Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Come Back Butte Charter School	Mary Sakuma Superintendent	msakuma@bcoe.org (530) 532-5650

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Butte County Office of Education (BCOE) is located 90 miles north of Sacramento in the town of Oroville. In addition to recent developments with COVID-19 that all schools worldwide are experiencing, Butte County has endured recent community challenges that have gained both state and nationwide notoriety. In 2017, structural challenges to the world's tallest earth dam in Oroville caused evacuations and school closures, in 2018 the Camp Fire destroyed the town of Paradise and the community of Concow, and most recently in 2020, the North Complex West Zone fire destroyed the town and school of Berry Creek. Each of these events has brought many emotional and economic challenges to Butte County. Although challenged with these recent events, Butte County is a place of natural beauty with countless opportunities in both rural and urban environments.

Come Back is a locally-funded, dependent, public charter school authorized by the Butte County Board of Education and administered by the Butte County Superintendent of Schools through Butte County Office of Education's Student Programs and Educational Supports Division. Come Back is Western Association of Schools and Colleges (WASC) accredited and offers free and appropriate educational services through alternative instructional programs. The Butte County Office of Education Board first authorized the addition of this school in March of 2016 and the school opened its doors to students in August of 2016. CBBC is accessible to students who live in Butte County, as well as, Tehama, Plumas, Yuba, Sutter, Colusa and Glenn counties. All LEA centralized services provided by the COE are reported in the Butte County Office of Education LCAP.

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

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

CBBC students are served exclusively in partnership with Northern Rural Training and Employment Consortium (NoRTEC), the local administrator of Workforce Investment Act (WIA) programs. CBBC is a charter school authorized under California Ed Code §47612.1. In addition to NoRTEC, students are referred to CBBC through a variety of agencies in our county such as local high schools, adult programs, county programs and word of mouth. Current CBBC students range in ages of 16-50, coming from various settings ranging from independent/family living situations to transitional housing/treatment programs or detention facilities.

[Required] The LEA does not use Title I, Part A funds to establish or maintain a preschool program and Title IV, Part A funding is being transferred to Title I, Part A. The transfer of these funds is further described in the Federal Addendum.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

2019 CA DASHBOARD
Come Back consistently maintains a suspension rate of 0%.

2020-2021 DATA & STEPS SCHOOLS WILL TAKE TO MAINTAIN OR BUILD ON SUCCESSES

Engagement: The pandemic caused school closures and CBBC was not able to continue their monthly potlucks. The school continued to reach out to students to create community events. These events were titled 'Come Back Connections' and were developed as a way for the students to remain connected to the school. One special Connections activity was a 'Drive-by Coffee and Donuts' event. On a cold November morning, the staff set up tables outside with donated treats. Students and their families drove up to the school where they were given coffee, hot chocolate and individually wrapped donuts. Students appreciated getting to come back to the school and see the staff in person, albeit behind face masks. Monthly connection events have continued through Zoom with guest speakers. Guest speaker presentation were recorded and shared with students who were unable to attend. This has proved to be a positive way to continue engagement activities for students and their families.

Achievement: Two students passed the HiSet equivalency test. As of April 2021, there have been 20 students that received their high school diploma.

Climate: School climate continues to be an area of strength for Come Back Butte Charter. On the 2020 Winter Student Climate Survey, students rated the school 87% overall. The Winter 2020 Staff Climate Survey was 90% with the biggest gain in "I enjoy working in teams (+29%)."

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

OVERVIEW & 2019 CA DASHBOARD DATA

1) 1-YEAR CA DASHBOARD GRAD RATE
Performance Indicator: Red
64.1% graduated (+42.2%)
1 student group identified red: socioeconomically disadvantaged 65.7% (+45.4%)

2) COLLEGE/CAREER INDICATOR
Performance Indicator: Orange
2.6% Prepared (+2.6%)
1 student group identified orange: socioeconomically disadvantaged 2.9% (+2.9%)

LOCAL DATA & STEPS COME BACK IS TAKING TO ADDRESS AREAS OF LOW PERFORMANCE
Data from 2019-20 indicates that some of the subgroups were below the CBBC average and will need additional supports:
* Attendance:
Low Income and other small student groups had averages below the CBBC average and will need additional supports

* Graduation Rate
Hispanic and White and other small student groups had averages below the CBBC average and will need additional supports

* Chronic Absenteeism
Foster/Homeless, Special Ed, Hispanic and White student groups had averages above the CBBC average and will need additional supports

* Drop Out Rate
Low income, Foster/Homeless, White and other small student groups had averages above the CBBC average and will need additional supports

The foster/homeless and white student groups show up in three of the four categories and low income and other small student groups show up in two of four categories. This evidence shows that five student groups will require substantial supports to be successful. Moving forward CBBC will provide additional supports for the student groups listed above in the areas of attendance, graduation rate, chronic absenteeism and drop out rates.

