Local Control Accountability Plan

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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE Charter School</td>
<td>Chris Mahurin</td>
<td><a href="mailto:admin@corecharter.org">admin@corecharter.org</a></td>
</tr>
<tr>
<td></td>
<td>Executive Director</td>
<td>5307422786</td>
</tr>
</tbody>
</table>

Plan Summary [2021-22]

General Information

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

CORE Charter School, situated in Marysville's small agricultural community, provides an educational model to over 500 K-12 students who prefer not to be in a traditional setting. CORE utilizes the independent study/Personalized Learning approach to ensure that students have an opportunity to plan for and reach their goals in meaningful ways for them. CORE families make significant sacrifices to support their students in their studies at home. A parent might take a second job so that another can study side by side with the student. A grandparent might step in to supervise learning hours. These adults may study the lessons well in advance in order to get the most from learning time. Transporting students to and from the Lakeside Resource Center (LRC) for support may take a chunk of the week and income. Many of our students are inclined toward academics and want to pursue an accelerated path toward a chosen career field. They do this by taking a-g college prep courses and/or attending dual enrollment courses, both of which encourage deeper learning beyond the curriculum. Some students engage in academic competitions, student conferences, as well as subject themselves to research within their academic interests.

Many of our students want to take advantage of the flexibility CORE provides to learn a skill or a trade. These students find themselves partnering with businesses in the community for on-the-job-training, instruction by an expert, or as part of one of the CTE pathways CORE
and the community offer. The community has always welcomed CORE students and is "raising" skilled citizens to someday return the service.

Many of our students have found that coping with pressures in conventional settings impedes their potential learning. They may experience anxiety or even depression. But when students are free to learn in a personal way and to be themselves in the safety of their home or the LRC, they discover new interests, abilities and growing confidence. They may also find an ability to relate to others such that they have not yet experienced.

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

CORE met all local performance State Indicators and continues to ensure success within each area. CORE's 2019 overall results in both math and English Language Arts academic indicators on the School Dashboard fell short of expectations. However, our Socio-Economic Disadvantaged students, a large student group, maintained averages equal to those of the State. The SBAC was not administered and therefore academic score results are not available for 2020.

CORE is very proud of its College/Career Indicator which exceeds that of the State and means that many of our students complete a-g tracks, CTE Pathways, earn college credit and/or score well on the State assessment. With the support of CORE resources, low income students take advantage of concurrent courses believing they can achieve success through college. To prepare students for their future is at the heart of CORE's program and what drives personal interventions and program planning. As part of our ongoing goal to prepare students for their post-secondary educational experience, we feel pleased that many opportunities are open to students for their near future.

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

Though our overall results for math and ELA fall within "Orange", there are no student groups in "Red" and no significant performance gaps among student groups. The goal will be to take steps to bring all students to grade-level standards. One way CORE addresses skill level gaps when they are apparent is to administer a benchmark assessment in reading and math. In this way, we can better place students in support classes, intervention classes, and/or intervention exercises at home. A CORE goal is to adopt a comprehensive assessment tool which will measure progress at any point during the school year as well as reveal standards not yet mastered for focused instruction.
Parents responded to an annual survey with a cry for math support. We are listening. We agree. As a reopening year is around the corner, CORE will reinstate and expand its intervention classes and peer tutoring service. We'll add an additional professional tutor to our schedule. We will also host a summer Math Skills Camp at which students may practice and master basic math skills needed to acquire higher levels of math learning. In addition, we will put tutorials together by which parents can learn to use their curriculum of choice. These are a few steps planned to address the need for math support.

Personal tutoring is always a significant support to student academic growth and performance. A tutor was hired to be part of full time staff during the 2020-21 school year to readily serve students and join the effort to fill learning gaps, boost confidence, meet the particular needs of economic disadvantaged students and students with special needs. The tutor regularly reports to PLTs and parents regarding progress. Learning through virtual supports has had both advantages and disadvantages. Adaptation to hours of "screen time" takes a tole on learners which may have had adverse affects on some. However, CORE makes every effort to personally connect with and support students and parents. Math support will continue to be an area of focus as we begin to meet face to face once again.

