

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

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: 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

Contact Name and Title

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Executive Director

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2017-20 Plan Summary

The Story

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.

Greatest Progress

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. hired 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)

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.

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

Increased or Improved Services

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

8,249,1860
Federal Title Funds: \$152,911.00
Total: 8,402,097.00

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

3,070,593
Federal Title Funds: \$152,911.00
Total: \$3,223,504.00

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

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$7,657,860

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

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 Priorities: 1, 3, 4, 5, 6, 8

Local Priorities:

Annual Measurable Outcomes

Expected

METRICS:

Priority 1: Basic Services

100% Students will have sufficient instructional materials

Actual

Continued compliance at 100%

Expected

All Facilities will be maintained in “good repair”

Priority 3: Parent Engagement

All parent seats on Board of Directors and in Charter Advisory Council filled

Metric will be met: Parent notification system maintained regularly, periodic parent surveys, and invitations to public meetings.

Metric will be met: EL, Title 1 and subgroup specific targeted public meeting invitations and surveys as applicable

Actual

Facilities were consistently evaluated for safety and “good repair”. Changes were made as needed such as adding panic buttons at the Elementary Resource Center and placing a mirrored lining on the windows.

All available seats on the CAC and BOD were taken, 100% compliance as per our charter

Metric Met: Surveys were sent several times this school year and evaluated by staff and Charter Advisory Council, as well as Board of Directors. Agendas were posted at all three resource centers for all public meetings as well as posted on our website

*Metric Met: annual required public hearings were held for LCAP, EL, and Title 1

Expected

Priority 4: Student Achievement

Increase the number of career technical education (CTE) participants, concentrators, or completers by 5%

Priority 5: Pupil Engagement

0 Middle school students dropping out

Less than 10% of high school students dropping out

At least 90% of high school students graduating

At least a 90% attendance rate

Actual

2017-2018: CTE participation rates increased significantly in the 2016-2017 school year.

Overall participation is up 83%
Students with disabilities participation is up 80%
Economically disadvantaged participation is up 84%
CTE Concentrator rate is up 200%
CTE Completer rate is up 209%

Zero middle school students dropped out of CORE Butte.

CORE's dropout rate for the 2016-2017 school year was 0.5% as reported by Dataquest

*CORE's overall graduation rate was 94.7%, 90.7% for the socioeconomically disadvantaged subgroup, and 94.9% for the white subgroup. All other subgroups were too small to report.

Attendance rate was 98.3% for 2016-2017.

Expected

No more than a 7.5% chronic absentee rate (prior year).

Priority 6: School Climate

0% Suspension rate

0% Expulsion rate

Actual

Chronic absentee rates for 2016-2017 overall were below 7.5%, but at the subgroup level were higher.

Overall 7.2%
Hispanic or Latino 10.0%
White 6.8%
Two or More Races 8.2%

0% suspension rate

0% Expulsion rate

Expected

At least 90% of students, parents and teachers report feeling safe and supported at school

Actual

*94% of the students who responded stated that they felt safe when attending center classes
99% of CORE Butte students responded that they like their school and would recommend it to others
100% of students responded that their teachers are respectful and kind to them when they come to center classes, and 91% stated that other students are respectful and kind
*99% of the students who responded stated that they felt supported by their PLT or neutral in their response
*93% of the parents who responded to the survey stated that they felt that their student received meaningful feedback from teachers.
*93% of the teachers who responded stated that they felt supported by administration

Priority 8: Other Student Outcomes

The number of new student enrollments will exceed the number of student withdrawals on an annual basis.

The number of total new enrollments for 2016-2017 were 313. 260 students withdraw during the school year.

Although new enrollments exceeded student withdrawals, CORE's mobility rate did increase overall to 44.05% from 42.10% the prior 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 1

Planned Actions/Services

Move the TK8 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.

Actual Actions/Services

A long term lease agreement and intent to purchase agreement was completed for our future building project. TK8 Resource Center was moved over summer to the new location. Building development is underway for both the high school and the elementary resource centers.