The analysis of the previous LCAP and LCP showed the need to:
* Provide professional development for teachers to better understand site data and how to use it to support student learning loss
* Provide professional development needed to further their understanding the social emotional needs of students, including adult students and their families
* Purchase Chromebooks and hotspots for student to have equal access to Edgenuity and other online academic resources
* Provide professional development for teachers to access new technology (i.e., Elmo's and i-Pads)
* Support extra hours for teachers to be available beyond the traditional school day to offer academic support for students

With these supports in place all students, including the specific student groups highlighted, will have the necessary guidance to obtain a high school diploma or HiSET certificate.

In addition, the CBBC LCAP Stakeholder Survey indicated 60% of the students at CBBC have school aged children in their home. Due to the pandemic, these students are at home and require additional supports. The additional supports their children needed came at a cost to CBBC students pursuing their own educational goals. To support student engagement CBBC staff will implement a re-engagement plan to strategically track student engagement. Additional outreach approaches will also be put in place to keep students involved with their education.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

It is important that students are College and Career Ready when they leave CBBC. The staff believe that to help students become College and Career Ready we must work to increase our attendance and graduation rates while reducing chronic absenteeism and the drop out rate. Data at CBBC shows that the majority of our subgroups (Low Income, EL/ reclassified, Foster/ Homeless and Special Ed) need additional supports to be successful. This evidence helps to focus our efforts to design and implement improvements that will in turn provide a positive effect for all students.

After reviewing with staff and stakeholders progress on Actions/ Services and incorporating data gleaned from the CA Dashboard and local indicators, CBBC has updated Actions/ Services for the 2021-22 LCAP. These Actions/ Services support the achievement and engagement of all students at CBBC while also supporting a strong academic climate.

* One of the actions will provide professional development for staff in that will support staff membership to and conference attendance for CCIS (California Consortium of Independent Study) in support of a school climate that systematically and comprehensively encourages all students, including foster youth, EL and low-income students to see themselves as successful.
* Another Action/ Service will provide hotspots to support equity and access to the on-line curriculum, Edgenuity, used at CBBC and is accessible to all students. This action will allow for access not only to the curriculum but to online community partners and other resources to support the academic progress of students.
* CSI (Comprehensive Support & Improvement) funds will provide support for professional development at CBBC as it is an important aspect to continue to increase student engagement and personalized learning.
* Additionally, CSI funds will be used for teacher developed and implemented student workshops where students will learn with classmates while feeling encouraged and motivated.
* Title I funds will be used to put together a student library that will be stocked with books based on results of a student survey. The library space will become a hub of learning at CBBC where teacher developed and student workshops will be held. Funds will also support teacher extra-duty hours to set up the library.
* AB/SB 86 Expanded Learning Opportunities state funds will provide a student tutor, who will be available one day a week to support the student lab and a case manager, who will ensure that student's receive supports needed to increase attendance and graduation rate.

Come Back Butte Charter is considered a school of the County Office LEA. County Office LEA services provided to BCOE schools, including professional development, technical assistance and assessment and data platform access are reported in the Butte County Office of Education LCAP. Please reference the Butte County Office of Education LCAP for details.

Comprehensive Support and Improvement

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

Schools Identified

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

Come Back Butte Charter is eligible for comprehensive support and improvement based on 2019 graduation rates.

Support for Identified Schools

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

LEA PLANNING-SUPPORT PROCESS
Based on CSI allowable items identified in ESSA, Section 1003, the BCOE developed a plan to support CSI strategies and/or activities directly related to the following school improvement activities 1) capacity building 2) plan development and implementation, including partnering with BCOE departments and stakeholders, conducting needs assessments and root cause analysis, identification/development of evidence-based interventions, strategies, and/or activities; using data to develop, implement, monitor, and evaluate improvement efforts, reviewing/identifying resource inequities, which may include a review of LEA- and school-level budgets.

LEA NEEDS ASSESSMENT-DATA
The Butte County Office of Education supports Come Back Butte Charter with a site level needs assessment and state and local data findings, including student group data; climate data; rubric data; professional development feedback data and site council/ parent survey feedback.

Come Back uses multiple sources of data including a Site Plan Self-Evaluation and Needs Assessment to drive decision-making, which allowed stakeholders to determine graduation rate, dropout rate, attendance rate and achievement data continue to be areas of great concern at Come Back Butte Charter. As determined through root cause analysis, Come Back must ensure students are active participants (fully engaged) in their education program to decrease chronic absenteeism and dropout rates and increase graduation rates and academic performance on assessments. Previous outcome data also indicates students benefit more from having additional staff support than instructional products and staff benefit more widely from having focused on site professional development.