**LCAP Highlights**

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

Readers should especially note the following highlights:
* Growing rate of CTE student completers
* CCI Indicator that exceeds the state average meaning students at CORE are well prepared for College and/or Career post-secondary experiences
* A plan to strengthen math skills for students
* A strong, healthy school culture; parent and student involvement despite a year of campus closure and social distance. Students report a sense of belonging and feeling safe. Parents report their thanks for flexibility and teacher support.
* A vested, caring and trustworthy staff who successfully engaged students through virtual class sessions. A sincere interest by staff for those students who suffer from mental health difficulties.
* Technology access for all students

**Comprehensive Support and Improvement**

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

**Schools Identified**

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

CORE is not among LEAs identified for comprehensive support and improvement.
## Support for Identified Schools
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

CORE is not among eligible schools to develop a comprehensive support and improvement plan.

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

CORE will monitor its internal plan to support student and school improvement.
### Stakeholder Engagement

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

Our Personalized Learning charter structure allows for on-going stakeholder engagement. For every student enrolled, parent, student, and teacher teams meet a minimum of six times per year (Learning Period Meetings) and more frequently as needed. Through these meetings teams are able to collect information regarding successes and needs. The information is brought to a wider team through committee and/or entire staff meetings. Updated parent, staff, and student surveys are conducted and reviewed annually. A Parent Club meets monthly and is attended by staff to support, collaborate and help coordinate activities as well as collect information regarding successes and needs. Our student groups, Associated Student Body (ASB) and Middle School Models (M&Ms), foster student participation and leadership. Charter Council, comprised of students, staff, and parents, meets quarterly. School leadership addresses these groups at least quarterly to discuss and solicit feedback about charter school structures, leadership, school culture, importance of CAASPP assessment and needs and successes. Governing Board Membership, comprised of a minimum of two parent members as well as community members bring a well-rounded perspective to the decision-making process. CAASPP data is prepared and reviewed annually by all teaching staff, administrative staff, Charter Council, Charter School Board, and sponsoring district school board. CORE Charter School is fully WASC Accredited through 2022. The WASC process is also ongoing and integrated with the LCAP, and like the LCAP, involves all staff, parents and students. Overall, CORE Charter School strives to facilitate a positive culture involving all stakeholders towards student success. Our Motto is Personalized Learning for Student Success! It’s important to us that every stakeholder feels valued as a contributor.

### A summary of the feedback provided by specific stakeholder groups.

During the 2019-2020 school year, CORE leadership made concerted efforts to engage stakeholders in the education and planning of the Local Control Accountability Plan (LCAP). As CAASPP results were shared, all stakeholders agreed that we must work toward bringing student groups toward academic grade-level standards. Rational for "Standard Not Met" within Socioeconomic Disadvantaged and Hispanic student groups included an increasing rate of working parents unavailable to consistently support students. In addition such students often come to CORE with poor performing levels. Ideas to target these student groups include improving services for parents. CORE hosted workshops to help parents navigate curriculum and comprehend material themselves. The Parent Club hosted a mini conference for parents as a way in which mentoring relationships could be established. PLTs intentionally support parents by working personally with them through the curriculum and sharing helpful teaching strategies. Also, CORE's reading and math specialists have and continue to restructure intervention supports to best serve those with low performing levels. Students with Disabilities also fell within the "Standard Not Met" category. It came as a surprise to us because CORE considers its SPED program to be of an utmost quality. After receiving collective input, we believe that this result was due in part to an attitude of mere CAASPP participation over best effort. Since then service providers and PLTs alike are integrating a more serious attitude toward demonstrating knowledge.

CORE's excellent CAST scores are the result of a science team of teachers who stay on top of California's NGSS, best suited curriculum, and preparatory pathways. This team continually shares its suggestions, teaching and learning ideas, and science related activities and events with staff and families. Everyone agrees that these folks are the primary reason for this success.
As survey results were collected, graphs shared and discussions were held, We found students less inclined to prioritize academic standards and more desirous of mental health and coping supports. They suggested increased resources and awareness which is an ongoing priority for CORE. On the other hand, parents, staff and community members ranked academic improvements to be most important. The LCAP certainly reflects our attention to this need as well. CORE leadership believes these different priority areas overlap. We agree that one depends on the other. Thus they are both addressed within the same goal.

