be prepared to transition successfully into subsequent educational levels and the work force. Seven Actions/Services are planned for this goal.

One key highlight of this years LCAP is continuing the full implemented of Edgenuity. Edgenuity, a California standards-aligned online curriculum is flexible, comprehensive, customizable and ideal for CBBC students. This user friendly program provides students opportunities to complete assignments anywhere they have internet access and a computer. The online curricular program allows students to track their progress and scores as they earn credits towards their high school diploma or equivalent. Another aspect of Edgenuity that works well with CBBC students, is the built in platform that allows communication between students and teachers..

CBBC previously purchased Chromebooks and hotspots to check out to students. This technology will be maintained and continued subscriptions for hotspots will be avialable for student use.

This year the staff will have 2 extra duty days to collaborate on implementation of the first phases of our five year plan to decrease the student dropout rate. An individualized approach to career education will be implemented combining the current Get Focused Stay Focused Curriculum and a new project based Big Picture Learning or something similar.

Staff will work to create planners for students with sections for calendars and appointments, goal writing and progress and other necessary sections that will focus on developing organizational skills.

- GOAL 2 - All BCOE students will learn in safe, consistent, nurturing environments. Three Actions/Services are planned for this goal.

CBBC will continue to implement the Positive Behavior Intervention and Supports (PBIS) approach to provide students with a safe nurturing environment in school, at home and in the community. Staff members at CBBC work diligently to build strong relationships with students. The entire staff has been trained in PBIS and receives on-going district support. CBBC continues to adapt PBIS to fit with our adult student population.

Aeries Student Information System is being used for student attendance and Aeries Analytics for data analysis.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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

Come Back Butte Charter is very proud of the many successes of the 17-18 school year. Come Back decided to change from GradPoint curriculum to the online curriculum Edgenuity. CBBC staff received a full day of training to utilize Edgenuity with students from day one of the school year. The Edgenuity representative provided the staff with a comprehensive training of the curriculum and is ready and willing to help with questions as they arise.

CBBC has been working on improving student attendance and developing ways to improve the frequency that students log on to Edgenuity each school day. Collaboration regarding attendance procedures occurs in the form of Professional Learning Communities (PLCs). Teachers print Student Session Logs and Attendance Logs to share with students during weekly appointments and talk to students 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.

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

Referring to the LCFF Evaluation Rubrics, 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

According to California Department of Education, "The Dashboard Alternative School Status (DASS) program replaces the previously administered Alternative Schools Accountability Model (ASAM) and holds alternative schools and alternative schools of choice accountable for modified methods of measurement for accountability indicators, when appropriate." The DASS for Come Back Butte Charter is not yet available.

The LEA has determined that student attendance is the area of greatest need for improvement at Come Back Butte Charter. Come Back ended the year with 76.9% attendance. This is well below the BCOE goal of 92%. In order to improve attendance CBBC will develop procedures for teachers to work with students that focus on the importance of improving attendance and how it will positively affect academic levels.

Referring to the LCFF Evaluation Rubrics, 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

According to the California Department of Education, "The Dashboard Alternative School Status (DASS) program replaces the previously administered Alternative Schools Accountability Model (ASAM) and holds alternative schools and alternative schools of choice accountable for modified methods of measurement for accountability indicators, when appropriate." The DASS for CBBC is not currently available.The CBBC principal and staff track student academic, attendance and behavior data internally and use this data to drive the decision making process.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Based on staff and stakeholder feedback and research on effective practices we are implementing focused LCAP Action/services to improve services for the low income, English learner, and foster youth. The significant actions to improve services are:

- Purchase and maintain devices to expand and support students unable to attend main campus for technology needs
- Provide coaching and professional development tied to instruction
- Provide professional development to support career development and planning

Other areas of improvement include Family and Stakeholder outreach/engagement and increasing student access to Career Technical Education, and extending summer sessions for our most at-risk students.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$415,590.00
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$27,224.85

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

At Come Back the general fund is used for teacher/clerical salaries, site C/U's, and some materials and supplies.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$402,326.00

Annual Update

LCAP Year Reviewed: 2017-18

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
Metric/Indicator Priority 5: Local Metric/Student Engagement/School attendance rates **17-18** CBBC will increase attendance by 5% **Baseline** As of month 8 2016-2017 school year attendance 82.31%	Priority 5: Increase the 82.31% attendance by 5% to 86.4% (a difference of 4.1) • As of month 8, of the 2017-18 school year, the average attendance rate is 87.14% - this represents a 5.9% increase.
Metric/Indicator Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator **17-18** CBBC will increase graduation rate by 5%	Priority 5: Increase the 69% graduation rate by 5% to 72.45% (a difference of 3.45) • As of month 9, of the 2017-18 school year, the current graduation rate for students on track to graduate (beginning the semester with >22 credits) is 56%, with 14 of the 25 active seniors on track.