Budgeted Expenditures

\$2,709,000

Estimated Actual Expenditures

\$823,738

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Parents & Teachers were encouraged to attend various conferences and were provided motivational curricula. Additional Tk-K classes were added this school year along with additional events. 56 students attended Shadow Day and many Junior High events were added.

\$21,750

\$ 30,582

Action 3

Planned Actions/Services

Ensure all school site personnel and parents have training and policy guidance about specific subgroups.

Actual Actions/Services

Staff attended professional development opportunities and organized parent trainings as well as a parent conference covering policies, subgroups, engagement, and curricula.

Budgeted Expenditures

\$3,197

Estimated Actual Expenditures

\$5,924.47

Action 4

Planned Actions/Services

Ensure parents and staff have training on engagement strategies and curriculum

Actual Actions/Services

A parent seminar was held supporting over 100 CORE Butte parents. Several parent roundtable trainings occurred throughout the year to support parents and staff in specific topics. Many staff attended trainings targeting specific needs and topics.

Budgeted Expenditures

\$50,706.00

Estimated Actual Expenditures

Total: \$23,380
 Educator Effectiveness 19,881
 Title II 3499

Action 5

Planned Actions/Services

Increase access to extracurricular activities offered by the school including sports and clubs in order to increase student engagement

Actual Actions/Services

Junior High volleyball was added along with a competitive robotics club. EPIC has added many events for our 6-8th grade students building community leading to increased number of 8th graders who stay with CORE Butte for High School.

Budgeted Expenditures

Gen fund
 \$25,000

Estimated Actual Expenditures

\$18,782

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Further expand the CTE ICT pathway, Sustain CTE Pathways in Medical/Health Field, Interpreting for the Deaf, 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.)

ICT pathway was redesigned this year in accordance with state guidelines. Pathway is set for full implemented and is growing. Skills USA will be added to this pathway next school year.

Medical Pathway has been fully implemented and sustained their program along with adding Skills USA this school year.

Agriculture offerings were expanded and Interpreting for the Deaf were sustained for the year.

\$102,464.60

\$283,292

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual 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 overall implementation was extremely positive regarding the actions articulated to achieve the goal outlined by CORE Butte's stakeholders. A long term lease agreement was negotiated, signed, and fully implemented. The pre-work on construction for both the remodel of the elementary resource center and the expansion of the high school resource center is under way.

Participation in professional learning opportunities has been quite vast this year. Staff was regularly encouraged to attend professional development in their areas of greatest need or passion. Professional development was also offered by the school in areas such as foster and homeless youth, suicide prevention, growth mindset, communication, and various others provided by both staff and outside presenters. Several training opportunities were offered to our parent community including parent round-table discussions regarding specific topics at specific grade levels, an entire parent seminar was organized and put on by CORE Butte staff offering over 20 relevant sessions directly related to Tk-8th grade homeschooling, monthly meetings at the Paradise Center, and several other smaller trainings. Parents were encouraged to attend trainings at BCOE as they were made available and relevant. Students were encouraged to attend field trips and opportunities including REACH for the Future, Science Camp, several leadership and competition opportunities for FFA, Skills USA competitions, and many TK-8 specific field trips organized by staff.

Many events were held to build community at all of our centers. The Paradise center hosted a winter sing event, along with a fall community event and an end of the year picnic event. The Chico Center hosted many events, including but not limited to, Fall Festival, Medieval Feast, Winter Snowball, Welcome Back Scavenger Hunt, Kindness Campaign, and so much more. The High School organized and ran the Fall Festival for the Tk-8 community, hosted several high school socials, two dances, a blood drive, lunchtime rallies and more. The High School Shadow Day was organized and ran by students and administration. Both FFA students and ASB students showed potential new freshman what CORE Butte was all about.

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

The effectiveness of the actions to achieve the goal varied depending upon the actions. CORE Butte continues to work toward having a facility that is both safe and the appropriate size for the needs of our school. The effectiveness of this action will be better measured after full implementation of moving the school to a new facility.

Students were engaged and felt safer attending center classes per our survey results. Parents and staff are better equipped to support students due to the various trainings offered and support offered at the center as per the data collected from school surveys. Both of these relate directly to families choosing to stay enrolled at CORE Butte.

