

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name CORE Butte Charter School

Contact Name and Title Mary Cox, Executive Director

Email and Phone

mcox@corebutte.org 530-809-4152

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Mission Statement: CORE Butte Charter School, in order to foster the educational pursuits of our TK-12 students in rural Northern California, utilizes the independent study/personalized learning approach: supporting development through choice of curriculum aligned with state standards, engaging parents along with students in learning, and offering classes at our centers and within the community, with the goal that students will demonstrate measurable academic growth in addition to the social skills necessary for their future success.

CORE Butte Charter School is a Personalized Learning, independent study/hybrid school. We are publicly funded through the non-classroom-based independent charter model. Families work with certificated teachers to select a standards based curriculum and learning setting that is most appropriate for that student. The mission of CORE Charter Schools is to provide opportunities for teachers, parents, pupils, and community members to improve pupil learning; encourage the use of different and innovative teaching methods; and provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

The school provides enrichment classes at our school sites. Elementary students may choose classes ranging from academic to enrichment. Some classes encourage advanced students to explore ideas and events beyond the regular curriculum.

High school students are offered a number of academic support and enrichment classes. ROP, junior college concurrent enrollment, and community instruction are all attractive components of our high school program.

All students are given opportunities to extend learning through parents' own creativity and exploration. The program affords an enormous amount of freedom to places and attend events interesting and valuable to the student, including field trips assemblies, and school fairs.

In addition, CORE works with parents to receive instruction from approved vendors in the community. These range from karate lessons to ceramics, tutoring in specific subjects, etc. A portion of a budget is reserved for both enrichment and academic tutoring.

LCAP HIGHLIGHTS

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

Current annual LCAP goals of the Charter School are:

1. Decrease mobility school-wide with a focus on reducing withdrawals. The school will work toward improving mobility rate and decreasing adverse effects of mobility on foster and other subgroups.
2. Student achievement will increase in the core academic areas.

CORE Butte stakeholders have revisited these goals multiple times. They've been fine tuned to better address the needs of the school, but these two goals continue to be the focus for the overall improvement of CORE Butte. CORE has a unique culture that benefits students that continue in our program. Our LCAP action items are designed to promote student success and happiness with a focus on providing invention where needed, funds for personal development and exploration, as well as a focus on strengthening and growing our existing programs (academic, sports, CTE, etc) to encourage student and parent engagement and overall program satisfaction.

REVIEW OF PERFORMANCE

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

1. Due to additional supports at the TK-8 level, there was a decrease of withdrawals for new families. Trained teachers worked closely with new families before the school year started, to ensure they were supported and that programs were fully implemented. Withdrawals were reduced at the TK-8 level.
 - a. continue working closely with new families to ensure they have the necessary support to homeschool
2. Due to an increased and robust MTSS support program that was fully implemented, the number of initial assessments was reduced and students are better supported academically.
 - a. hire a full-time Director of Special Programs to ensure continued proper implementation of MTSS, title 1, Special Education programs, and ELD programs
3. Increase in CTE and a-g course completers
 - a. continue and increase training in both of these areas as we work toward full implementation of the pathways
4. Graduation and Suspension rate maintain extremely good (96% graduation rate and 0% suspension rate)

GREATEST PROGRESS

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

GREATEST NEEDS

1. *Increase academic achievement in general, but targeted for specific subgroups including students with disabilities, socio-economic disadvantaged students, and students identified as Hispanic.*
 - a. *increase small group and 1-1 tutoring for both of these sub-groups*
 - b. *share additional information and increase monitoring on student budgets for these particular subgroups specifically to encourage a more diverse experiences for students, specifically in arts and music, in order to increase academic achievement*
 - c. *small group or private state testing*
 - d. *increase training in a-g and CTE completion in order to increase the numbers of students graduating college and career ready*
 - e. *additional academic counseling support*
2. *Credentialed CTE teachers and increased program effectiveness*
 - a. *have ICT, IFT, and Medical CTE teachers complete the credentialing process*
 - b. *stipend CTE teachers to oversee and fully implement the pathways*
 - c. *hire an additional CTE teacher for ICT pathway in order to fully integrate and implement pathway*
3. *Reduced withdrawal rate*
 - a. *continue supporting and training teachers to better meet the needs of students and families*
 - b. *continue offering in depth parent trainings to support homeschooling parents*
 - c. *ensure each family is fully supported through the enrollment process and homeschooling implementation*
 - d. *recruiting highly qualified tutors to support students*
 - e. *recruiting and identifying specific high-needs students who may need additional support in areas such as social, emotional, organization, structure, and academic support*
 - f. *add a Student Support Services Technician at the high school that will help focus on the unduplicated pupil population*

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

PERFORMANCE GAPS

Currently, CORE Butte does not have any indicators that are orange or red on the state accountability dashboard. However, CORE Butte does acknowledge that there are some discrepancies within the achievement data among subgroups.

1. Though not a significant subgroup, the SpEd student achievement in the area of mathematics, decreased by 3.5 points, compared to the overall school increase in this same area of 10.9 points.
2. The Hispanic sub group increased drastically in the area of mathematics (33.7 points) but are 58.5 points below level 3 compared to the all student population who are 33.8 points below level 3. The gap is closing, but still significant.

3. The socio-economically disadvantaged students increased slightly in mathematics (2.9 points), but are 46.8 points below level three, compared to the all students population who are 33.8 points below level three.
4. Socio-economically disadvantaged students scored 12.5 points below level three in ELA, compared to all students who scored 2.1 points above level three. However, the SES students increased by 30.6 points, compared to the 29.3 average of all students.
5. Students with disabilities scored 21.4 points below level three, but increased from the year before by 11.1 points. However, both of those are larger than all students who are 2.1 points above level three, with a 29.3 point increase from the previous year in ELA.
6. Hispanic students scored 23.4 points below level three, but had a HUGE increase of 54.3 points, however, they are still scoring quite a bit lower over-all from the all student ELA scores.