During the 2020-2021 school year, CORE leadership's efforts to engage stakeholders were no less determined, but rather less resulting due to numerous COVID restrictions. We relied on electronic communication such as email, virtual meetings, social media, and other means. Families, while managing demands within their households, appreciated school communications, responded upon request, but voluntarily engaged only when able. That said, school wide surveys received more responders than in previous years. A high percentage of them indicated their appreciation for flexibility and teacher support. Parents need help with math instruction. Also, due to lack of the 2020 SBAC administration, stakeholders agree to a need for a comprehensive assessment adoption. Though CORE uses benchmark assessments for math and ELA, an assessment to measure annual growth for all students in all grades is a need. In this way we can better monitor and support our students with disabilities as well as socio-economic disadvantaged students throughout the instructional year. We can target instruction to learning gap areas. Assessment results will help us to improve our Intervention programs as well. And finally, CORE stakeholders agree that College and Career pathways need be more fully explained. With this in mind, CORE will expand its efforts to ensure all students and parents understand options. Our student leader clubs, parent club, advisory council, and various staff committees continue to function with strength, providing helpful feedback. They have been called upon often to help plan and serve this year. CORE appreciates the vitality of its stakeholders, but also recognizes the strain the Pandemic year has exacted on everyone. We look forward to renewed mental and physical health.

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

The following describes aspects of the LCAP that were influenced by stakeholder input.

**CAASPP score improvement:**
CORE will continue to host CAASPP practice days with the intention of building familiarity and confidence allowing students to focus on content and demonstration of knowledge.
CORE will continue to circulate the importance of accountability through academic growth so that students feel a sense of school sustainability as well as pride in their own achievement.
CORE will adopt and implement school wide comprehensive assessment tool to determine and build skill level.
CORE will expand its efforts to explain and encourage CCI opportunities.
CORE will resume its math and reading intervention programs to help students reach grade level. A full time tutor employee will be accessible to both regular and students with special needs. Center class small group intervention groups will assemble during the school week.

**Mental Health resources.** To better support academic growth, CORE realizes that optimum mental health precedes academic growth.
CORE will seek to assure resources, activities, and counseling opportunities for students who will benefit from these supports.
Goals and Actions

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Ensure that all students have opportunities towards College Preparation and/or Career Technical Educational (CTE) Programs</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Goal #1 is a Maintenance of Progress Goal which includes ongoing actions allowing the LEA to track performance on any metrics not addressed in the other goals of the LCAP.

In general CORE Charter School continues to focus on an accessible and relevant college and career preparation program. It seeks to engage students in standards-based academic rigor, critical thinking, reading and writing, and collaborative processes with real-world vision. Accordingly CORE adds a-g approved courses each year in order to meet needs and interests of the diversified modern-day student. CORE also adjusts CTE pathways as current industries signify and as resources are available. The high school counselor leads the way in many of these aspects, keeping staff and students aware of new trends, training opportunities, all while keeping herself informed of developments. Parents and community members bring regional information to CORE which it readily welcomes and redistributes.

This is a continued LCAP goal. Due to the pandemic, and according to our data, CORE has experienced declining concurrent enrollment during the 2020-21 school year -- a usual strength. Instead it seems, that many of our students have opted to initiate and/or complete a CTE Pathway -- a growing strength. The actions listed below, drawing awareness and increasing course pathways, will sustain the progress exemplified by the accompanying metrics and improve college/career preparedness for all student groups.

CORE believes in the untapped potential of every student, including underrepresented students, and desires varied opportunities afforded to each one upon graduation.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority #1 BASIC SERVICES Teachers appropriately assigned.</td>
<td>More than 99% of courses have appropriately assigned teachers.</td>
<td></td>
<td></td>
<td>No more than 1% of courses will reflect a mis-assignment.</td>
<td></td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
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<tr>
<td>Priority #1 BASIC SERVICES Students provided with sufficient instructional materials.</td>
<td>100% of students have sufficient instructional materials.</td>
<td></td>
<td></td>
<td></td>
<td>100% of students will have sufficient instructional materials.</td>
</tr>
<tr>
<td>Priority #2 IMPLEMENTATION OF STATE STANDARDS Students assigned Ca standards-based math and ELA curriculum.</td>
<td>100% of students are assigned Ca standards-based math and ELA curriculum.</td>
<td></td>
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<td></td>
<td>100% of students will be assigned Ca standards-based math and ELA curriculum.</td>
</tr>
<tr>
<td>Priority #4 STUDENT ACHIEVEMENT Participation in Statewide assessments pursuant to the California Assessment Student Performance Program (prior year CAASPP)</td>
<td>95% of eligible students will participate in Statewide assessments (CAASPP)</td>
<td></td>
<td></td>
<td></td>
<td>Participation in Statewide assessments (CAASPP) will equal or exceed 95%.</td>
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<tr>
<td>Priority #4 STUDENT ACHIEVEMENT High school students enrolled in, or pursuing, at least one: State Seal of Biliteracy, SBAC, dual enrollment college course, Career Technical Education Pathway,</td>
<td>46.5% of 2021 graduating cohort is considered College and Career Prepared.</td>
<td></td>
<td></td>
<td></td>
<td>Improve percentages of College and Career Prepared graduating students.</td>
</tr>
</tbody>
</table>
### Actions