An increase in attendance to extra-curricular socials this year as well as a demand for more such activities was noticed and CORE Butte continues to add more events to build a stronger community. Building a stronger community, and helping students feel more attached to his/her school has helped to maintain current enrolled students.

Of the students that attended Shadow Day, the majority have chosen CORE as their high school of choice. CORE Butte has become better known in the community for its Agriculture program and Interpreting for the Deaf Pathway and has seen increased enrollment as a result. An increase in students graduating pathways and participating in pathways has also been noted as per our end of year data.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences are a result of many different things including an increase in student enrollment, an increase of staffing, a change in coaches, and the use of the CTEIG grant funds. Some of the specific reasons for the difference in expected versus estimated actual are as follows:

1. The of ability to begin construction due to planning and permitting
2. An increase in materials and supplies were needed due to an increase of student enrollment
3. An increase in staffing which lead to more expensive professional development locally
4. CORE not quite ready to begin a full junior high sports program
5. An increase in the staffing for the CTE pathways as well as the addition of an ROP course and capstone courses

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.

For Goal 1 Action 2, We noticed that we were not creating a junior high culture that students were buying into. The programs implemented last year,

and again this year, started to build this culture. Additional work will be needed in 2018-2019. 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.

CORE will review mobility data to assess effectiveness of increased parent and staff training but plans to continue the action in 2018-2019 with the belief that better educated parents and teachers are more vested in their school.

The junior high team met regularly and continues to look at how best to serve this population. There has been an increase in middle school classes offered along with an increase in student enrollment in the 6-8th grades. The number of activities has been increased and the number of students participating has increased.

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 Priorities: 1, 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

METRICS:

Priority 1: Basic Services

100% of teachers appropriately assigned

100% of teachers fully credentialed for core subject areas overseen

100% of teachers fully credentialed for students they are teaching core subject matter to

Actual

Compliance at 100%

Compliance at 100%

Compliance at 100%

Expected

100% of 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% 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

Priority 4: Student Achievement

Participation in Statewide assessments administered pursuant to the California Assessment Student Performance Program (Prior year CAASPP) will equal or exceed 95%

Actual

Compliance at 100%

100% Compliance

100% Compliance

*Based on the CDE CAASPP Test Results website, Spring 2017 CAASPP participation rate was 98.4% for ELA and 98.1% for Math.

Expected

All subgroups will increase 1 or more points:
Student performance on CAASPP tests will increase per the CA Dashboard (prior year)

At least 22% of graduating seniors will be college ready:
Graduates with UC/CSU required coursework (prior year)

Actual

All TK-8 student subgroups increased in ELA scores.
Students overall increased 17.4 points
Socioeconomically Disadvantaged students increased 25.4 points.
Students with Disabilities increased 14.9 points
Hispanic students increased 42.1 points
White students increased 11.7 points
English Only students increased 17.8 points
11th grade students decreased 17 points

All TK-8 student subgroups increased in Math scores.
Students overall increased 11.4 points
Socioeconomically Disadvantaged students increased 12.7 points
Students with Disabilities increased 6.2 points
Hispanic students increased 40.2 points
White students increased 4.8 points
English only students increased 12.6 points
11th grade students decreased 5.6 points

25.7% of graduates graduated having met UC/CSU required courses.

Expected

All EL students will show progress:

English learners making progress towards English proficiency on CELDT assessment (AMAO 2)

33% of English learners reclassified as English proficient (AMAO 3)

33% or more of 11th and 12th grade students enrolled in at least one Advanced Placement, International Baccalaureate, or dual credit course

At least 70% of students enrolled in college courses will receive a 3.0 or higher on dual credit coursework

Actual

All EL students showed growth in every area of the CELDT except for one student in one area.

EL population is not a significant subgroup and numbers are too low to be statistically relevant. Reclassification criteria are evaluated for each English Language learner on an annual basis. A portion of EL students were reclassified during the school year.