LOCAL CONTEXT AND STAKEHOLDER ENGAGEMENT
BCOE school programs are small with few staff members serving the most at-promise students in the County. Come Back Butte Charter School has one administrator, two and a half certificated staff, one partial FTE special education instructor shared between multiple sites, an administrative assistant and a transition specialist to support college-career readiness. Because BCOE schools are small and staff frequently travel throughout the county, it is important that the LEA plan strategically to reach all staff with professional development, as frequently as possible. In creating the CSI Plan, the team used the data findings and stakeholder feedback gathered from the annual professional development survey and Needs Assessment to collaboratively assemble a list of recommended and allowable evidence-based supports designed to address identified areas of need. Site administration collaborated with Site Council and obtained feedback. BCOE administration consulted with the site administration on these recommendations and made necessary revisions.

The CSI Plan aligns to the LEA strategic plan and LCAP goals and takes into consideration the most effective ways to reach staff and address the needs of each and every students.

SUPPORTS-INEQUITIES
Come Back Butte Charter has inequities that have been identified in state and local data disaggregation. Both overall and low socioeconomic status are orange on the CA Dashboard. Based on locally disaggregated data, one student group is graduating at a significantly lower rate than the over all population. Based on the site needs assessments and stakeholder feedback, the LEA passed through a portion of the CSI funding to Come Back Butte Charter to partially fund the new transition specialist position including:
a) site staff capacity building, community partnership development and data collection
b) systems development and training/collaboration with the LEA Transition Specialist II

LEA RESERVATION
In alignment with the Come Back and Butte COE schools' strategic plan, the LEA will hold a reservation to support additional professional development to address identified student group needs. The LEA will also continue professional development in core content, SEL integration for student interest based projects and Big Picture Learning 10 Distinguishers implementation.

Monitoring and Evaluating Effectiveness

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

MONITOR-EVALUATE PLAN
The LEA will continue to monitor and evaluate the implementation and effectiveness of the CSI plan to support school improvement with the implementation of 1) a site plan self-evaluation that document Goals, Actions, metrics and then documents throughout the year, implementation, effectiveness and what modifications will be made. The self-evaluation is inclusive of State and local data findings and supports development of the annual Needs Assessment, where the site engages with stakeholder to make decisions and plan for subsequent years. 2) LEA staff documentation of duties aligned with duty statements 3) staff feedback on professional development 4) increases in climate survey data, attendance and graduation rate and decreases in dropout and chronic absenteeism. 5) rubrics documenting progress toward implementing Big Picture Learning components, family engagement etc.

STAKEHOLDER CAPACITY
Come Back Butte Charter School builds stakeholder capacity in two ways: 1) ongoing training of site council members during regularly scheduled meetings. 2) A 3-year Family Engagement Plan aligned with the most current CDE Family Engagement Framework. This engagement plan is monitored throughout the year and progress/ effectiveness is shared each fall at the Site Council meeting.

DATA USED BY LEA-SCHOOLS
Because the CA Dashboard provides very little data for BCOE schools, including Come Back Butte Charter, the LEA disaggregates data identified above and stores all data in Excel spreadsheets. This allows the school to reference consistent year to year trend information regardless of whether there are enough students to publicly report. Site administration is able to provide generalized statements to stakeholders with regard to performance of small student groups without providing identifying information. Schools sites have also implemented Aeries Analytics more fully this year to begin early identification of students with early warning indicators. Site administration

follows a Site Council Calendar that indicates when data and/or effectiveness should be reviewed throughout the year. In addition, site administration collects stakeholder feedback in surveys throughout the year. This information is also shared at stakeholder meetings.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

DESCRIPTION OF STAKEHOLDER INPUT
Come Back Butte Charter (CBBC) school stakeholders are involved at the school site/program level, and LEA level, to provide input and support the process of monitoring and updating progress in the 2020-2021 Local Control Accountability Plan (LCAP) and the development of the 2021-2022 LCAP. CBBC values stakeholder input and looks to stakeholders to provide consultation that supports the continuous improvement process associated with the development of actions and services in the LCAP.

Come Back elicits feedback from stakeholders in multiple ways. Stakeholder groups may include parents, school staff and administrators, students, community members, local bargaining units, district and county office personnel (administrators, EL Coordinator, SELPA) and the Governing Board. Of great importance is involving and engaging families at school events such as graduation ceremonies, Open Houses, monthly potlucks, and student showcases. As attendance is high at these events, staff hold conversations with stakeholders to elicit feedback and, as appropriate, take the opportunity to administer the survey. The LCAP Survey is also administered through email and is posted on the school website and at the school site.

The prominently posted BCOE LCAP web page contains a link for LCAP Input. In addition, the annual public hearing notice contains an email address specific to LCAP input. These emails are received at the LEA. Any input it brought to LCAP workdays for inclusion in this section of the document.