INCREASED OR IMPROVED SERVICES

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

1. Provide supplemental academic and social/emotional support, including the hiring of a Student Support Services Technician at the high school
2. Increase training on a-g compliance and CTE completers
3. increased funds spent on arts, music, and dance

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$ 7,562,554.00

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$ 3,615,329.00

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

Expenditures not included in LCAP:

Majority of the the Classified and Certificated salaries

Current facility rentals

Non-capitalized equipment

State adopted materials

leases and repairs

[Go to Annual Update](#)

[Go to Goal 1](#)

[Go to Goal 2](#)

[Go to Budget Summary](#)

utilities
other vendor course instruction
dues and memberships
insurance
outside contracts
communications

\$6,964,888.00

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016–17

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

Goal 1

Decrease mobility school-wide with a focus on reducing withdrawals. The school will work toward improving mobility rate and decreasing adverse effects of mobility on foster and other subgroups.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

METRICS:

Priority 1: Basic Services

- 100% of students will have sufficient instructional materials
- All Facilities will be maintained in "good repair"
- Facility committee meets regularly to research potential site of a size and scope to accommodate a growing population

*Continued compliance at 100%

*Facility committee met regularly, evaluated current facilities and regularly looked into safer and more adequate facilities for our school moving forward

Priority 3: Parent Engagement

- Full participation by parents at a rate of 50% or higher of available seats on Charter Advisory Council and Board of Directors as a measurement of parental involvement
- Parent notification system maintained monthly, periodic parent surveys, and invitations to public meetings as a measurement of efforts made to seek parent input in making decisions for the charter
- Periodic parent surveys and invitations to EL, Title 1 and subgroup specific public meetings as a measurement of how district promotes parent participation in programs for unduplicated pupils and individuals with exceptional needs

*All available seats were taken, 100% compliance

*Each year data is reviewed by CAC and analyzed to improve CORE

*LCAP Survey was sent out to all students, staff, and families in late February as planned on the annual academic calendar

*Surveys are sent out as needed as well as specific invitations to subgroup specific public meetings in order to promote parental participation

Priority 4: Student Achievement

- 5% increase of graduates with career technical education (CTE) sequences or programs

*in the 15-16 reporting year CORE showed only a 55 student CTE completer rate due to a change in the calpads reporting system. CORE expects to see an increase in completers in the next few year's data.

Priority 5: Pupil Engagement

- 0% of middle school students dropping out

*CORE's graduation rate was 96% last year and

<ul style="list-style-type: none"> <input type="checkbox"/> Less than 10% of high school students dropping out (cohort) <input type="checkbox"/> At least 90% of high school students graduating (cohort) <input type="checkbox"/> At least 90% attendance/ attendance rate <input type="checkbox"/> N/A - % of students chronically absent from school 	<p>has been over 95% for the past three years</p> <p>*CORE's dropout rate has ranged from 0%-3% over the past three years</p> <p>* current attendance rate is at 92% for 9-12 and 93% for TK-8</p>
<p>Priority 6: School Climate</p> <ul style="list-style-type: none"> <input type="checkbox"/> 0%- Suspension rate <input type="checkbox"/> 0%- Expulsion rate <input type="checkbox"/> 90% of students, parents and teachers report feeling safe at school, and 90% of students, parents and teachers report feeling supported at school, for all students and significant subgroups on the annual survey as a measurement of pupils, parents, and teachers on the sense of safety and school connectedness 	<p>*97% of the students who responded stated that they felt safe at school</p> <p>*84.3% of the parents who responded stated that their student felt safe at school and an additional *13.3% stated that their student feels somewhat safe. 2.8% stated that their student did not feel safe.</p> <p>*92% of the students who responded stated that they felt supported by their PLT</p> <p>*87% of the parents who responded to the survey stated that they felt that their student received meaningful feedback from teachers. An additional *8% felt that they receive valuable feedback but would like it more often.</p> <p>*90% of our families stated that their teacher gives them great follow up support at home.</p> <p>*97% of the teachers who responded stated that they felt supported by admin staff and directors</p>
<p>Priority 8: Other Student Outcomes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Decrease mobility rate by additional 5% 	<p>*The number of total new enrollments for 15-16 were 285</p> <p>*We had 187 students withdraw</p> <p>*Mobility has decreased from 48% to 45% to 43% in the last three years</p>

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED	ACTUAL
<p>Explore and construct new facility: Construction Begins</p>	<p>Our consultant helped us to explore multiple property options and is currently supporting CORE with negotiations for a long-term lease and purchase option as well as working with the city on a potential</p>

Expenditures

	development. Did not begin construction yet, nor get into a long term lease.
BUDGETED	ESTIMATED ACTUAL
\$2,000,000 General Fund	\$10,263.50

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

This action was not fully implemented due to negotiations taking longer than projected.

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

The effectiveness of this action will be better measured after full implementation of moving the school to a new facility.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences are a result of the lack of ability to build due to negotiations taking longer than projected.

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

This action will be carried forward to 2017-2018.

ACTIONS / SERVICES

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

Action

2

Actions/Services

PLANNED	ACTUAL
Provide teachers/parents with motivational curricula: Sustain positive environment through various activities, speakers, and supplemental curricula	Parents & Teachers were encouraged to attend various conferences and were provided motivational curricula.
BUDGETED	ESTIMATED ACTUAL
\$2500 Gen Fund	\$1590.03

Expenditures

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The Big Elephant Project was implemented with TK-8. Teachers and parents were invited to attend REACH for the Future with high school students. Suicide prevention training and Wellness in Youth Mental Health training were attended by staff. High school planners were purchased with motivational activities and organization strategies.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Students were engaged and felt safer attending center classes. Parents and staff are better equipped to support students.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Materials and supplies were less expensive than initially budgeted.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We noticed that we were not creating a junior high culture that students were buying into. The programs implemented started to build this culture. Additional work will be needed in 2017-2018. We also noticed that our TK-KN students were leaving for other schools due to increased opportunities. We will be evaluating data and adding motivational curricula as necessary to support these students and encourage stability.