<table>
<thead>
<tr>
<th>Action #</th>
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<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CTE Course/Pathway &amp; UC a-g Course Awareness</td>
<td>Increase awareness of Career Technical Education (CTE) course offerings and pathways. Provide professional development opportunities, including CTE training for staff to better understand course pathways, content, pathway completion opportunities. With training, teachers will be better able to assist in planning semester/year course schedule. School Counselor will provide training orientations and small group personal workshops to better inform and encourage students' and parents' participation. Achievement of this goal will be measured by data representing students completing CTE Pathways. Increase awareness of UC a-g approved course offerings. Ongoing training for teachers to understand, relay requirements for admission to Ca State and UC universities. With training, teachers will be better able to assist in planning semester/year course schedule. School Counselor will provide training orientations and small group personal workshops to better inform and encourage students' and parents' participation regarding opportunities toward Ca university admission.</td>
<td>$75,555.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
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<td>Description</td>
<td>Total Funds</td>
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<td>2</td>
<td>Maintain and Increase UC a-g Course Offerings</td>
<td>Maintain and increase a-g course offerings. Students may diversify career planning as a variety of a-g courses are submitted to UC a-g Course Management, added to the CORE Catalogue, and offered. Teachers will be encouraged to examine current career trends within their subject matter competency and consider designing a course for submission. This will include online course offerings. Achievement of this goal will be measured by data representing courses approved by UCOP a-g Course Management annually. Publish (Center Class Schedule) and deliver UC a-g courses offered on site at the Lakeside Resource Center or online.</td>
<td>$636,768.00</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>Standards Based Curriculum</td>
<td>Standards based curriculum to prepare all students for college and career readiness. This includes UC a-g and CTE curriculum for new and existing course offering.</td>
<td>$229,645.00</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>Maintain and Increase CTE Course/Pathway</td>
<td>Add and/or make available CTE Pathway options either through CORE offerings, community Regional Occupation Programs, or online CTE courses. All CTE courses will be taught by CTE credentialed teachers. Attached to this action is attracting, qualifying and maintaining industry experts as CTE instructors. Achievement of this goal will be measured by annual student enrollment in CTE courses through the above mentioned programs.</td>
<td>$144,231.00</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>Social Emotional Learning Program</td>
<td>Social Emotional Learning Curriculum, related professional development, parent workshops, SEL classes, SEL direct services (one-one or small group), Homeless and Foster Youth team coordination to ensure access to all students. Expanded Learning Opportunity Grant is being utilized for this program.</td>
<td>$50,000.00</td>
<td>No</td>
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<td>Action #</td>
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<td>6</td>
<td>Homeless Reserve (Expanded Learning Opportunity Grant)</td>
<td>CORE Charter School plans to provide supplemental instruction and support to address both academic and social-emotional needs. These programs and supports will be available to all students. English learners, low-income, foster youth, homeless, students at risk of abuse, disengaged students, students below grade level, credit deficient and students with disabilities will be prioritized. Students with disabilities will be served with supplemental instruction and support in accordance with IEP. Access to the programs will be ensured by addressing any barriers for any student. Specific $6,000 reserve is established for Homeless students in Expanded Learning Opportunity Grant to address any specific needs to ensure access.</td>
<td>$6,000.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

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

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

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

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

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

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

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

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

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

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

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
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<tbody>
<tr>
<td>2</td>
<td>Ensure that assessments and interventions are delivered to support all students.</td>
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</tbody>
</table>

An explanation of why the LEA has developed this goal.