CONSULTATION WITH BARGAINING UNITS
BCOE has a collaborative relationship with all bargaining units. As such, the LCAP was discussed at each bargaining unit negotiation session. This strategy has been used since the inception of the LCAP process in an effort to increase ongoing stakeholder involvement in monitoring the LCAP and in sharing information about the stakeholder process.

BCOE has three bargaining units: Butte County Teacher Association, (BCTA); CSEA 436 and CSEA 736.

1) Consultation meetings with the Butte County Teachers Association were held on: September 16, 2020; November 4, 2020; December 2, 2020; January 27, 2021; March 24, 2021 and May 19, 2021.

2) Consultation meetings with the 436 members were held on: September 28, 2020; November 16, 2020; February 1, 2021 and March 26, 2021.

3) Consultation meetings with the 736 members were held on: September 17, 2020; November 13, 2020; December 10, 2020; January 29, 2021 and April 23, 2021.

SITE COUNCIL MEETINGS

CBBC involves stakeholders in monitoring the progress of all site plans, including the LCAP. In consultation, participants provide input regarding continuing, improving, increasing and/or modifying actions and services for new site plans, including the LCAP and SPSA. School Site Council meetings are a venue for gathering input on goals and actions, sharing student academic and behavior data and participating in the continuous improvement process. School Site Council meetings are organized and facilitated by the principal with support from the LEA. Council members may include administrators, teachers, students, parents, classified staff, and community partners. Representatives from each participating group report back to their team and request additional input for subsequent stakeholder meetings. Specific School Site Council meetings where the LCAP (and other planning documents) was reviewed, discussed and input was gathered were held on 8/28/2020, 9/22/2020, 10/20/2020, 1/26/2021, 3/30/2021, 5/11/2021 and 5/25/2021.

LEA CONSULTATION
LCAP goals and actions are reviewed at regularly scheduled management meetings and input is gathered and recorded as part of a self-evaluation process. In 2020-2021, the LEA encourages schools sites to strategically focus on documenting and implementing a multi-tiered system of support that can be accessed by all staff and set a standard of expectation for serving and supporting students across the LEA, especially those identified as foster, homeless, special education and/or certain racial groups.

STUDENT CONSULTATION
Student input is very valuable to Come Back. In addition to asking students to participate in the LCAP surveys, students have the opportunity to provide input as part of School Site Councils and through a school climate survey.

PARENT/STAKEHOLDER ENGAGEMENT
CBBC utilizes existing committees, such as school site councils and family engagement events. Parent involvement is important to the school community as it supports goal development for the site. As part of school site council and regularly scheduled parent meetings, staff take time to hear and gather additional input to support the decision-making process.

SITE STAFF CONSULTATION
Information from the SSC is taken back to site staff meetings for additional review, reflection and input. Additional feedback is gathered through annual professional development survey/ needs assessment and a staff climate survey.

FOSTER/HOMELESS YOUTH CONSULTATION
The Butte COE School Ties Director is invited to the BCOE schools admin meeting each spring to discuss data findings and the Annual Needs Assessment. Feedback regarding actions/strategies and progress monitoring are elicited and incorporated into the LCAP/SPSA.

SELPA CONSULTATION
The Butte County SELPA Director is invited to the BCOE schools admin meeting each spring to discuss data findings and the Annual Needs Assessment. Feedback regarding actions/strategies and progress monitoring are elicited and incorporated into the LCAP/SPSA. BCOE schools consulted with the SELPA on the LCAP process on April 15th, 2021. Additionally, consultation with the SELPA is gathered by BCOE Special Education leadership attending the monthly SELPA Director's council and regularly scheduled committee meetings and the Superintendent, Associate Superintendent, Executive Director for Fiscal Services and Senior Director for Special Education attend monthly SELPA Governing Board meetings.

COMPREHENSIVE SCHOOL IMPROVEMENT CONSULTATION
The LEA works with Come Back staff and stakeholder groups to develop a plan that aligns with allowable expenditures, specific site plan goals and the LEA strategic plan.

SUMMARY
In summary, Come Back's approach to stakeholder engagement allows multiple opportunities for consultation with, and input from, stakeholders regarding the LCAP goals, actions and services that address specific needs of the school sites and programs. Further, stakeholders are encouraged to play an active role in continuing to refine stakeholder activities to support the site plan goals and actions.

A summary of the feedback provided by specific stakeholder groups.

SUMMARY OF STAKEHOLDER FEEDBACK

WEBSITE OR EMAILED INPUT
None

SUMMARY OF LCAP SURVEY DATA
Survey data indicated that just over 95% or parents felt that their input was actively sought and that the schools communicate regularly. Data showed that 95% of students and stakeholders responded that students feel engaged in their learning and 95% of students and stakeholders felt that their input is valued.