ACTIONS / SERVICES

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

Action

3

Actions/Services

Expenditures

<p>PLANNED</p> <p>Ensure all school site personnel and parents have training and policy guidance about specific subgroups, Engagement Strategies, curriculum and policy training</p>	<p>ACTUAL</p> <p>Staff attended professional development opportunities and organized parent trainings as well as a parent conference covering policies, subgroups, engagement, and curricula.</p>
<p>BUDGETED</p> <p>LCAP Goal 1 Training \$4500 materials</p>	<p>ESTIMATED ACTUAL</p> <p>Materials- \$1653.05</p>

\$3045 Trav and Conf \$7563 Rents \$7837 Other Serv	Travel and Conferences- \$512.45 Rents- \$1,833.26 Other services- \$11,167.00
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ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

A parent seminar was hosted for our TK-8 parents. Staff conducted monthly parent trainings covering curricula and teaching/engagement strategies. A multi-tier interventions system was implemented and all staff members were trained. Several staff members attended a co-teaching conference. Other conferences and professional development opportunities included: Personalized Learning, Title 1, Charter School specific, Autism, Reading, and more.
Better supporting staff and parents functioning as the primary educators to work with individual student academic and social/emotional needs.
Most staff/parent trainings were local this year and very little travel costs were accrued and very few rentals were needed. Difference was \$8504.89.
CORE will review mobility data to assess effectiveness of this action item but plans to continue the action in 2017-2018 with the belief that better educated parents and teachers are more vested in their school.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

ACTIONS / SERVICES

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

Action **4**

Actions/Services	PLANNED Increase teambuilding activities at all levels: Further develop CBHS teambuilding activities	ACTUAL Team building activities were continued throughout the year.
	BUDGETED \$500 General Fund	ESTIMATED ACTUAL \$5410.00

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

At the TK-8, the EPIC group planned and implemented two extra-curricular socials. They also implemented several elementary socials during the school day. Several spirit weeks and rallies were implemented at the high school along with a few socials and dances. Homerooms participated in several team building activities throughout the year. 20 students attended an intense REACH for the Future leadership conference in the spring and about 16 students attended science camp.

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

We noticed an increase in attendance to extra-curricular socials this year as well as a demand for more such activities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most items were donated to the events, or covered with fundraised dollars through ASB. There was an increase of access to outside activities that focus on teambuilding and personal development. These activities were open to all interested students.

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

Expansion of events for 2017-2018 with further emphasis on team building will encourage student retention.

ACTIONS / SERVICES

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

Action

5

Actions/Services

PLANNED	ACTUAL
Sustain transition plan for junior high to high school: Support Jr. High Plan Invite Jr hi to "shadow day"	Transition plan for junior high to high school was sustained.
BUDGETED	ESTIMATED ACTUAL
Gen fund	\$99.90
\$500	

Expenditures

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

[Go to Annual Update](#)

[Go to Goal 1](#)

[Go to Goal 2](#)

[Go to Budget Summary](#)

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

Implemented a junior high development group to analyze needs of the junior high population. Shadow Day saw 50 participants (43 from core).

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

Of the students that attended Shadow Day, the majority have chosen CORE as their high school of choice.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were very little costs associated with these activities. Most was donated time and effort.

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

The junior high team met regularly and continues to look at how best to serve this population.

ACTIONS / SERVICES

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

Action

6

Actions/Services

<p>PLANNED</p> <p>Further expand the FFA/AG pathway, Sustain CTE Pathways in Medical/Health Field, American Sign Language, and Information Technology. Target invitations to subgroups for these schoolwide programs. (For the duration of the CTE grant, the LCAP will provide the matching portion of the CTE grant. When the CTE grant is exhausted, the school will pick up the other portions of the positions through LCAP funds.)</p>	<p>ACTUAL</p> <p>Agriculture offerings were expanded and other pathways were sustained for the year.</p>
<p>BUDGETED</p> <p>LCAP</p> <p>Goal 1 Sal and benefits</p> <p>\$87,652</p>	<p>ESTIMATED ACTUAL</p> <p>\$89,872.67</p>

Expenditures

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Agriculture and Soil Science as well as Food Science classes were added. Pathway posters were placed in hallways to advertise the various programs. Staff members were better trained on pathway offerings in order to advise subgroup specific students.

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

CORE Butte has become better known in the community for its Agriculture program and has seen increased enrollment as a result. An increase in students graduating pathways and participating in pathways has also been noted.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As CTE offerings have increased, personnel who participate in the pathways have also increased.

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

CORE will continue to refine and clarify our CTE pathways and will continue to look for new and innovative ways to share them with our community and subgroups.

Goal 2

Student achievement will increase in the core academic areas.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

METRICS:

Priority 1: Basic Services

- 100% of Teachers appropriately assigned
- 100% of Teachers fully credentialed for core subject areas overseen
- 100% Teachers fully credentialed for students they are teaching core subject matter to
- 100% Students with sufficient instructional materials

Priority 2: Implementation of State Standards

- 100% of students are assigned common core math curriculum or supplements as reported by teachers as a measurement of implementation of state academic content and performance standards
- 100% of EL students are assigned specified