Goal #2 is a Focus Goal. The adoption and implementation of an academic assessment and interventions to students is time bound and will be specifically measured.

CORE continues to ascertain student academic levels and meet individual needs. However, due to the Pandemic, it has become apparent and been determined that adoption of a comprehensive, K-12, ELA and math assessment is a critical need. Until now, and as planned in the 2017-20 LCAP, CORE adopted and has relied on a variety of in-house assessments and CAASPP Interim and Summative assessments to draw conclusions for academic student performance. These varied measures do not allow for accurate compiled data collections. Specifically data collection for our socio-economic disadvantaged students as well as students with disabilities has been "pieced together" and rather inconclusive as a leaning gap identifier. Consequently, ELA and math test scores for these student groups have fallen; both performing within the "Orange Performance Level," while our white student population performed in the "Yellow Performance Level."

To identify learning needs is a first step toward building a strong intervention program. As a result from stakeholder input through surveys, one-on-one discussions, requests for placement levels, and the charter community at large, we believe that a "Verified Data" comprehensive assessment can help us target learning needs, thus raising these student groups' as well as all students' performance levels. The metrics and desired outcomes listed below specifically address the acute nature of this goal as well as state priorities: Parental Involvement and Pupil Achievement. We expect this tool to better inform our Intervention Program as well as its participating parents and students.

Measuring and Reporting Results

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Priority #2 STATE STANDARDS Students provided with appropriate ELA and math comprehensive assessment.</td>
<td>Adoption of comprehensive TK-12 ELA and math assessment.</td>
<td></td>
<td></td>
<td>Comprehensive K-12 ELA and math assessment system fully implemented. All staff are trained, and utilize data regularly, and at least twice</td>
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<tr>
<td>Metric</td>
<td>Baseline</td>
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<tr>
<td>Priority #2 STATE STANDARDS</td>
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<td>formally, to adapt individual learning programs as needed for success. All school data is analyzed to guide program improvement,</td>
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<td>Support educators in ongoing self reflection, peer support, workshops, training, experimentation, and modification of instruction and management practices based on student performance data supplied through the Student Information System.</td>
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<td></td>
<td>Teacher mastery of assessment system.</td>
</tr>
<tr>
<td>Priority #3 PARENTAL INVOLVEMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All parents are aware and supportive of twice annual assessment administration.</td>
</tr>
<tr>
<td>Metric</td>
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<tr>
<td>Priority #4 PUPIL ACHIEVEMENT</td>
<td>Initial assessment administration and collection of benchmark student data. Initial student placement in Intervention Program.</td>
<td></td>
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<td>Over-time increased student outcomes.</td>
</tr>
<tr>
<td>Priority #6 SCHOOL CLIMATE</td>
<td>Surveys and discussions will affirm assessment value and encourage participation.</td>
<td></td>
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<td>Over-time increased student growth, well-being and confidence.</td>
</tr>
</tbody>
</table>
### Metric