73 of 219 (33.3%) 11th and 12th grade students enrolled in 189 college courses during the 2016-2017 school year.

84 students attended 213 college classes during the 2016-2017 school year earning an overall average of 3.39 gpa. 180 of those 213 (84.5%) classes received a gpa of 3.0 or higher. Students earned a 4.0 in 134 classes and a 3.0 in 46 classes.

Expected

35% of math students and 70% of English students will be reported as college ready:

Participating grade 11 students will score “Ready” or “Conditionally Ready” on the Early Assessment Program (EAP)

REVISED METRIC:

Students will be reported on the Dashboard as being College/Career ready.

Adjusted Metric due to dashboard release will be implemented in the 2018-19 LCAP based upon the data shared in this metric during the 2017-18 update.

Priority 7: Course Access

100% of students will be enrolled in all required core academic areas as evidenced by compliance check of the Master Agreement

Actual

43.4% of students as reported on the California Dashboard are reported as being College / Career ready. 27.9% of Socioeconomically Disadvantaged students and 44.1% of White students are reported as being College / Career ready. Due to the release of the dashboard, this metric has been switched to the CCI.

100% of our students are enrolled in all required core academic areas

Expected

Priority 8: Other Student Outcomes

No baseline or expected outcome outlined in 2017-2018 LCAP**

Pupil outcomes in core subject areas

Actual

A new metric was added for the 2018-2019 LCAP to better measure Other Student Outcomes as referenced in Priority 8. This metric includes a baseline and annual targets.

The new metric is:

The school will make academic and extracurricular activities available to students.

The baseline for this metric is:

During the 2017-2018 school year, students participated in a spelling bee, history day, talent show, art expo, First Lego League, a jurored art show, Rubiks cube club, Future Farmers of America, Skills USA, volleyball, basketball, golf, softball, soccer, track and field, organized a blood drive and more.

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

An ICT staff member was added, along with several curricular additions to our pathways. New curriculum was purchased for one of our Ag courses and supplies for our medical pathway were added.

\$273,277

\$112,034.29

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Parent training was extensive in both ELA and math, along with exposure to new science standards.

\$7,000

\$7,163

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

All intervention at all levels was sustained and implemented

\$200,000

\$ 237,144

Action 4

Planned Actions/Services

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

Actual Actions/Services

Students were encouraged to participate in art, music, dance and academic tutoring throughout the school year.

Budgeted Expenditures

\$217,934

Estimated Actual Expenditures

\$296,647

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Purchase and provide intense support on intervention programs specific to struggling students

Several programs were purchased and implemented in order to better support our struggling learnings and better support our parents support their students.

\$5,000

\$10,360

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual 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.

This past year we have increased vendor course instruction allocating additional funds to each student in order to increase his/her academic achievement. Additional funds were also allocated to parent training and support, along with increasing CTE support. Overall the implementation of the actions was excellent.

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

Upon reviewing the 16-17 CAASPP scores, academic achievement increased in both ELA and Math in a majority of sub groups, in a majority of grade levels. This will require further evaluation upon reviewing the 17-18 CAASPP data as to the effectiveness of the 17-18 LCAP implementation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences were noted in the CTE allocation action (action 1). This difference is due to the fact that much of the CTE items were placed under reducing mobility due to the nature of the items. Other material differences are noticed by an increase in vendor course instruction due to increased enrollment this school year, along with monies utilized for intervention services.

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.

Upon review, stakeholders may wish to adjust the allocated funds for development of a more robust intervention program school-wide, and an increase in VCI as our population grows.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

CORE Butte discussed planning items for the 2018-2019 LCAP and the 2017-2018 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 8, 2017
- September 29, 2017
- November 21, 2017
- December 8, 2017
- January 12, 2018
- February 2, 2018
- February 21, 2018
- March 9, 2018
- June 22, 2018

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
- Cheryl Bunce, Board Secretary-Treasurer and Parent Member
- Jill LaMalfa, Community Member

April Hennessy, Community Member
Kelly Holliday, 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:

September 15, 2017

November 3, 2017

January 19, 2018

February 23, 2018

April 20, 2018

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:

Kirsten Frudden, Teacher Representative

Kyle Pierson, Teacher Representative,

Debby Hubbard, Teacher Representative

LaDawn Hall, Teacher Representative

Sam Leary, ASB President, Student Representative

Emi Canterbury, ASB Vice-President, Student Representative

Garrett Otterson, FFA Sentinel, Student Representative

Vivian Appleby, Parent Representative and liaison to the Board

Cindy Forde, Parent Representative

Tracy Iler, Parent 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 20, 2018 Charter Advisory Council meeting.