* Compliance at 100%

*100% Compliance

<p>ELD/common core curriculum for English Language Learners and demonstrate progress in curriculum based assessments as a measurement of how programs and services enable ELs to access common core standards and ELD standards and show performance progress</p> <p>Priority 4: Student Achievement</p> <ul style="list-style-type: none"> ❑ 95% participation in Statewide assessments administered pursuant to the California Assessment Student Performance Program (CAASPP) ❑ 90% of individual students will demonstrate an increase in student performance between the first quarter and last quarter on the Renaissance benchmark tests pending Academic Performance Index (API) for 2015-2016 to be reported in 2016-2017 ❑ 5% increase of graduates with UC/CSU required coursework (A-G requirements) ❑ 100% of English learners making progress towards English proficiency on CELDT assessment (AMAO 2) ❑ 10% of English learners reclassified as English proficient (AMAO 3) ❑ 10% of 11th and 12th grade students enrolled in at least one Advanced Placement, International Baccalaureate, or dual credit course ❑ 30% of students enrolled in an AP course will score 3 or higher on an AP exam, or 30% of students enrolled in college courses will receive a 3.0 or higher on dual credit coursework ❑ 10% of participating grade 11 students will score at Achievement Level 3 or higher, designated as college ready, on the Early Assessment Program (EAP) <p>Priority 7: Course Access</p> <ul style="list-style-type: none"> ❑ 100% of students will be enrolled in all required core academic areas as evidenced by compliance check of the Master Agreement <p>Priority 8: Other Student Outcomes</p> <ul style="list-style-type: none"> ❑ Other indicators of student performance in required areas of study ❑ Pupil outcomes in core subject areas 	<p>*100% Compliance</p> <p>*Based on 15-16 data, CAASPP participation rate was 96%</p> <p>*Based on the 15-16 CAASPP data, our school dashboard was released showing our ELA was blue, and our math was yellow.</p> <p>*May 2016 we had 25% of our graduates graduate a-g, up from 22% the previous year.</p> <p>*100% of our EL students are making progress toward English proficiency</p> <p>* 33% of EL learners were reclassified as English Proficient</p> <p>*33% of our 11th and 12th grade students during the 15-16 school year enrolled in a college course</p> <p>*75% of our students who enrolled in a college level class scored a 3.0 or higher in that class</p> <p>*66% of our 11th grade students who took the EAP scored “ready” or “conditionally ready” on the EAP exam for English</p> <p>* 33% of our 11th grade students who took the EAP scored “ready” or “conditionally ready” on the EAP exam for Math</p> <p>*100% of our students are enrolled in all required core academic areas</p>
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ACTIONS / SERVICES

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

Draft**1**

Action

Actions/Services

Expenditures

	PLANNED	ACTUAL
Actions/Services	Textbooks and supplies for CTE and expanded science seminars	All textbooks and materials were purchased for the various additional science.
Expenditures	BUDGETED \$3000 CTE \$3000 matching	ESTIMATED ACTUAL \$1382.64 CTE \$1382.64 Matching LCAP

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Purchase of textbooks for both new Ag Science courses were purchased.

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

Both new Ag Science classes were fully implemented into our Ag Pathways

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The new Ag Science classes chose to utilize textbooks that we already had along with free resources. Medical pathway purchased items needed and they were less than originally budgeted.

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

The refinement of our CTE pathways will continue to be an ongoing action.

ACTIONS / SERVICES

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

Action

2

Actions/Services

	PLANNED	ACTUAL
Actions/Services	Extensive Parent/teacher training: Ongoing parent/teacher training for adopted Math and ELA CCSS curric.	Parent training was extensive in both ELA and math during the 16-17 school year.

Expenditures

BUDGETEDIn goal 1
LCAP**ESTIMATED ACTUAL****ANALYSIS**

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

A parent seminar was hosted for our TK-8 parents. Staff conducted monthly parent trainings covering curricula and teaching/engagement strategies. A multi-tier interventions system was implemented and all staff members were trained. Several staff members attended a co-teaching conference. Other conferences and professional development opportunities included: Personalized Learning, Title 1, Charter School specific, Autism, Reading, and more.

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

Better supporting staff and parents functioning as the primary educators to work with individual student academic and social/emotional needs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

trainings were all local this year.

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

CORE will review academic data to assess effectiveness of this action item but plans to continue the action in 2017-2018 with the belief that better educated parents and teachers are more vested in their school and are better prepared academically.

ACTIONS / SERVICES

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

Action

3

Actions/Services

PLANNEDSustain LCAP approved center/employee intervention
Including ELA and Math support at all levels

1. HS Full time math teacher
2. Jr. Hi hourly math teacher
3. Additional support classes ELA and Math k-12
4. Employee provided learning center tutoring, intervention and support

ACTUAL

All intervention at all levels was sustained.

Expenditures

BUDGETED

LCAP Goal 2

ESTIMATED ACTUAL

\$149,538.00

Salaries and benefits

\$149,538

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

One HS Full time math teacher was hired, one junior high hourly math instructor was hired, additional support classes were added to both of the Elementary schedules and the HS schedules including classes such as math lab and life application of math integration. All centers increased access to academic tutoring buy employees along with a multi-tiered system of support at the elementary level. An additional hourly English instructor added several support classes at the HS level.

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

The expectation is that both the ELA and Math scores on the CAASPP assessment would increase for the 16-17 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to increased enrollment, several extra support classes were added.

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

This action will be revisited in the fall pending CAASPP scores for the 16-17 school year.

ACTIONS / SERVICES

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

Action

4

Actions/Services

PLANNED

Provide professional development for CTE/rigorous course delivery / Provide training for counselor on AP/Honors/a-g/CTE requirements:

Sustain Prof Dev

ACTUAL

Numerous professional development opportunities were provided throughout the year.

Expenditures

BUDGETED

\$4000

CTE

\$4000

General Fund matching

ESTIMATED ACTUAL

\$252.82 CTE

\$434.66 General

ANALYSIS

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

needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Counselor attended a conference on working with both high and low academic achieving students. Several staff members attended various trainings related to CTE and rigorous course delivery including such conferences as: CCSA, APlus Personalized Learning, Patterns of Strengths and Weaknesses, National Title One Conferences, Mt. Lassen Math Council, Co-teaching, and many more.

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

Many staff members attended conferences to better meet the individual academic needs of our students. In order to increase academic achievement, our staff needs to have a strong grasp on academic requirements and options. These conferences help our staff to better work with our students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The staff was unable to attend the CTE conference this year, with the exception of one staff member who attended the Skills USA conference.