BARGAINING UNIT FEEDBACK
Consultations with our bargaining units are on the agenda for every meeting. Bargaining units are appreciative of the updates and give feedback/ask questions as needed. No specific feedback or input was noted for the LCAP process.

SSC FEEDBACK
Survey data indicated that 71% of the SSC members maintain a high degree of collaboration with the school. Data showed that 57% of the SSC members have a basic understanding of the school's needs assessment and 57% believe that the overall school site council is very effective while 14% believe it is effective. SSC members shared that they appreciate the excellent job that the school staff does at building meaningful relationships with students although they also feel that the Social Emotional needs of students must become a priority.

LEA FEEDBACK
LCAP goals and actions are reviewed at regularly scheduled management meetings and input is gathered and recorded as part of a self-evaluation process. In 2020-2021, the LEA encourages schools sites to strategically focus on documenting and implementing a multi-tiered system of support that can be accessed by all staff and set a standard of expectation for serving and supporting students across the LEA, especially those identified as foster, homeless, special education and/or certain racial groups.

STUDENT FEEDBACK
The data shows that 94.4% of students believe that the schoolwork they are assigned in important to their life and their long-term goals and 100% believe that the school staff assists them in reaching their personal and academic goals. Many students have commented that they

are learning concepts better than they did at previous schools due to the fact that they feel that staff cares about them and their education success.
The top three areas that students believe are most important to student success are Education & Academic Assistance (82.4%), Positive Self-Esteem (82.4%) and Organization and Time Management (70.6%).

PARENT/STAKEHOLDER FEEDBACK
Many students at CBBC are adults and therefore our parent feedback is minimal. The majority of parents surveyed believe that their students are actively engaged with their learning and that the school regularly communicates with them when needed. Over 75% of parents believe that CBBC provides opportunities for parent involvement and input. The top three areas that parents believe are most important to student success are Education & Academic Assistance (95%), Positive Self-Esteem (50%) and Workforce Readiness (50%).

SITE STAFF FEEDBACK
Staff completed a climate survey where is showed that the 96% enjoy working in teams and 88% feel like they fit in among other staff at CBBC. Staff have also shared feedback regarding student engagement/ attendance and believe that CBBC student engagement/ attendance has been negatively affected by the COVID-19 pandemic as many CBBC students have small children at home who are now doing their own schooling from home. Staff believe that engagement should be a major focus at CBBC in order to increase attendance, the graduation rate and lower the drop-out rate.

FOSTER/HOMELESS FEEDBACK
The School Ties Director joined the April 15, 2021 admin meeting to hear discussion of current data driven needs, especially with chronic absenteeism and suspension. Advised to consider tutoring/ mentoring and identifying a liaison for support. Differentiating support based on specific needs (newly homeless or returning to homelessness) and training for staff.

SELPA FEEDBACK
Met with SELPA Director on 4/15/2021 for LCAP consultation. Advised to link the Special Education Plans (SEP) to LCAP goals, using high leverage practices. Look at some of the things we have already written and add, SWDs as per the SEP plan.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

LEA PRIORITIZATION OF STAKEHOLDER FEEDBACK
Stakeholder feedback shows that all stakeholders believe that relationships with students are important the to the staff at CBBC. Although relationships are a priority at CBBC stakeholders believe that the current crisis situations in Butte County have brought on a need for Social Emotion Learning (SEL) for students. Professional Development focused on SEL of both students and staff is important.
The staff see engagement as a major concern and believe that it is the crux of the poor attendance at CBBC. Student engagement is measured using Aeries data for attendance, graduation, and drop-out rates. Data shows a small increase between Semester 1 attendance and the beginning of Semester 2, with six of nine subgroups having an increase. Stakeholders see the benefits of professional development to better understand the use of Aeries Analytics to gather student data and then to create actionable strategies. As indicated in the LCAP Reflection section, student needs identified by stakeholders, include:

*   Provide professional development for teachers to better understand site data and how to use it to support student learning loss
*   Provide professional development needed to further their understanding the social emotional needs of students, including adult students and their families
*   Purchase Chromebooks and hotspots for student to have equal access to Edgenuity and other online academic resources
*   Provide professional development for teachers to access new technology (i.e., Elmo's and i-Pads)
*   Support extra hours for teachers to be available beyond the traditional school day to offer academic support for students
*   Staff will work with BCOE departments to support foster-homeless student in the areas of chronic absenteeism/attendance and dropout rates

With these supports in place all students, including the specific student groups highlighted, will have the necessary guidance to obtain a high school diploma or HiSET certificate.