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
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</tr>
</thead>
<tbody>
<tr>
<td>by student work products.</td>
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### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Evaluate Schoolwide Assessment Programs</td>
<td>A committee will be formed to inquire, review, and attend assessment presentations, evaluation discussions, and secure an appropriate K-12 assessment tool.</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Implement Comprehensive Assessment</td>
<td>Adopt and purchase California Department of Education Verified Data Assessment tool. Teachers will receive training to implement selected assessment and retrieve baseline data. They will begin to synthesize information in order to best serve all students, especially student groups: Students With Disabilities and Socio-economic Disadvantaged students. They will use the data to improve intervention program.</td>
<td>$20,664.00</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>Continued implementation and evaluation of selected assessment</td>
<td>Teachers will become adept at assessing students with selected assessment, assessing all students, assisting parents and other stakeholders as they interpret results, and measure growth over time.</td>
<td>$25,147.00</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>Implement Academic Interventions</td>
<td>Based on baseline and over-time assessment data, CORE will determine and target areas of need by providing academic interventions including curriculum, small group classes, tutoring, parent instruction, and online resources. Assessment data for Foster Youth, Homeless, and Low Income designated students will be monitored and used to offer Reading Intervention and Math intervention programs as needed to ensure success. Intervention programs will also be available to serve any students in need of strategic intervention. Two Para-Educators to be hired in alignment with the Expanded Learning Opportunity Grant. Peer Tutoring</td>
<td>$411,878.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
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<td>Total Funds</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>program will be available to support high school students. CORE will continue to evaluate the data to improve service and ultimately improve testing scores. The goal is to bring all students to grade-level or beyond.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Intensive Intervention and Comprehensive Evaluation</td>
<td>Assessments and interventions are in place to support all students. However, intensive interventions and comprehensive evaluations are sometimes needed. Foster Youth, Low Income, and English Learners often have a need for more intensive evaluation and services to ensure academic, career, and social-emotional goals are achieved. CORE Charter will expand the special education team to include school psychologist to support that need. School psychologist will provide guidance and training for all staff, provide small group interventions, and individual assessments and instruction.</td>
<td>$73,709.00</td>
<td>Yes</td>
</tr>
<tr>
<td>6</td>
<td>English Learner/CELDT Coordinator</td>
<td>Maintain English Learner/CELDT Coordinator position. Qualified certificated staff member will be trained and stipend for the additional duty. Position will oversee the necessary testing, placement, support, and re-classification and monitoring of English Learners.</td>
<td>$1,500.00</td>
<td>Yes</td>
</tr>
<tr>
<td>7</td>
<td>Foster Youth and Homeless Coordinator</td>
<td>Maintain Foster Youth and Homeless Coordinator position. Qualified certificated staff member will be trained and stipend for the additional duty. Position will help coordinate the specific needs unique to Foster Youth and Homeless students and communicate needs to staff and applicable community members. The coordination will help ensure access to any needed remediation programs, UC a-g courses, CTE programs. Position will also coordinate with Yuba County Liaison will also help to best support students in need.</td>
<td>$1,000.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>
## Goal Analysis [2021-22]

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

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

<table>
<thead>
<tr>
<th>Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.</th>
</tr>
</thead>
</table>

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.
### Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.93%</td>
<td>382,226</td>
</tr>
</tbody>
</table>

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

### Required Descriptions

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

**Goal 1, Action 1**  
Increase awareness of Career Technical Education (CTE) and UC a-g course offerings and pathways.

* Unduplicated students and their families, are those we seek to make aware of educational options even before they enter high school. Teachers focus on explanations and descriptions in one-one-one course planning at the end of the school year and refresh and revise at the beginning of the following year. The high school counselor is an essential part of the planning.
* Unduplicated students are able to begin a path toward success while the team mitigates potential obstacles and adds interventions to the personalized program.
* Teachers and staff will be better equipped to support divers learners.

**Goal 1 Action 2**  
Maintain and increase a-g course offerings. Students may diversify career planning as a variety of a-g courses are submitted for approval and offered.

* Unduplicated students are best encouraged when a variety of courses are offered, some of which will suit their interests. For this reason, it is CORE's objective to continue to maintain its wide course variety and add to the selection as credentialed teachers are enthusiastic and available for instruction.
* As Unduplicated students prepare for post-secondary education, a UC a-g course pathway offers them options, which motivates and encourages continued learning. Selecting and completing UC a-g courses of interest builds self-confidence.
Goal 1 Action 3
Standards-based curriculum to prepare all students for college and career readiness. This includes UC a-g and CTE curriculum for new and existing course offering.

* Although standards-based curriculum serves all students, it is important that unduplicated students, who may not have extra curricular resources available, have access to and are prepared by the most advanced and technically correct materials available so that...
* Unduplicated students are not at any disadvantage as they compete for or simply obtain seats in their post-secondary education setting.

Goal 1 Action 4
Add and/or make available CTE Pathway options either through CORE offerings, community Regional Occupation Programs, or online CTE courses.

* Unduplicated students are best encouraged when a variety of CTE pathways are offered, some of which will suit their interests. For this reason, it is CORE's objective to add or make available a variety of CTE Pathways through CORE's or the community ROP. Students not particularly destined for academia beyond high school will benefit from learning skills that will serve them well in industry.
* As Unduplicated students prepare for post-secondary education, a CTE pathway offers them options, which motivates continued learning and contribution in the job market. Selecting and completing a CTE Pathway of interest builds self-confidence. This accomplishment is recognized honored upon graduation.