Impact on LCAP and Annual Update

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

At each stakeholder engagement (whether it be at a meeting or through the survey) suggestions were documented and were utilized to redefine the coming year's LCAP. Suggestions were discussed at each Charter Advisory meeting and additional updates were made as needed.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 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 Priorities: 1, 3, 4, 5, 6, 8

Local Priorities:

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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: BASIC SERVICES Students will have sufficient instructional materials	100%	100%	100%	N/A - 1 Year Charter School Budget

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All Facilities will be maintained in “good repair”	Good Repair	Good Repair	Good Repair	N/A - 1 Year Charter School Budget
Priority 3: PARENT ENGAGEMENT	All parent seats on Board of Directors and in Charter Advisory Council filled	100%	100%	N/A - 1 Year Charter School Budget
Parent notification system maintained regularly, periodic parent surveys, and invitations to public meetings.	Metric Met	Metric will be met	Metric will be met	N/A - 1 Year Charter School Budget
EL, Title 1 and subgroup specific targeted public meeting invitations and surveys as applicable	Metric Met	Metric will be met.	Metric will be met.	N/A - 1 Year Charter School Budget

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 4: STUDENT ACHIEVEMENT</p> <p>Increase the number of career technical education (CTE) participants, concentrators, or completers</p>	<p>2015-2016: 55 Participants 11 completers 20% of participants were completers</p>	Increase participants and completers by 5%	Increase participants and completers by 5%	N/A - 1 Year Charter School Budget
<p>Priority 5: PUPIL ENGAGEMENT</p> <p>Middle school students dropping out</p>	0%	0%	0%	N/A - 1 Year Charter School Budget
<p>High school students dropping out</p>	<p>15/16 Graduates 2.93%</p>	Less than 10%	Less than 10%	N/A - 1 Year Charter School Budget
<p>High school students graduating</p>	96%	At least 90%	At least 90%	N/A - 1 Year Charter School Budget

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance rate	15/16 99.07%	At least 90%	At least 90%	N/A - 1 Year Charter School Budget
Chronic absentee rate (prior year)	4.85%	7.5%	10% or lower	N/A - 1 Year Charter School Budget
Priority 6: SCHOOL CLIMATE Suspension rate	0%	0%	0%	N/A - 1 Year Charter School Budget
Expulsion rate	0%	0%	0%	N/A - 1 Year Charter School Budget
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	At least 90% of students, parents, and staff will continue to feel safe and supported	N/A - 1 Year Charter School Budget

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 8: OTHER STUDENT OUTCOMES</p> <p>The number of new student enrollments will exceed the number of student withdrawals on an annual basis.</p>	<p>2015-2016 First time enrollments: 285 Drop outs: 1 Other withdrawals: 186 Ratio 285:187</p>	<p>More students will be enrolled than withdrawn.</p>	<p>More students will be enrolled than withdrawn.</p>	<p>N/A - 1 Year Charter School Budget</p>

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

Location(s)

All Students

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

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.

2018-19 Actions/Services

Plan, develop, and construct the remodel and expansion of the Elementary Resource Center. Facilitate the ERC move to newly constructed facility.
Continue the planning, development and construction of the High School center. Plan for space that allows for employee tutoring.