	Expected	Actual

Expected	Actual
Baseline For students who needed 0-22 credits to complete their high school diploma (13 students) 69% (9 students) have finished	
Metric/Indicator Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results **17-18** Based on baseline data goals will be set to show growth **Baseline** Students tested May 2017, baseline data will be established with test results	Priority 4: Too few students tested to show results
Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates **17-18** Chronic absenteeism will decrease by 10% **Baseline** 2016-2017 chronic absenteeism 78%	Priority 5: Decrease from 78% chronic absenteeism by 10% to 70.2%% (a difference of 7.8) • As of Month 8, of the 2017-18 school year, the Chronic Absenteeism is at 48%. This is a 38% decrease.
Metric/Indicator Priority 7B Programs/services provided to unduplicated pupils **17-18** Based on baseline data goals will be set to show growth **Baseline** iReady baseline data will be gathered from the 2017-2018 school year	Priority 7: Baseline data established 2017-18 school year As of April 2018 i-Ready (Intervention Screener report): • Math - 83 out of 135 students tested (61%) Scores At risk for Tier 3 (2 or more levels below) - 99% (82 students) Tier 2 - 1% (1 student) Tier 1 - 0% (0 students) • Reading - 85 out of 133 students tested (64%) Scores At risk for Tier 3 (2 or more levels below) - 79% (67 students) Tier 2 - 12 % (10 students) Tier 1 - 9% (8 students)
Metric/Indicator Priority 5: Local Metric/Middle school dropout rate **17-18** Dropout rate will decrease 10%	Priority 5: The dropout rate for the 2017-18 school year is not yet available. The number of students who were counted as a dropout in CalPads for the 2016-17 school year was 47.

Expected	Actual

| **Baseline**
2016-2017 dropout rate 50% | |

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

17-18
Rates of increase for participation and progress will be set once baseline is established.

Baseline
Eleventh grade students participated in SBAC assessments. | Priority 2: Baseline data established 2016-17 school year
Participation rate:
• May 2017 - ELA CAT: 90% (8 out of 9 students)
• May 2017 - Math CAT: 90% (8 out of 9 students)
• May 2017 - ELA PT: 90% (8 out of 9 students)
• May 2017 - Math PT: 80% (7 out of 9 students)
• TOTAL participation rate 87.5%

Participation rate for 2017-18 school year:
• May 2018 - ELA CAT: 100% (9 out of 9 students)
• May 2018 - Math CAT: 100% (9 out of 9 students)
• May 2018 - ELA PT: 100% (9 out of 9 students)
• May 2018 - Math PT: 100% (9 out of 9 students)

• May 2018 - CAST: 96.43% (54 out of 56 students) |

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

17-18
Accountability measures for Dashboard Alternative School Status (DASS), formerly Alternative Schools (ASAM), have not yet been determined, but once they have we will set measurable outcomes.

Baseline
Based on baseline data goals will be established | Priority 7: Accountability measures have not yet been determined |

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

CBBC will pay share of Edgenuity on-line curriculum (three year contract ending end of year 19-20)	Action Met: CBBC paid its portion of Edgenuity on-line curriculum for the 2017-18 school year. All students had access to Edgenuity.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $29,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $29,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase devices to expand and support students unable to attend main campus	Action Met: CBBC purchased five additional Chromebooks and storage cabinet. Students were able to check out Chromebooks to complete Edgenuity assignments. Materials were purchased with Title I funds.	4000-4999: Books And Supplies Supplemental and Concentration $5000	4000-4999: Books And Supplies Title I $1685.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain current technology for instructional purposes	Action Met: CBBC purchased additional cords for Chromebooks, to replace those lost/damaged by student use.	4000-4999: Books And Supplies Base $500	4000-4999: Books And Supplies Title I 268.13

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CBBC will provide coaching and professional learning tied to instructional program	Action Partially Met: No additional PBIS training costs were incurred. It was decided that since CBBC is its second year it was not wise to move on to Tier 3 training. The focus will remain on building a solid Tier 2 plan.	PBIS 5800: Professional/Consulting Services And Operating Expenditures Title I $500	$0.00

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continued Professional Development to support Get Focused Stay Focused	Action met and paid for through CTEC funding.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $3000	$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 with a few exceptions primarily due to the use of additional budgets. CBBC staff have proven to be the biggest asset and are refining how to intervene when students demonstrate academic and attendance problems or are not on track for graduation.