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

This goal/action will continue as it is of the utmost importance that ALL STAFF be thoroughly trained on academic programs and expectations, along with our CTE programs. On-going training is essential as expectations change and the individual needs of our students change. Also to better hone in on our unduplicated students in order to increase academic achievement.

Action

5

Actions/Services

PLANNED

Sustain tutoring and increase support through additional art, music and academic courses

ACTUAL

1. Vendor course instruction in all areas: \$150,000

Expenditures

BUDGETED

LCAP Goal 2 Other Services

ESTIMATED ACTUAL

\$148,304

\$195,226.62

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

[Go to Annual Update](#)

[Go to Goal 1](#)

[Go to Goal 2](#)

[Go to Budget Summary](#)

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

This past year we have increased art and music instruction through our vendor course instruction allocating additional funds to each student.

We will measure the effectiveness upon reviewing the 16-17 CASSPP scores.

We are excited to report that students utilized the increased funds and truly received additional training in music, dance and art, as well as academic tutoring and support.

Upon review, stakeholders may wish to adjust the budget of each student in order to encourage students to take more art and music as part of his/her academic program.

[Stakeholder Engagement](#)

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

CORE Butte discussed planning items for the 2017-2018 LCAP and the 2016-2017 annual update at each Charter Advisory Council meeting and Board meeting.

The CORE Butte Board met on the following dates and discussed the school's local control accountability plan, goals, and/or action items:

September 9, 2016

December 13, 2016

February 24, 2016

March 10, 2016

April 6, 2016

Meetings are advertised at all school learning centers and on the school website. All stakeholders are invited to attend. CORE Board meetings are regularly attended by the following members, staff, and advisors:

Vivian Appleby, Board President and Parent Member

Jill LaMalfa, Board Secretary-Treasurer and Community Member

April Hennessy, Community Member
Kelly Holliday, Parent Member
Cheryl Bunce, Parent Member
Mary Cox, Executive Director
Matt Harvey, High School Director
Linda Scherba, TK-8 Director
Jean Plunkett, Business Manager
Susan Smith, Administrative Assistant
Barbara Mandelbaum, Butte County Office of Education
Dr. David Guthrie, Education Synergy Consultants

The Charter Advisory Council met on the following dates and discussed the school's local control accountability plan, goals, and/or action items:

August 19, 2016
September 16, 2016
November 18, 2016
January 20, 2017
February 24, 2017
April 21, 2017

Meetings are advertised at all school learning centers and on the school website. All stakeholders are invited to attend. Charter Advisory Council meetings are regularly attended by the following members and directors:

Vivian Appleby, Parent Representative and Liaison to the Board
Morgan Dietz, Parent Representative
Matt Watkins, Parent Representative
Kyle Pierson, Teacher Representative, CSI Liaison
Kirsten Frudden, Teacher Representative
Fawn Ruby, ASB Advisor, Teacher Representative
Daniel Martin, Teacher Representative
Emi Canterbury, ASB President, Student Representative
Jessica Berlanga, ASB Vice President, Student Representative
Mallory Lavy, FFA Sentinel, Student Representative
Mary Cox, Executive Director, Administrative Representative
Susan Smith, Administrative Representative
Linda Scherba, TK-8 Director
Matt Harvey, High School Director

Feedback was solicited on the homepage of the school website as well as through surveys sent out to all stakeholders.

A public hearing was incorporated into the April 21, 2017 Charter Advisory Council meeting.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Ongoing discussions throughout the year with these stakeholder groups helped shape the LCAP as a living document and guide processes for the year. Changes, actions, and notations resulting from these inputs included the following:

A Title 1 intervention specialist was hired at the beginning of the year. This staff member is devoted to examining data and implementing intervention strategies with students. She has ensured that all students required to test throughout the year have been tested. Interim assessments are given via a Renaissance test two to three times per year. Renaissance sent a trainer out to provide all teachers a full day of professional development on how best to utilize the program to not only read test results but to use those results to drive student instruction.

A reading intervention team was formed and did a great job supporting staff and families with beginning reading strategies. Newsletters with targeted instruction are now being sent out to age appropriate families at regular intervals.

Several staff members attended a 2-day Computer Using Educator (CUE) Conference. These staff members later shared what with other staff members techniques for using technology in the classroom. 2016-2017 saw a widespread increase in students and teachers utilizing Google Classroom. Students are now each assigned an individual Google account upon enrollment and are working towards proficiency in their technology skills.

Staff attended the A-Plus Personalized Learning Conference in October to network with other personalized learning schools, share best practices in the classroom, and discuss innovative strategies for moving forward. Other professional development conferences that staff attended include the CSDC Administrator's Conference, the CTE Mentor & Credentialing Conference, the CCSA Conference, Dyslexia training, Learning & The Brain: The Science of How we Learn, Nurtured Heart, ADHD and Dyslexia, Autism, Young Minney & Corr Legal Updates, and more.

Small group parent trainings were coordinated at both the Humboldt TK-8 learning center and the high school Cohasset learning center. These training broached a wide array of subject matter including such topics as how to correct student assignments, how to teach early reading skills, how to keep an advanced student motivated, and how to address socio-emotional challenges among many others topics.

The TK-8 staff worked throughout the fall to prepare for their annual Parent Seminar held in January. The seminar presented multiple break-out sessions throughout the day and attracted approximately 100 attendees. This event is open to all CORE families and interest is spreading to possibly include other community members in the future.

The CTE team organized field trips and guest speakers throughout the year. Round 2 of the CTE Grant

included planning and ongoing training to further our CTE program. Although the Regional Occupational Program in the area has shifted from the district to individual schools, CORE was fortunate enough to negotiate an MOU with the county so we are now able to offer our students access the Medical and Hospital Careers ROP class on our campus. This is a great capstone to our Patient Care pathway.

A vehicle was purchased to support the CTE program as well as the Sports and FFA programs.