2019-20 Actions/Services

N/A - 1 Year Charter School Budget

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

total: 2,709,000.00

total: 2,008,335

N/A - 1 Year Charter School Budget

Year	2017-18	2018-19	2019-20
Source	General Fund (including lottery)& Facilities Reserve	General Fund (Including lottery) and Facilities Fund	N/A - 1 Year Charter School Budget
Budget Reference	5600 4400 6170 6200 5800 Fund 40	5600 4400 6100 6170 6200 5800	N/A - 1 Year Charter School Budget

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Modified

2017-18 Actions/Services

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

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

Unchanged

2018-19 Actions/Services

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

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

Modified

2019-20 Actions/Services

N/A - 1 Year Charter School Budget

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$21,750	\$21,750	N/A - 1 Year Charter School Budget

Year	2017-18	2018-19	2019-20
Source	General Fund (including lottery)	General Fund (including lottery)	N/A - 1 Year Charter School Budget
Budget Reference	4300 2100 and 3000	4300 2100 and 3000	N/A - 1 Year Charter School Budget

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Modified

Unchanged

Modified

2017-18 Actions/Services

Ensure all school site personnel have training and policy guidance about specific subgroups.

2018-19 Actions/Services

Ensure all school site personnel have training and policy guidance about specific subgroups.

2019-20 Actions/Services

N/A - 1 Year Charter School Budget

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Training: \$3,197.00	Training: \$3,197.00	N/A - 1 Year Charter School Budget
Source	Supplemental/concentration	Supplemental/concentration	N/A - 1 Year Charter School Budget
Budget Reference	5600	5600	N/A - 1 Year Charter School Budget

Action #4

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services**Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

Modified

Modified

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Ensure parents and staff have training on engagement strategies and curriculum

Ensure parents and staff have training on engagement strategies and curriculum. Offer parent trainings at the high school level and continue and expand trainings at the TK8. Offer a variety of trainings including trainings regarding safety and teen topics and working with students with disabilities. Increase tech knowledge by sharing current topics and cyber safety.

N/A - 1 Year Charter School Budget

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Training: \$50,706.00	\$25,000.00	N/A - 1 Year Charter School Budget
Source	Educator Effectiveness General Fund (including lottery)	General Fund (including lottery) TITLE II, PART A (\$21,357)	N/A - 1 Year Charter School Budget
Budget Reference	4300 5600 5200	5200 5600 4300	N/A - 1 Year Charter School Budget

Action #5

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

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

Unchanged

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

Modified

2017-18 Actions/Services

Increase access to extracurricular activities offered by the school including sports and clubs in order to increase student engagement

2018-19 Actions/Services

Increase access to extracurricular activities offered by the school including sports and clubs in order to increase student engagement

2019-20 Actions/Services

N/A - 1 Year Charter School Budget

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$25,000	N/A - 1 Year Charter School Budget
Source	General Fund (including lottery)	General Fund (including lottery)	N/A - 1 Year Charter School Budget

Year	2017-18	2018-19	2019-20
Budget Reference	1102	1102	N/A - 1 Year Charter School Budget
	5600	5600	
	5300	5300	
	5800	5800	
	4300	4300	
	3000	3000	

Action #6

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

Students to be Served

N/A

Location(s)

N/A

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

Location(s)

All Schools

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

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.)

Modified

2018-19 Actions/Services

Sustain the CTE ICT pathway, Sustain CTE Pathways in Medical/Health Field, Interpreting for the Deaf, and Agriculture. Target invitations to subgroups for these schoolwide programs and host informational events to support the marketing of these programs. Add a Skills USA group for the ICT pathway, and continue to support the Skills USA group for the medical pathway. Continue to support Agriculture and FFA. Offer an event for 6-8th grade to share our CTE programs.

Support CTE capstone classes by hiring student interns for ICT.

Modified

2019-20 Actions/Services

N/A - 1 Year Charter School Budget

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$102,464.60	\$282,688.00	N/A - 1 Year Charter School Budget

Year	2017-18	2018-19	2019-20
Source	supplemental/ concentration	supplemental/concentration CTEIG General Fund	N/A - 1 Year Charter School Budget
Budget Reference	1100 3000 4200 5800 5200	1100 3000 4200 5800 5200	N/A - 1 Year Charter School Budget

Action #7

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

2017-18 Actions/Services

N/A - New Action Item added in 2018-2019

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

New

2018-19 Actions/Services

Continue development of a jr. high hybrid program.