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

The actions and services were effective as implemented. Student attendance and students with chronic absenteeism have both shown positive changes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: no difference
Action 2: Used textbooks were purchased at a much lower price than expected. Title I funds were used as stated in approved SPSA.
Action 3: Additional cords were purchased to replace lost/damaged cords so that students could continue using Chromebooks.
Action 4: Support for PBIS was provided by LEA, no additional costs were incurred by CBBC.
Action 5: Professional Development support for Get Focused Stay Focused was provided through CTEC funding, no costs were incurred by CBBC.

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.

CBBC will continue to focus on student attendance though MTSS/PBIS supports and increasing graduation rates through the implementation of standards based curriculum that all students have access to as well as professional development for all staff.

Annual Update

LCAP Year Reviewed: **2017-18**

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
Metric/Indicator Priority 1: Local Indicator/Teacher credential **17-18** 100% of teachers will be appropriately credentialed and assigned **Baseline** 100% of teachers are appropriately credentialed and assigned	Priority 1: During the 2017-18 school year, 100% of teachers are appropriately credentialed and assigned.
Metric/Indicator Priority 1: Local Indicator/ Facilities in good repair **17-18** Facility will be in good repair, according to yearly F.I.T. report **Baseline** Facility in good repair, according to yearly F.I.T. report	Priority 1: During the 2017-18 school year, Come Back Butte Charter received an Exemplary rating on the Facility Inspection Tool (FIT)

Expected	Actual
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool **17-18** Student attendance at monthly pot luck will increase by 10 percent **Baseline** Student involvement data is used in this section. 20% of students attend monthly pot luck	Priority 3: The average student attendance for the 2016-17 pot lucks was seven. So far in the 2017-18 school year the average student attendance at the monthly pot luck has also been seven students.
Metric/Indicator Priority 6: State Indicator/Student Suspension Indicator **17-18** 0% of CBBC students will be suspended **Baseline** 0% of students at CBBC have been suspended during the 16-17 school year	Priority 6: 0% of CBBC students have been suspended during the 2017-18.
Metric/Indicator Priority 6: Local Indicator/Local tool for school climate **17-18** PBIS Climate Survey completion will increase by 5% **Baseline** 60% of students completed Student Survey	Priority 6: Climate Survey participation will increase to 65%. A PBIS Climate Survey was available for students in December 2017. At this time there were 67 students enrolled and 42 students responded to the survey. This represents 63% of students enrolled. The results of the survey will be used as the baseline data. Results follow: * What is your gender or gender identity? Female - 19 Male - 20 Transgender - 3 * Which of the following best describes you? Heterosexual - 35 Bisexual - 2 Prefer not to answer - 5 * What is your ethnicity/race? Hispanic or Latino/a - 6 American Indian - 3 Black or African American - 1 White - 26 Multiracial - 5 Prefer not to answer - 1

Expected	Actual

| | * Grade
10th - 3
11th - 2
12th - 12
Prefer not to answer - 2

*Responses for the following survey questions range from 1-strongly disagree to 4-strongly agree. The score for each item is shown as an average score from student responses.
1. I like school. 3.05
2. I feel success at school 3.0
3. I feel my school has high standards for achievement. 3.36
4. My school sets clear rule for behavior. 3.67
5. Teachers treat me with respect. 3.86
6. The behaviors in my class allow the teachers to teach. 3.69
7. Students are frequently recognized for good behavior. 3. 69
8. School is a place at which I feel safe. 3.76
9. I know an adult at school that I can talk with if I need help. 3.67

Creating an environment where students of all ages feel safe is important to Come Back Butte Charter. With this feeling of safety students are able to focus on learning the skills they need. Results for the Climate Survey indicate that CBBC students feel good about their school and understand the expectations. Students also appreciate being recognized for positive behavior. |
| **Metric/Indicator**
Priority 6: Local Metric/Expulsion rate

17-18
0% of CBBC students will be expelled

Baseline
0% of students at CBBC have been expelled during the 16-17 school year | Priority 6: So far this year, 0% of CBBC students have been expelled. |

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 (5% of allocation)	Action met in support of PBIS activities and student incentives	4000-4999: Books And Supplies Title I $3224.85	4000-4999: Books And Supplies Title I $3000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain student attendance support with AERIES	Action met	5800: Professional/Consulting Services And Operating Expenditures Base $1320.00	5800: Professional/Consulting Services And Operating Expenditures Base $792.00

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 were implemented as described.