2016-2017 saw a focus on new teacher trainings. With over 12 new staff added this year, it was vital that staff be trained in both the methodology of working at CORE and the art of being a personalized learning teacher. All new staff received ongoing training throughout the school year with administration and their directors. They were also assigned a role specific mentor that they met with weekly one on one or in small groups. The training emphasis was a huge success with these teachers all excelling in their roles.

The Associated Student Body (ASB), the Future Farmers of America (FFA) and the Effective Peer Interaction and Communication (EPIC) groups worked diligently this year to strengthen the culture at our learning centers and to endorse inclusion strategies. They kicked the year off with a Back to School Dance/Social and continued throughout the year with ongoing community building activities. There was emphasis throughout the year on helping students feel welcome and respected.

Student safety is a primary objective at CORE. Our entire staff and student population participated in age appropriate Alert Lockdown Inform Counter Evacuate (ALICE) trainings throughout the year. Families were also invited to learn about ALICE techniques. Active shooter drills were quite successful.

The school applied for and received a grant for college and career readiness. Although the funds from this grant are supplemental to LCFF funds, there is now a college and career readiness plan that will be implemented to help encourage A-G compliance, offer financial aid support, and help with the application process to 4-year universities. Parent outreach at junior high regarding options provided by CBHS will be incorporated as well.

Spring 2016 CAASPP scores showed an overall increase in both math and language arts across all subgroups except students with disabilities showed a slight decrease in math. Overall scores were compared to local area schools and districts and students in the lowest levels were targeted for additional instruction.

CORE's enrollment procedures were reviewed at the beginning of the year. A hard copy of CORE's Enrollment Compact was added to the packet to be reviewed and signed by all families upon enrolling. An exit questionnaire was also in place throughout the year in order to better understand and analyze our withdrawals.

Several locations for facilities were looked at throughout the year. Staff worked on mack floorplans and a needs and wants survey. A 5-year financial budget was developed to research funding. Negotiations are ongoing but appear promising that the school will be transitioning in the coming years.

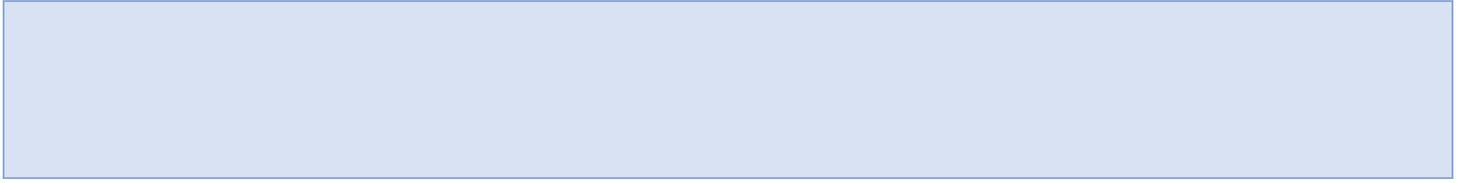
CORE's CBHS program was awarded California Gold Ribbon status in recognition of its outstanding dedication to embracing and growing a positive culture for the students.

[Go to Annual Update](#)

[Go to Goal 1](#)

[Go to Goal 2](#)

[Go to Budget Summary](#)



Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
<u>Goal 1</u>	Decrease mobility school-wide with a focus on reducing withdrawals. The school will work toward improving mobility rate and decreasing adverse effects of mobility on foster and other subgroups.		

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

The Charter School has a high withdrawal rate and mobility rate. It is understood, that due to the nature of the program (homeschooling and personalized learning) that mobility and withdrawals will be higher than other schools due to life circumstances not allowing families to homeschool. However, the school is working diligently to support our families and attempting to reduce these numbers as much as is in the school's control.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: BASIC SERVICES	2015-2016	Targets to be based upon 2016-2017 reported data	N/A - 1 Year Budget	N/A - 1 Year Budget
Students will have sufficient instructional materials	100%	100%		
All Facilities will be maintained in "good repair"	Good Repair	Good Repair		
Priority 3: PARENT ENGAGEMENT				
All parent seats on Board of Directors and in Charter Advisory Council filled	100%	100%		
Parent notification system maintained regularly, periodic parent surveys, and invitations to public meetings.	Metric Met	Metric will be met		
EL, Title 1 and subgroup specific targeted public meeting invitations and surveys	Metric Met	Metric will be met		

as applicable				
Priority 4: STUDENT ACHIEVEMENT				
Increase the number of career technical education (CTE) participants, concentrators, or completers	2015-2016: 55 Participants 11 completers 20% of participants were completers	Increase participants and completers by 5%		
Priority 5: PUPIL ENGAGEMENT				
Middle school students dropping out	0%	0%		
High school students dropping out	15/16 Graduates 2.93%	Less than 10%		
High school students graduating	96%	At least 90%		
Attendance rate	15/16 99.07%	At least 90%		
Chronic absentee rate (prior year)	4.85%	7.5%		
Priority 6: SCHOOL CLIMATE				
Suspension rate	0%	0%		
Expulsion rate	0%	0%		
Students, parents and teachers report feeling safe and supported at school	97% of students feel safe 97.6% of parents stated their student feel safe 92% of students feel supported 90% of parents feel supported 97% of staff feel supported	At least 90% of students, parents, and staff will continue to feel safe and supported		
Priority 8: OTHER STUDENT OUTCOMES				
The number of new student enrollments will exceed the number of student withdrawals on an annual basis.	2015-2016 First time enrollments: 285 Drop outs: 1 Other withdrawals: 186 Ratio 285:187	More students will be enrolled than withdrawn.		