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

Modified

2019-20 Actions/Services

N/A - 1 Year Charter School Budget

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$1000.00	N/A - 1 Year Charter School Budget
Source	N/A	General Fund	N/A - 1 Year Charter School Budget
Budget Reference	N/A	1102	N/A - 1 Year Charter School Budget

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

Unchanged

Goal 2

Student achievement will increase in the core academic areas.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Identified Need:

Though CORE Butte's scores have increased over all each year, it is still a primary focus as we still have students who have not met or exceeded the state's expectations. CORE Butte continuously strives to meet the expected standards of all sub-groups.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Priority 1: BASIC SERVICES Teachers appropriately assigned	15-16 Base Year 100%	100%	100%	N/A - 1 Year Charter School Budget
Teachers fully credentialed for core subject areas overseen	100%	100%	100%	N/A - 1 Year Charter School Budget
Teachers fully credentialed for students they are teaching core subject matter to	100%	100%	100%	N/A - 1 Year Charter School Budget
Students with sufficient instructional materials	100%	100%	100%	N/A - 1 Year Charter School Budget

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Priority 2:
IMPLEMENTATION
OF STATE
STANDARDS

100%

100%

100%

N/A - 1 Year Charter School
Budget

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

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

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

100% and students will make growth each year

N/A - 1 Year Charter School Budget

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Priority 4:
STUDENT
ACHIEVEMENT

96%

Participation will equal or
exceed 95%

Participation will equal or
exceed 95%

N/A - 1 Year Charter School
Budget

Participation in
Statewide
assessments
administered
pursuant to the
California
Assessment
Student
Performance
Program (Prior year
CAASPP)

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

All subgroups will increase
1 or more points.

N/A - 1 Year Charter School
Budget

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduates with UC/CSU required coursework (prior year)	22%	At least 22% of graduating seniors will be college ready	At least 25% of graduating seniors will be college ready.	N/A - 1 Year Charter School Budget
English learners making progress towards English proficiency on CELDT assessment (AMAO 2) ELPAC to replace CELDT assessment when fully implemented	100%	All EL students will show progress	All EL students will show progress	N/A - 1 Year Charter School Budget
English learners reclassified as English proficient (AMAO 3)	33%	33%	33%	N/A - 1 Year Charter School Budget

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
11th and 12th grade students enrolled in at least one Advanced Placement, International Baccalaureate, or dual credit course	33%	33% or more	33% or more	N/A - 1 Year Charter School Budget
Students enrolled in college courses will receive a 3.0 or higher on dual credit coursework	75%	At least 70%	At least 70%	N/A - 1 Year Charter School Budget

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Participating grade 11 students will score “Ready” or “Conditionally Ready” on the Early Assessment Program (EAP)

The metric is no longer applicable and is being replaced for 2018-2019.

66% - ELA
33% - Math

35% of math students and 70% of English students will be reported as college ready

N/A - Metric Replaced

N/A - Metric Replaced

Students will be reported on the Dashboard as being College/Career ready.

43.4% of students as reported on the California Dashboard are reported as being College / Career ready. 27.9% of Socioeconomically Disadvantaged students and 44.1% of White students are reported as being College / Career ready.

N/A

All student groups will increase in college/career readiness.

N/A - 1 Year Charter School Budget

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Priority 7: COURSE ACCESS

100%

100%

100%

N/A - 1 Year Charter School Budget

Students will be enrolled in all required core academic areas as evidenced by compliance check of the Master Agreement

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 8: OTHER STUDENT OUTCOMES</p> <p>Pupil outcomes in core subject areas</p> <p>This metric was replaced as no baseline and target were indicated in the 2017-2018 LCAP.</p> <p>The new metric reads:</p> <p>The school will make academic and extracurricular activities available to students.</p>	<p>During the 2017-2018 school year, students participated in a spelling bee, history day, talent show, art expo, First Lego League, a juried art show, Rubiks cube club, Future Farmers of America, Skills USA, volleyball, basketball, golf, softball, soccer, track and field, organized a blood drive and more.</p>	<p>N/A</p>	<p>Academic and extracurricular activities will be expanded on.</p>	<p>N/A - 1 Year Charter School Budget</p>