ASPECTS OF THE LCAP INFLUENCED BY FEEDBACK
The LCAP is influenced by specific stakeholder input gathered at School Site Council meetings in response to each site's "Site Plan Self-Evaluation". The self-evaluation contains a data driven site needs assessment, which is reviewed, discussed and revised to include stakeholder input. The self-evaluation also contains specific details for LCAP Goals and Actions and includes an evaluation section for each LCAP Action documenting what is working, what is not and what modifications should be made to the Action as a result. Site council members review LCAP expenditures and provide feedback, helping staff to prioritize actions. The Annual Update is included as part of the LCAP for stakeholder review and input before taking the LCAP to the Board of Education and submitting to the State.

In order to meet the needs of students CBBC will work on the alignment of emergency funds and CSI funding to create a comprehensive plan.

Goals and Actions

Goal

Goal #	Description
1	Broad Goal: All BCOE students will be prepared to transition successfully into subsequent educational levels and the work force.

An explanation of why the LEA has developed this goal.

The LEA Dashboard indicates 2.6% of 39 students were prepared in 2019. This percentage increased only 2.6% from the previous year. Since the LEA serves primarily low income, high-risk youth, there is a concurrent focus on behavior and social emotional learning to support academic achievement efforts. The LEA is focused on strategic, research-based strategies to increase student engagement through interest-based and real-world learning experiences.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PRIORITY 1: BASIC Teachers: Fully Credentialed & Appropriately Assigned (Local Indicator)	As reported in the 2020-2021 Local Indicators, 100% of teachers were appropriately credentialed and 100% of teachers were appropriately assigned				Maintain 100% fully credentialed an appropriately assigned staff
PRIORITY 1: BASIC Standards-aligned Instructional Materials for every student (Local Indicator)	100% of students have access to standards aligned instruction materials				Maintain 100% alignment of instructional materials
PRIORITY 2: STATE STANDARDS Implementation of all CA state standards,	Spring 2020 The overall implementation of all State Standards as				Exceed 85% implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
including how ELs will access the CCSS and ELD standards (Local Indicator)	measured on the 5 point Local Indicator rubric averaged 79%, including teacher support and material availability				
PRIORITY 7: COURSE ACCESS Students have access to a broad course of study (Local Indicator)	In 2021, the LEA self-identified "Installing: Working towards implementation" on the LEA Self-Assessment (LEASA) measure #2, Teaching, Learning and Assessment.				Increase one level on the LEA Self-Assessment
PRIORITY 4: PUPIL ACHIEVEMENT State CAASPP assessments: ELA, math, including Alternate (CA Dashboard)	2019 CA Dashboard There were too few students to publicly report on the CA Dashboard (caaspp-elpac.cde.ca.gov) ELA Meeting or Exceeding Standards 25% Overall 14.3% Low Income 36.4% White Math Meeting or Exceeding Standards 0 Overall 0 Student Groups				ELA: decrease distance from standard to less than 20 points Math: decrease distance from standard to less than 75 points Close the points gap to less than 5% for all reported student groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PRIOIRTY 4: PUPIL ACHIEVEMENT CAST Science and CAST Alternate (caaspp-elpac.cde.ca.gov)	Spring 2019 There were too few students to publicly report Spring 2019 CAST Alternate No baseline available due to COVID-19				CAST: decrease distance from standard to less 50 points and/or increase the number of students meeting or exceeding standard by 15% CAST Alt: To be determined when results are available. Increase meeting or exceeding by more than 5% Close the points gap to less than 5% for all reported student groups
PRIORITY 4: PUPIL ACHIEVEMENT % of ELs who progress in ELPAC/English proficiency (CA Dashboard)	2020-2021 BCOE programs have fewer than 11 students and the Dashboard does not publicly report data 100% of students classified as EL have an academic support plan that is monitored and adjusted at least biannually				Maintain rate of 100% of students classified as EL have an academic support plan that is monitored and adjusted at least biannually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PRIORITY 4: PUPIL ACHIEVEMENT EL reclassification rate (Data Quest)	2020-2021 BCOE programs have fewer than 11 students and the Dashboard does not publicly report data				Maintain reclassification rates that ensure students do not become Long Term English Learners
PRIORITY 4: PUPIL ACHIEVEMENT College Career Indicators (Add"l Dashboard Reports)	2020 0 Students Prepared for College 0 Students Approaching Prepared for College BCOE students are not on a UC/CSU graduation track. CTE programs have not been developed for Come Back Butte Charter School.				Increase students Prepared or Approaching Prepared combined to greater than 15% Ensure gaps between the overall population and identified student groups are less than 5%
PRIORITY 4: PUPIL ACHIEVEMENT Local Assessments (Locally Disaggregated)	IREADY READING OVERALL: FALL 2020 TO WINTER 2020 20% (+14%) Overall Meeting/Exceeding Standards STUDENT GROUP DATA Low Income: 16% (+16%)				Increase overall and student group scores to greater than 20% meeting exceeding.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	IREADY MATH OVERALL: FALL 2020 TO WINTER 2020 2% (-5%) Overall Meeting/Exceeding Standards STUDENT GROUP DATA Low Income: 0% (no change) WRITE SCORE: FALL 2020 TO WINTER 2020 WRITE SCORE OVERALL 3% (-11%) Overall Meeting/Exceeding Standards STUDENT GROUP DATA Low Income: 4% (-2%)				
PRIORITY 5: PUPIL ENGAGEMENT High school graduation rates (CA Dashboard)	2019 CA Dashboard Performance Indicator: Red 64.1% graduated (+42.2%) 1 student group identified red: socioeconomically				Increase graduation rates to 75% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	disadvantaged 65.7% (+45.4%) 0 student met UC/CSU requirements				
PRIORITY 6: ACADEMIC ENGAGEMENT (Local Rubric Data)	Spring 2021 The 10 Academic Engagement Distinguishers of Big Picture Learning On the 4 point rubric overall implementation is 63% (+13%)				Maintain an academic engagement rating of 75% or higher