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Move the TK-8 Chico learning center staff and students to a leased premises and begin construction/remodel for this group. Sign purchase agreement for high school property and begin development process for new high school facilities.	N/A - 1 Year Budget	N/A - 1 Year Budget

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount total: 2,709,000.00	Amount	Amount
Source General Fund (including lottery)& Facilities Reserve	Source	Source
Budget Reference 5600 4400 6170 6200 5800 Fund 40	Budget Reference	Budget Reference

Action **2**

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

Students to be Served	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide students with highly motivating curriculum Sustain positive environment through various activities, speakers, and supplemental curricula. Emphasize team building activities. Specifically target TK-KN by adding additional classes and/or events. Sustain transition plan for junior high to high school: Invite Jr hi to "shadow day" Add additional Jr. High events		

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount	Amount	Amount
\$21,750		
Source	Source	Source
General Fund (including lottery)		
Budget Reference	Budget Reference	Budget Reference
4300 2100 and 3000		

Action **3**

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

Students to be Served	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
---------------------------------------	---

Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific
	Grade spans: _____		

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

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Services	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific
	Grade spans: _____		

ACTIONS/SERVICES**2017-18****2018-19****2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Ensure all school site personnel have training and policy guidance about specific subgroups		

BUDGETED EXPENDITURES**2017-18****2018-19****2019-20**

Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference
Training: \$3,197.00 Supplemental/concentration 5600		

Action **4****For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific
	Grade spans: _____

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific
	Grade spans: _____		

ACTIONS/SERVICES**2017-18****2018-19****2019-20**

[Go to Annual Update](#)

[Go to Goal 1](#)

[Go to Goal 2](#)

[Go to Budget Summary](#)

<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Ensure parents and staff have training on engagement strategies and curriculum		

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	Training: \$50,706.00	Amount		Amount	
Source	Educator Effectiveness General Fund (including lottery)	Source		Source	
Budget Reference	4300 5600 5200	Budget Reference		Budget Reference	

Action **5**

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

Students to be Served	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount		Amount		Amount	
--------	--	--------	--	--------	--

[Go to Annual Update](#)

[Go to Goal 1](#)

[Go to Goal 2](#)

[Go to Budget Summary](#)

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

Action **6**

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

Students to be Served	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Increase access to extracurricular activities offered by the school including sports and clubs in order to increase student engagement		

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount	\$25,000	Amount		Amount	
Source	General Fund (including lottery)	Source		Source	
Budget Reference	1102 5600 5300 5800 4300 3000	Budget Reference		Budget Reference	

Action **7**

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

Students to be Served	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
---------------------------------------	---

Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific
	Grade spans: _____		

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

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Services	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/>
	Limited to Unduplicated Student Group(s)		
Location(s)	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific
	Grade spans: _____		

ACTIONS/SERVICES**2017-18****2018-19****2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Further expand the CTE ICT pathway, Sustain CTE Pathways in Medical/Health Field, American Sign Language, and Agriculture. Target invitations to subgroups for these schoolwide programs and host informational events to support the marketing of these programs. (For the duration of the CTE grant, the LCAP will provide the matching portion of the CTE grant. When the CTE grant is exhausted, the school will pick up the other portions of the positions through LCAP funds.)		

BUDGETED EXPENDITURES**2017-18****2018-19****2019-20**

Amount Source Budget Reference	Amount Source Budget Reference	Amount Source Budget Reference							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">\$102,464.60</td></tr> <tr><td style="padding: 2px;">supplemental/ concentration</td></tr> <tr><td style="padding: 2px;">1100</td></tr> <tr><td style="padding: 2px;">3000</td></tr> <tr><td style="padding: 2px;">4200</td></tr> <tr><td style="padding: 2px;">5800</td></tr> <tr><td style="padding: 2px;">5200</td></tr> </table>	\$102,464.60	supplemental/ concentration	1100	3000	4200	5800	5200		
\$102,464.60									
supplemental/ concentration									
1100									
3000									
4200									
5800									
5200									

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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Goal 2

Student achievement will increase in the core academic areas.

[Go to Annual Update](#)

[Go to Goal 1](#)

[Go to Goal 2](#)

[Go to Budget Summary](#)

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: BASIC SERVICES	15-16 Base Year	Targets to be based upon 2016-2017 reported data	N/A - 1 Year Budget	N/A - 1 Year Budget
Teachers appropriately assigned	100%	100%		
Teachers fully credentialed for core subject areas overseen	100%	100%		
Teachers fully credentialed for students they are teaching core subject matter to	100%	100%		
Students with sufficient instructional materials	100%	100%		
Priority 2: IMPLEMENTATION OF STATE STANDARDS				
Students are assigned common core math curriculum or supplements as reported by teachers as a measurement of implementation of state academic content and performance standards	100%	100%		
EL students are assigned specified ELD/common core curriculum for English Language Learners and demonstrate progress in curriculum based assessments as a measurement of how programs and services enable ELs to access common core standards and ELD standards and show performance progress	100%	EL students will make one year of language growth each year		

Priority 4: STUDENT ACHIEVEMENT				
Participation in Statewide assessments administered pursuant to the California Assessment Student Performance Program (Prior year CAASPP)	96%	Participation will equal or exceed 95%		
Student performance on CAASPP tests will increase per the CA Dashboard (prior year)	SWD declined 3.5 points in math. All other subgroups increased over prior year scores in both math and ELA	All subgroups will increase 1 or more points		
Graduates with UC/CSU required coursework (prior year)	22%	At least 22% of graduating seniors will be college ready		
English learners making progress towards English proficiency on CELDT assessment (AMAO 2)	100%	All EL students will show progress		
English learners reclassified as English proficient (AMAO 3)	33%	33%		
11th and 12th grade students enrolled in at least one Advanced Placement, International Baccalaureate, or dual credit course	33%	33% or more		
Students enrolled in college courses will receive a 3.0 or higher on dual credit coursework	75%	At least 70%		
Participating grade 11 students will score "Ready" or "Conditionally Ready" on the Early Assessment Program (EAP)	66% - ELA 33% - Math	35% of math students and 70% of English students will be reported as college ready		
Priority 7: COURSE ACCESS				

[Go to Annual Update](#)

[Go to Goal 1](#)

[Go to Goal 2](#)

[Go to Budget Summary](#)