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

Having appropriately credentialed teachers using Common Core State Standard curriculum in a safe and clean campus contributes greatly to the education of our students.
The original belief was that monthly potlucks would be a way to bring students together and help them to build a relationship with school. With the low attendance at the monthly pot lucks, this action item has been re-evaluated - in the future potlucks will be held twice a semester, rather than once a month.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budget expenditure and estimated actual expenditure for student incentives was met. The budget expenditure ($1320) and estimated actual expenditure for AERIES ($792) has a difference of $528, this is due to an over estimate from the LEA at the beginning of the year.

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.

Action 1: no changes will be made
Action 2: Changes will be made per LEA estimates

Stakeholder Engagement

LCAP Year: **2018-19**

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?

Come Back Butte Charter involved stakeholders at the school site level in monitoring the progress of the 2017-18 Local Control Accountability Plan (LCAP) and providing opportunities for consultation/input regarding continuing, improving, increasing, and changing actions and services for the 2018-19 LCAP through the process described below. Stakeholders included parents, teachers and staff, students, community members, local bargaining units, district and county office personnel, administrators, representatives for Foster youth, and school site councils.

Come Back Butte Charter LCAP Committee
Come Back Butte Charter held stakeholder meetings in conjunction with School Site Council meetings on: August 22, 2017; October 17, 2017; January 16, 2018; February 27, 2018; April 30, 2018

Come Back Butte Charter also utilized a stakeholder survey to elicit input from students, staff, parents, and community members as part of LCAP development.

CONSULTATION WITH BARGAINING UNITS
As a school authorized by the Butte County Office of Education (BCOE), a collaborative relationship with all bargaining units is essential to our school. As such, an overview of the LCAP Committee meetings were presented at each bargaining unit's negotiation session as a strategy to increase ongoing stakeholder involvement in monitoring of our LCAP. BCOE has three bargaining units: Butte County Teacher Association, (BCTA); CSEA 436, and CSEA 736.   Several bargaining unit members actively participated in LCAP Committee meetings and members were always encouraged to attend.

Consultation meetings with the Butte County Teachers Association were held on: September 9, 2016; November 7, 2016; January 25, 2017; April 19, 2017; May 15, 2018
Consultation meetings with the 436 members were held on: September 13, 2016, November 14, 2016, December 6, 2016, April 12, 2017
Consultation meetings with the 736 members were held on: September 23, 2016, November 15, 2016, January 18, 2017, March 22 2017

STUDENT INPUT

Student input is very valuable to Come Back Butte Charter. Students were asked to complete a LCAP survey in November of 2017 and a PBIS Climate Survey in December 2017.

Parent Involvement:
The majority of students at Come Back Butte Charter are adults with homes and families of their own, therefore parent involvement is essentially seen as student involvement. Come Back Butte Charter has a monthly pot luck lunch on the last Friday of each month. The staff provides lunch and students are invited to attend with their families. This is a time for students and staff to enjoy some time getting to know each other while enjoying a delicious lunch. During the pot lucks students can win "prizes" through a drawing of PBIS tickets they have earned throughout the month for attending appointments, completing courses, and Taking Care of their Business ("Taking Care of Business" is the PBIS Code of Conduct at Come Back Butte Charter. Students are also invited to become members of the Come Back Butte Charter LCAP team and School Site Council.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming 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 the following critical components 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:

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.

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	For students who needed 0-22 credits to	CBBC will increase graduation rate by 5%	CBBC will increase graduation rate by 5%	CBBC will increase graduation rate by 5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Engagement/High School Graduation Rate Indicator	complete their high school diploma (13 students) 69% (9 students) have finished			
Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results	Students tested May 2017, 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
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 8: 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%
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 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	Eleventh grade students participated in SBAC assessments and we do not yet have results.	Rates of increase for participation and progress will be set once baseline is established.	During the 2017-18 school year 100% of eleventh grades students completed the SBAC assessments. This percent of participation will continue.	During the 2017-18 school year 100% of eleventh grades students completed the SBAC assessments. This percent of participation will continue.
Priority 7: State Indicator/College/	Eleventh grade students participated in EAP	Accountability measures for Alternative Schools	Accountability measures for Alternative Schools	Accountability measures for Alternative Schools

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Career Indicator (HS only)	assessments and we do not yet have results.	(ASAM) have not yet been determined, but once they have we will set measurable outcomes.	(ASAM) have not yet been determined, but once they have we will set measurable outcomes.	(ASAM) have not yet been determined, but once they have we will set measurable outcomes.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	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.	Teachers will continue to rate their implementation in ELA, Mathematics, and Next Generation of Science Standards vying for full Implementation range. Teachers will increase their rating in English Language Development from the Core range to Core 4. 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 level in the Educational Technology rubric.	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 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.	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 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.