Goal 2 Action 1
A committee will secure an appropriate K-12 assessment tool.

* It is imperative to track growth and determine learning needs of unduplicated students. Such data will drive custom interventions and specific tutoring time. For this reason, though all students benefit from the selection and implementation of a comprehensive math and ELA assessment tool, unduplicated students will benefit from CORE's focused attention.
* As needs are determined through results of the assessment, teachers can immediately fill learning gaps and strive toward grade level progression.

Goal 2 Action 2
Teachers will receive training to implement selected assessment and retrieve baseline data.

* Serving students with any tool begins with teacher mastery of it. CORE will receive training and learn to use the assessment tool with unduplicated students in mind.
* Teachers will practice the assessment use by administrating and collecting data so that synthesized information can be immediately effective in tutoring sessions, intervention groups and general instruction for unduplicated students as needed.

Goal 2 Action 3
Teachers will assist parents and other stakeholders as they interpret results and measure growth over time.

* At CORE parents and others are involved first-hand in the education of a child. Therefore, it is imperative to engage parents in the assessment process so that they too will understand and come to believe in the value of its use and take part in teaching and learning solutions. CORE will make every effort to draw in parents of unduplicated students through personal discussions, workshops and more.
* At times of SSTs or other student planning meetings, parents, having been educated on the assessment and its value, will contribute to appropriate steps in the student's growth process.

Goal 2 Action 4
Based on baseline and over-time assessment data, CORE will determine and target areas of need by providing academic interventions including curriculum, small group classes, tutoring, parent instruction, and online resources.

* The needs of unduplicated students were a priority as we seek to improve intervention strategies. Assessment results will inform CORE teachers of both typical and unique needs and help them to appropriately place students in best intervention settings.
* In best intervention settings, unduplicated students will be able to receive instruction and work on learning goals without faltering. Efficiently gaining ground builds confidence.

Goal 2 Action 5
CORE Charter will expand the special education team to include school psychologist to support that need. School psychologist will provide guidance and training for all staff, provide small group interventions, and individual assessments and instruction.

* Unduplicated students are often ones who require more intensive interventions. Their needs are the reason CORE will host an on-site, ever ready school psychologist.
* An in-house school psychologist will get to personally know students, and especially unduplicated students, thereby providing guidance to staff and families that specifically targets unique learning needs. The adoption of an assessment tool will further inform this staff addition.

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Student Group(s)</th>
<th>Title</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>All High School</td>
<td>CTE Course/Pathway &amp; UC a-g Course Awareness</td>
<td>$54,385.00</td>
<td>$21,170.00</td>
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<td></td>
<td>$75,555.00</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Maintain and Increase UC a-g Course Offerings</td>
<td>$636,768.00</td>
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<tr>
<td>1</td>
<td>2</td>
<td>All High School</td>
<td>Standards Based Curriculum</td>
<td>$98,478.00</td>
<td>$131,167.00</td>
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<td></td>
<td>$229,645.00</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>All High School</td>
<td>Maintain and Increase CTE Course/Pathway</td>
<td>$144,231.00</td>
<td></td>
<td></td>
<td></td>
<td>$144,231.00</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>All High School</td>
<td>Social Emotional Learning Program</td>
<td>$50,000.00</td>
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<td></td>
<td></td>
<td>$50,000.00</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>All High School</td>
<td>Homeless Reserve (Expanded Learning Opportunity Grant)</td>
<td>$6,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$6,000.00</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
<td>All High School</td>
<td>Evaluate Schoolwide Assessment Programs</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td>1</td>
<td>All High School</td>
<td>Implement Comprehensive Assessment</td>
<td>$20,664.00</td>
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<td></td>
<td>$20,664.00</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>All High School</td>
<td>Continued implementation and evaluation of selected assessment</td>
<td>$25,147.00</td>
<td></td>
<td></td>
<td></td>
<td>$25,147.00</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>English Learners Foster Youth Low Income</td>
<td>Implement Academic Interventions</td>
<td>$308,134.00</td>
<td>$103,744.00</td>
<td></td>
<td></td>
<td>$411,878.00</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>English Learners Foster Youth Low Income</td>
<td>Intensive Intervention and Comprehensive Evaluation</td>
<td>$73,709.00</td>
<td></td>
<td></td>
<td></td>
<td>$73,709.00</td>
</tr>
<tr>
<td>Goal</td>
<td>Action #</td>
<td>Student Group(s)</td>
<td>Title</td>
<td>LCFF Funds</td>
<td>Other State Funds</td>
<td>Local Funds</td>
<td>Federal Funds</td>
<td>Total Funds</td>
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</tr>
<tr>
<td>2</td>
<td>6</td>
<td>English Learners</td>
<td>English Learner/CELDT Coordinator</td>
<td>$1,500.00</td>
<td></td>
<td></td>
<td></td>
<td>$1,500.00</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>Foster Youth</td>
<td>Foster Youth and Homeless Coordinator</td>
<td>$1,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$1,000.00</td>
</tr>
</tbody>
</table>
### Contributing Expenditures Tables