Actions

Action #	Title	Description	Total Funds	Contributing
1	Prepare Students to Transition to College/Career	CBBC will support student transitions by providing career and college readiness opportunities including: a. obtaining workplace documents, b. connecting with local community resources c. supporting Big Picture Learning and student internships d. providing career exploration and CTE planning e. exploring college and career readiness f. presenting graduation options	$135,755.00	Yes
2	Ensure Equity in Access to Educational Program	Provide hotspots to help bridge the gap faced by many students in support of accessing online instructional program.	$6,000.00	Yes
4	Increasing Student Engagement	Build staff capacity regarding connection between educational experience and student's post-secondary goals, including:	$146,574.00	No

Action #	Title	Description	Total Funds	Contributing
		a. Student tutor to support intervention and academic growth. b. Establish Title I Teacher to support increasing graduation rate for students ages 16-24. c. Teacher time to set up new library that will provide space for student academic interventions and SEL support meetings. d. Paraprofessional will provide additional academic supports for students to increase their academic engagement and success. e. Set up and maintain student library to provide another space for students to learn through self motivated worktime, one-on-one tutor support and/or small group workshops. The space will offer a quiet area for students to study and encourage students to read. f. Caseload reduction for teachers to plan and implement interventions for students to help support a decrease in the drop-out rate and increase in retention and graduation. g. .2 of teacher in support of students with Expanded Learning Opportunities funds h. HiSET fee for students to take HiSET test i. Supplemental ELA and Math textbooks		
5	LEA CSI Reservation Professional Development	The LEA will continue to reserve funding for LEA wide professional development that supports student engagement and personalized learning, including: a. Big Picture Learning (10 days including prep and planning) b. Course content integration, including SEL (10 days including prep and planning)	$24,250.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	All students will learn in safe, consistent, nurturing environments.

An explanation of why the LEA has developed this goal.

Staff members develop one-on-one relationships with students utilizing individual success plans, a low teacher to student ratio, small class environments, culturally sensitive techniques, embedded learning and asset-based teaching strategies. This goal supports Come Back in providing safe and culturally respectful environments for students to build critical thinking skills and become effective problem solvers in the face of educational and real world challenges. This goal will support reduction of high chronic absenteeism and drop out rates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PRIORITY 1: BASIC School Facilities in "Good Repair" CDE's Facility Inspection Tool (FIT)	As reported in the Fall 2020 SARC, the school facility is rated Good on the FIT Report.				Maintain good or exemplary rating, annually
PRIORITY 3: INVOLVEMENT/ENGAGEMENT Seeking Input for Decision Making (Local Indicator)	As reported in the Spring 2021 Local Indicator Report, Come Back self-evaluated Initial Implementation (3) on the Family Engagement rubric section "Seeking Input for Decision Making"				Maintain Full Implementation and Sustainability
PRIORITY 5: PUPIL ENGAGEMENT Attendance rates (CALPADS)	2019-2020 79.4% (+5.4%) attendance rate				Increase and maintain attendance rate of at least 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Low Income: 78.8% (+5.8%) FY-Homeless: 75.1% (+1.1%) Special Ed: 81.7% (-<1%) Hispanic: 81.4% (+7.4%) White: 79.9% (+6.9%)				Maintain less than 5% difference between overall population and any student group
PRIORITY 5: PUPIL ENGAGEMENT Chronic absenteeism rates (CALPADS)	2019-2020 63% (+16%) chronically absent Low Income: 31.7% (+1.3%) FY-Homeless: 45.8% (+12.1%) Special Ed: 46.2% (+18.7%) Hispanic: 34.4 (-0.5%) White 37.2% (+6.9%)				Reduce overall and student group absenteeism rate to less than 15%
PRIORITY 5: PUPIL ENGAGEMENT High school dropout rates (CALPADS)	2019-2020 Drop Out Rate: 37% (-6%) Low Income: 39.2% (-4.7%) FY-Homeless: 46.2% (no change) Special Ed: 20% (-23.8%) Hispanic: 30.6% (+5.6%) White: 40.2% (-6%) Multiple Races: 9.1% (-44.2%)				Maintain drop out rate of less than 10%; less than 10.72% for special education, as per Special Education Plan