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)

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)

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)

[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
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
CBBC will pay share of Edgenuity on-line curriculum (three year contract ending end of year 19-20)	Edgenuity on-line curriculum. Year two of three year contract.	Edgenuity on-line curriculum. Year three of three year contract.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$29,000	$14,400	$14,400
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

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)

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

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)

Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Purchase devices to expand and support students unable to attend main campus	Subscription fees of previously purchased devices.	Subscription fees of previously purchased devices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5000	$3000	$3000
Source	Supplemental and Concentration	Title I	Title I
Budget Reference	4000-4999: Books And Supplies	5000-5999: Services And Other Operating Expenditures	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	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged 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	$500
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

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)

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)
Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged 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 coaching and professional development tied to instructional program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$500	$500	$500
Source	Title I	Title I	Title I
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 PBIS

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)

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

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)

Students to be Served	Scope of Services	Location(s)
Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continued Professional Development to support Get Focused Stay Focused	Professional Development Individualized PBL	Professional Development Individualized PBL

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3000	$2000	$2000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures Big Picture Learning	5800: Professional/Consulting Services And Operating Expenditures Big Picture Learning

Action 6

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	Unchanged Action
	Provide students with planners	Provide students with planners

Budgeted Expenditures

Amount		$480.00	$480.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 7

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	Unchanged Action
	2 Staff Professional Development days (extra duty)	2 Staff Professional Development days (extra duty)

Budgeted Expenditures

Amount		$900.00	$900.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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:

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 .

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	Student involvement data is used in this section. 20% of students attend monthly pot luck	Student attendance at monthly pot luck will increase by 10%.	Student attendance at monthly pot luck will increase by 5%.	Student attendance at monthly pot luck 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%	Survey completion will increase by 5%	Survey completion will increase by 5%
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)

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

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)
Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain implementation of trauma informed practices with PBIS activities, incentives and trainings	Maintain implementation of trauma informed practices with PBIS activities, incentives and trainings	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	$3000
Source	Title I	Title I	Title I
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

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)	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)	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)

| [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		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain student attendance support with AERIES	Maintain student attendance support with AERIES	Maintain student attendance support with AERIES

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1320.00	$1320	$1320
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 3

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	Unchanged Action
	2 Staff professional development days (extra duty)	2 Staff professional development days (extra duty)

Budgeted Expenditures

Amount		$900.00	$900.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

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).

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$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

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.

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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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.

    o 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 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 5 *CCR* 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).

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, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	42,544.85	34,745.13	40,320.00	27,224.85	27,000.00	94,544.85
	0.00	0.00	0.00	0.00	0.00	0.00
Base	1,820.00	792.00	1,820.00	1,820.00	1,820.00	5,460.00
Supplemental and Concentration	37,000.00	29,000.00	37,000.00	18,680.00	18,680.00	74,360.00
Title I	3,724.85	4,953.13	1,500.00	6,724.85	6,500.00	14,724.85

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

			Total Expenditures by Object Type			
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	42,544.85	34,745.13	40,320.00	27,224.85	27,000.00	94,544.85
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	0.00	1,800.00	1,800.00	3,600.00
4000-4999: Books And Supplies	8,724.85	4,953.13	6,500.00	4,204.85	3,980.00	14,684.85
5000-5999: Services And Other Operating Expenditures	0.00	0.00	0.00	3,000.00	3,000.00	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	33,820.00	29,792.00	33,820.00	18,220.00	18,220.00	70,260.00

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

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	42,544.85	34,745.13	40,320.00	27,224.85	27,000.00	94,544.85
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	0.00	0.00	1,800.00	1,800.00	3,600.00
4000-4999: Books And Supplies	Base	500.00	0.00	500.00	500.00	500.00	1,500.00
4000-4999: Books And Supplies	Supplemental and Concentration	5,000.00	0.00	5,000.00	480.00	480.00	5,960.00
4000-4999: Books And Supplies	Title I	3,224.85	4,953.13	1,000.00	3,224.85	3,000.00	7,224.85
5000-5999: Services And Other Operating Expenditures	Title I	0.00	0.00	0.00	3,000.00	3,000.00	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	1,320.00	792.00	1,320.00	1,320.00	1,320.00	3,960.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	32,000.00	29,000.00	32,000.00	16,400.00	16,400.00	64,800.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	500.00	0.00	500.00	500.00	500.00	1,500.00

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

			Total Expenditures by Goal			
Goal	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	38,000.00	30,953.13	38,000.00	21,780.00	21,780.00	81,560.00
Goal 2	4,544.85	3,792.00	2,320.00	5,444.85	5,220.00	12,984.85

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