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

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Update textbooks and supplies and curriculum for CTE, expanded science seminars, expanded ICT courses and offerings.
Update and purchase CCSS curriculum as

purchase additional textbooks and supplies and curriculum for CTE, expanded ICT and Med courses and offerings.
Update and purchase CCSS curriculum as needed (Math, History, Science)

N/A - 1 Year Charter School Budget

needed
audio books, supplies, and online curriculum

audio books, supplies, and online curriculum

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$273,277.00	\$118,515.63	N/A - 1 Year Charter School Budget
Source	General Fund Lottery	General Fund Lottery CTEIG	N/A - 1 Year Charter School Budget
Budget Reference	4300, 4200, 5800, 5200	4300 4200 5800 5200 1100 3000	N/A - 1 Year Charter School Budget

Action #2

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

N/A - 1 Year Charter School Budget

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

\$7000

\$7000

N/A - 1 Year Charter School Budget

Year	2017-18	2018-19	2019-20
Source	supplemental/ concentration	supplemental/ concentration	N/A - 1 Year Charter School Budget
Budget Reference	5600	5600	N/A - 1 Year Charter School Budget

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Limited to Unduplicated Student Groups

All Schools

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

Sustain LCAP approved and Title One supported center/employee intervention/
Tutoring Including:
ELA and Math support including special curriculum at all levels

Student Support Services Provider at the high school for academic and social/emotional support

Increase parent coaching and PLT coaching for K-3 intervention facilitated by Title One staff

Increase school psychologist services and school counseling services

2019-20 Actions/Services

N/A - 1 Year Charter School Budget

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200,000.00	\$431,053.00	N/A - 1 Year Charter School Budget

Year	2017-18	2018-19	2019-20
Source	supplemental/ concentration	supplemental/concentration Title 1 (\$131,554) SpEd MTSS General Fund	N/A - 1 Year Charter School Budget
Budget Reference	1100, 2100, 3000	1100 2100 3000 4000	N/A - 1 Year Charter School Budget

Action #4

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

N/A - 1 Year Charter School Budget

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$217,934	\$287,965	N/A - 1 Year Charter School Budget
Source	Supplemental/ Concentration	supplemental/concentration	N/A - 1 Year Charter School Budget
Budget Reference	5800	5800	N/A - 1 Year Charter School Budget

Action #5

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

Students to be Served

N/A

Location(s)

N/A

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:

Limited to Unduplicated Student Groups

Location(s)

All Schools

Actions/Services

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

New

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

Modified

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

Modified

2017-18 Actions/Services

Purchase and provide intense support on intervention programs specific to struggling students

2018-19 Actions/Services

Purchase and provide intense support on intervention programs specific to struggling students. Add additional math supports on campus, potentially student math tutors.

2019-20 Actions/Services

N/A - 1 Year Charter School Budget

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Year	2017-18	2018-19	2019-20
Amount	\$5000	\$12,000	N/A - 1 Year Charter School Budget
Source	supplemental/ concentration	supplemental/ concentration	N/A - 1 Year Charter School Budget
Budget Reference	4300, 5800, 4200	4200 4300 5800	N/A - 1 Year Charter School Budget

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

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.

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.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$ 621,842

Percentage to Increase or Improve Services

8.84%

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.

- 1. Ensure all school-site personnel receive 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 benefiting the entire school

2. Sustain and refine the CTE pathways including additional informational events and marketing. Include the addition of a Skills USA team under ICT, continue the development of the Skills USA Medical team, share CTE programs with the 6-8th grade students at CORE Butte.

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 on standards, specifically the NGSS, health, ELA Math, and History standards, and working as the primary educator with students

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 benefiting the entire school community

4. Sustain the Student Support Services Technician position at the high school, adding additional math and ELA classes at the elementary and high school campuses, increase school psych services and the availability of a counselor at the high school

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. Sustain increased 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, an alternative 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.