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>LCFF Funds</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>Homeless Reserve (Expanded Learning Opportunity Grant)</td>
<td>LEA-wide</td>
<td>English Learners</td>
<td>All Schools Specific Schools: CORE Charter TK-12</td>
<td>$6,000.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Foster Youth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Low Income</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>Implement Academic Interventions</td>
<td>LEA-wide</td>
<td>English Learners</td>
<td>All Schools Specific Schools: CORE Charter TK-12</td>
<td>$308,134.00</td>
<td>$411,878.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Foster Youth</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Low Income</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>Intensive Intervention and Comprehensive Evaluation</td>
<td>LEA-wide</td>
<td>English Learners</td>
<td>All Schools Specific Schools: CORE Charter School TK-12</td>
<td>$73,709.00</td>
<td>$73,709.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Foster Youth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Low Income</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>English Learner/CELDT Coordinator</td>
<td>LEA-wide</td>
<td>English Learners</td>
<td>All Schools Specific Schools: CORE Charter School TK-12</td>
<td>$1,500.00</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>Foster Youth and Homeless Coordinator</td>
<td>LEA-wide</td>
<td>Foster Youth</td>
<td>All Schools Specific Schools: CORE Charter School TK-12</td>
<td>$1,000.00</td>
<td>$1,000.00</td>
</tr>
</tbody>
</table>

#### Totals by Type

<table>
<thead>
<tr>
<th>Totals by Type</th>
<th>Total LCFF Funds</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total:</td>
<td>$384,343.00</td>
<td>$494,087.00</td>
</tr>
<tr>
<td>LEA-wide Total:</td>
<td>$384,343.00</td>
<td>$494,087.00</td>
</tr>
<tr>
<td>Limited Total:</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Schoolwide Total:</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>
**Annual Update Table Year 1 [2021-22]**

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

<table>
<thead>
<tr>
<th>Last Year's Goal #</th>
<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year's Total Planned Expenditures</th>
<th>Total Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Totals:**

<table>
<thead>
<tr>
<th>Planned Expenditure Total</th>
<th>Estimated Actual Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Totals:**
Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  
  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  
  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
• Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

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

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

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

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

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

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

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

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

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

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

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

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

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

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

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

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

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

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

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

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

Goals and Actions

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

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

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

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

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

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

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

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

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.
Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Broad Goal**

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

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

**Maintenance of Progress Goal**

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

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

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

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

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

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

Complete the table as follows:
- **Metric**: Indicate how progress is being measured using a metric.

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

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

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

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

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.
Timeline for completing the “Measuring and Reporting Results” part of the Goal.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for Year 3 (2023-24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter information in this box when completing the LCAP for <strong>2021–22</strong>.</td>
<td>Enter information in this box when completing the LCAP for <strong>2021–22</strong>.</td>
<td>Enter information in this box when completing the LCAP for <strong>2022–23</strong>. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for <strong>2023–24</strong>. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for <strong>2024–25</strong>. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for <strong>2021–22</strong>.</td>
</tr>
</tbody>
</table>

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

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

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

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

**Goal Analysis:**

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

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

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

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

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

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

**Purpose**

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

**Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.
**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

**Required Descriptions:**

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

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

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”
Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

**Expenditure Tables**

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action’s number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved**: Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.
  
  If “Yes” is entered into the Contributing column, then complete the following columns:
• **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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

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

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

• **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.

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

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

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

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

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