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PRIORITY 6: SCHOOL CLIMATE Suspension rate (Dashboard)	2019 CA Dashboard 0 students were suspended				Maintain suspension rate of 0%
PRIORITY 6 SCHOOL CLIMATE Expulsion rate (DataQuest)	2019-2020 0 students were expelled				Maintain zero expulsions
PRIORITY 6: SCHOOL CLIMATE Student Climate (Local Rubric Data)	Winter 2020 87% (-2%) Average				Maintain an Overall Student Climate satisfaction rating of 85% or higher, as measured by the PBIS Student Climate Survey

Actions

Action #	Title	Description	Total Funds	Contributing
1	Social-Emotional Education	Social-Emotional Learning is helpful to students, increasing self-awareness, academic achievement, and positive choices both in and out of school. Students who are equipped to deal with problems that affect them on a personal level are then better able to navigate life's pressures. Supports will include: a. Case Manager to increase engagement that will in turn increase student attendance b. Counselor to support the social-emotional needs of students c. Supporting student connection to their education by offering monthly "Come Back Connection" activities	$28,210.00	No

Action #	Title	Description	Total Funds	Contributing
2	Professional Development - Social-Emotional Learning	Educators must learns methods to motivate students to engage in learning, behaving positively, and performing academically. Social and emotional learning provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life. PD will include: a. SEL Professional Development with Matt Reddam b. MTSS Tier II & III supports with CDS team	$8,775.00	No
3	College/ Career Readiness	Students who have been adequately prepared for college and a career have multiple advantages. The readiness gap is a huge barrier to college entrance, many students do not know that college is a real option for them. Providing students with college and career readiness skills allows them to become productive, successful citizens in today's world.	$31,219.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
%	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

GOAL 1

ACTION 1
Foster Youth, English Learners and Low-Income students at CBBC are in need of support for life after graduation. During the 2020-21 school year a Transition Specialist was hired to provide services for all unduplicated students by linking the school staff, families, community and resource providers to ensure that the students have access to available services so that their transition from high school to post-secondary education, career/vocational education, and/or employment is smooth. The Transition Specialist works with students to develop a portfolio that contains the necessary information to move forward after graduation with their educational or career plans. We expect that the 75% of all unduplicated students will have a plan in place after they graduate from Come Back. The Transition Specialist will then track student post-secondary status for two years after graduation. This will include areas such as full-time/part-time employment, attending community or 4 year college or enlisting in the military, peace corps, doing nothing etc.

ACTION 2
Come Back Butte Charter uses Edgenuity on-line curriculum as its core instruction model. The program is available to all students where the internet is accessible. Based on 75.1% Foster/Homeless and 78.8% Low Income student attendance at CBBC and through conversations with students we know that many of our unduplicated students do not have reliable internet acess. CBBC provides hot spots for students

who are unable to obtain access to the internet. CBBC does not want a student to be left behind due to lack of internet connection. At CBBC attendance is based on work completed, not being able to access the curriculum due to poor internet connection means low attendance rates. Out Foster/Homeless students have a Chronic Absentee rate that is above the CBBC average. This shows a that additional supports are needed for this group of students to increase their attendance rates. Providing Hot Spots for all unduplicated students is a way to lower the Chronic Absentee rate for these students.

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

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

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

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

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

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - o **Total Non-Personnel**: This amount will be automatically calculated.

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

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

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$140,705.00	$33,858.00		$206,220.00	$380,783.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$336,126.00	$44,657.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Prepare Students to Transition to College/Career	$101,786.00			$33,969.00	$135,755.00
1	2	English Learners Foster Youth Low Income	Ensure Equity in Access to Educational Program	$6,000.00				$6,000.00
1	4	All	Increasing Student Engagement	$1,700.00	$7,648.00		$137,226.00	$146,574.00
1	5	All	LEA CSI Reservation Professional Development				$24,250.00	$24,250.00
2	1	All	Social-Emotional Education		$26,210.00		$2,000.00	$28,210.00
2	2	All	Professional Development - Social-Emotional Learning				$8,775.00	$8,775.00
2	3	All	College/ Career Readiness	$31,219.00				$31,219.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$107,786.00	$141,755.00
LEA-wide Total:	$107,786.00	$141,755.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Prepare Students to Transition to College/Career	LEA-wide	English Learners Foster Youth Low Income	All Schools	$101,786.00	$135,755.00
1	2	Ensure Equity in Access to Educational Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	$6,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		