Students will be enrolled in all required core academic areas as evidenced by compliance check of the Master Agreement	100%	100%		
Priority 8: OTHER STUDENT OUTCOMES				
Pupil outcomes in core subject areas				

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Update textbooks and supplies and curriculum for CTE, expanded science seminars, expanded ICT courses and offerings. Update and purchase CCSS curriculum as needed audio books, supplies, and online curriculum		

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

[Go to Annual Update](#)

[Go to Goal 1](#)

[Go to Goal 2](#)

[Go to Budget Summary](#)

Amount

\$273,277.00

Amount

Source

General Fund
Lottery

Source

Budget Reference

4300, 4200, 5800,
5200

Budget Reference

Amount

Source

Budget Reference

Action **2**

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

[Students to be Served](#)

[Location\(s\)](#)

All Students with Disabilities [Specific Student Group(s)] _____

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

[Students to be Served](#)

[Location\(s\)](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Extensive Parent/teacher training:
Ongoing parent/teacher training for
adopted Math and ELA CCSS as well as
NGSS curric.

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount

\$7000

Amount

Source

supplemental/
concentration

Source

Budget Reference

5600

Budget Reference

Amount

Source

Budget Reference

Action **3**

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

[Students to be Served](#)

[Location\(s\)](#)

All Students with Disabilities [Specific Student Group(s)] _____

All schools Specific Schools: _____ Specific

Grade spans: _____

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income[Scope of Services](#) LEA-wide Schoolwide**OR** Limited

to Unduplicated Student Group(s)

[Location\(s\)](#) All schools Specific Schools: _____ Specific

Grade spans: _____

ACTIONS/SERVICES**2017-18****2018-19****2019-20** New Modified Unchanged New Modified Unchanged New Modified Unchanged

Sustain LCAP approved center/employee intervention Including ELA and Math support at all levels

additional math and ELA support

Student Support Services Provider

Additional support classes ELA and Math k-12

Employee provided learning center tutoring, intervention and support

BUDGETED EXPENDITURES**2017-18****2018-19****2019-20**

Amount

\$200,000.00

Amount

Amount

Source

supplemental/
concentration

Source

Source

Budget Reference

1100, 2100, 3000

Budget Reference

Budget Reference

Action **4**

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

[Students to be Served](#)

All

 Students with Disabilities [\[Specific Student](#)

Group(s)] _____

[Location\(s\)](#) All schools Specific Schools: _____ Specific

Grade spans: _____

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income[Scope of Services](#) LEA-wide Schoolwide**OR**

Limited to Unduplicated Student Group(s)

[Go to Annual Update](#)

[Go to Goal 1](#)

[Go to Goal 2](#)

[Go to Budget Summary](#)

Location(s)	<input checked="" type="checkbox"/> All schools Grade spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific
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ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Sustain tutoring and increase support through additional art, music, dance and academic courses		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$217,934	Amount:	Amount:
Source: Supplemental/Concentration	Source:	Source:
Budget Reference: 5800	Budget Reference:	Budget Reference:

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific
	Grade spans: _____		

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific
	Grade spans: _____		
	Scope of Services	<input type="checkbox"/> LEA-wide	Schoolwide OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Purchase and provide intense support on intervention programs specific to struggling students		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5000	Amount:	Amount:

[Go to Annual Update](#)

[Go to Goal 1](#)

[Go to Goal 2](#)

[Go to Budget Summary](#)

Source

supplemental/ concentration
4300, 5800, 4200

Source

Source

Budget Reference

Budget Reference

Budget Reference

Action **6**

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

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)] _____

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount

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Amount

--

Amount

--

Source

--

Source

--

Source

--

Budget Reference

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Budget Reference

--

Budget Reference

--

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

x 2017–18 2018–19 2019–20

[Estimated Supplemental and Concentration Grant Funds:](#)

\$ 535,596.00

[Percentage to Increase or Improve Services:](#)

8.33 %

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

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

1. Ensure all school-site personnel receives training and policy guidance regarding sub-groups
 - a. due to the fact that all school personnel will be engaged in this training, all students will benefit
 - b. though the training is specific to sub-groups, it will increase knowledge and understanding of good teaching practice and how students learn best, thus benefitting the entire school
2. Expand the CTE pathways including additional informational events and marketing
 - a. though this will support our unduplicated population greatly, this will also support all students
 - b. the school will make every effort to specifically market and recruit unduplicated students, but all students will be welcome into our CTE pathways
3. Parent training
 - a. the school will make every effort to encourage and invite parents of unduplicated pupils to attend trainings throughout the year, including offering meals and enrichment options for their students while the parents are in training
 - b. parent training will be accessible to all families, thus benefitting the entire school community
4. Hiring a support services provider at the high school, adding additional math and ELA classes at the elementary and high school campuses
 - a. the Student Support Services Technician will greatly benefit the unduplicated population through 1-1 support and with a background knowledge in social work
 - b. all of these items, though specifically added for our unduplicated pupil population, will benefit any student who may need access to these additional classes or the the SSST.
5. Increase student budgets to allow students more access to art and music
 - a. though this was added due to the fact that research shows that students engaged in art and music courses, score higher academically, the real intention is to help our unduplicated students have more access to enriching experiences, including art and music. This additional funds will allow students to access a full year of art or music as part of his/her academic program.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

[Plan Summary](#)

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

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

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

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

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

[Budget Summary](#)

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that

are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

[Annual Update](#)

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

[Annual Measurable Outcomes](#)

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

[Actions/Services](#)

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

[Analysis](#)

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

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

[Stakeholder Engagement](#)

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

plans that are being undertaken to meet specific goals.

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

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

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

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

[Goals, Actions, and Services](#)

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

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

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

New, Modified, Unchanged

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

[Goal](#)

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

[Related State and/or Local Priorities](#)

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

[Identified Need](#)

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

[Expected Annual Measurable Outcomes](#)

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local

priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and

51220(a)-(i), as applicable.

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

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

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

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

(f) "Expulsion rate" shall be calculated as follows:

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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