

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: HomeTech Charter School

CDS Code: 04-61531-6112585

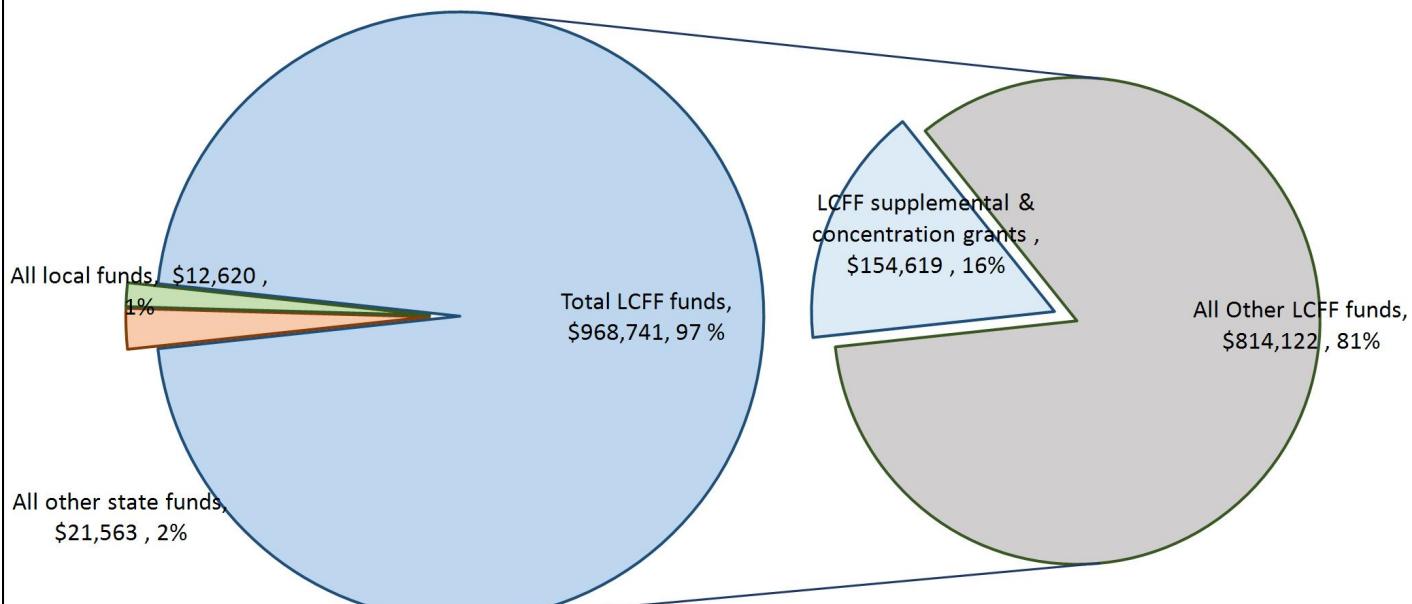
Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Michael Ervin, Principal/Superintendent

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

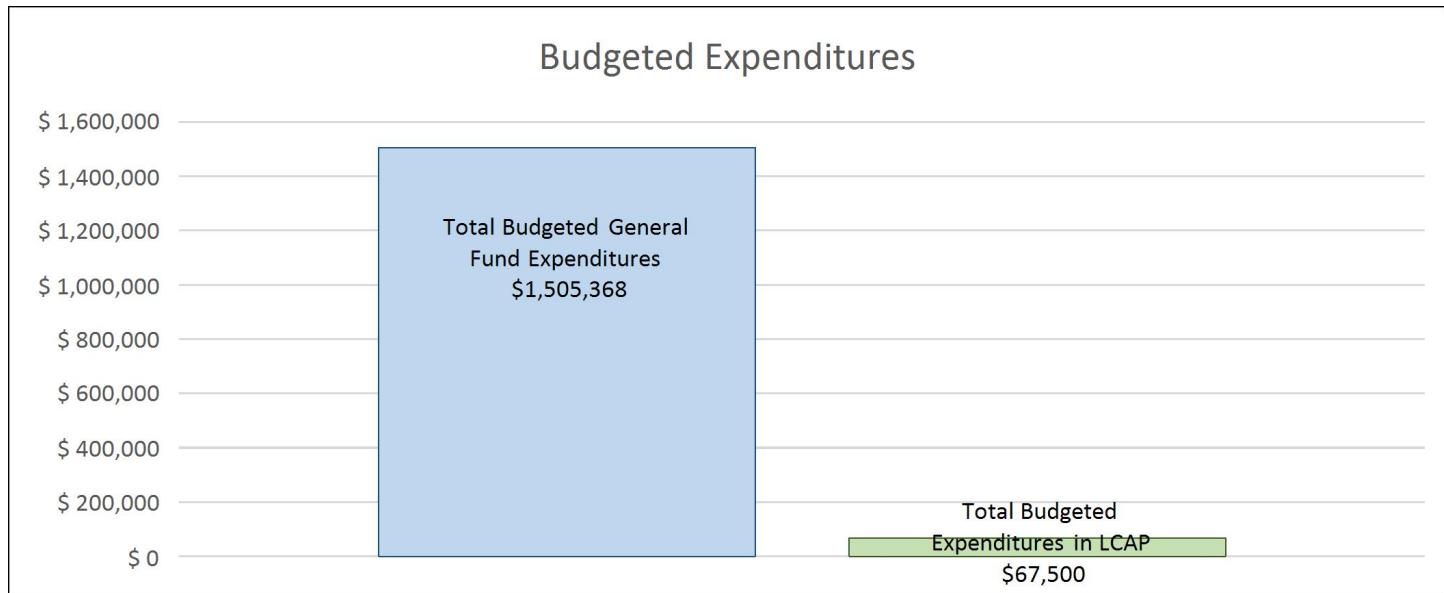


This chart shows the total general purpose revenue HomeTech Charter School expects to receive in the coming year from all sources.

The total revenue projected for HomeTech Charter School is \$1,002,924, of which \$968741 is Local Control Funding Formula (LCFF), \$21563 is other state funds, \$12620 is local funds, and \$0 is federal funds. Of the \$968741 in LCFF Funds, \$154619 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much HomeTech Charter School plans to spend for 2019-20.
It shows how much of the total is tied to planned actions and services in the LCAP.

HomeTech Charter School plans to spend \$1505368 for the 2019-20 school year. Of that amount, \$67500 is tied to actions/services in the LCAP and \$1,437,868 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

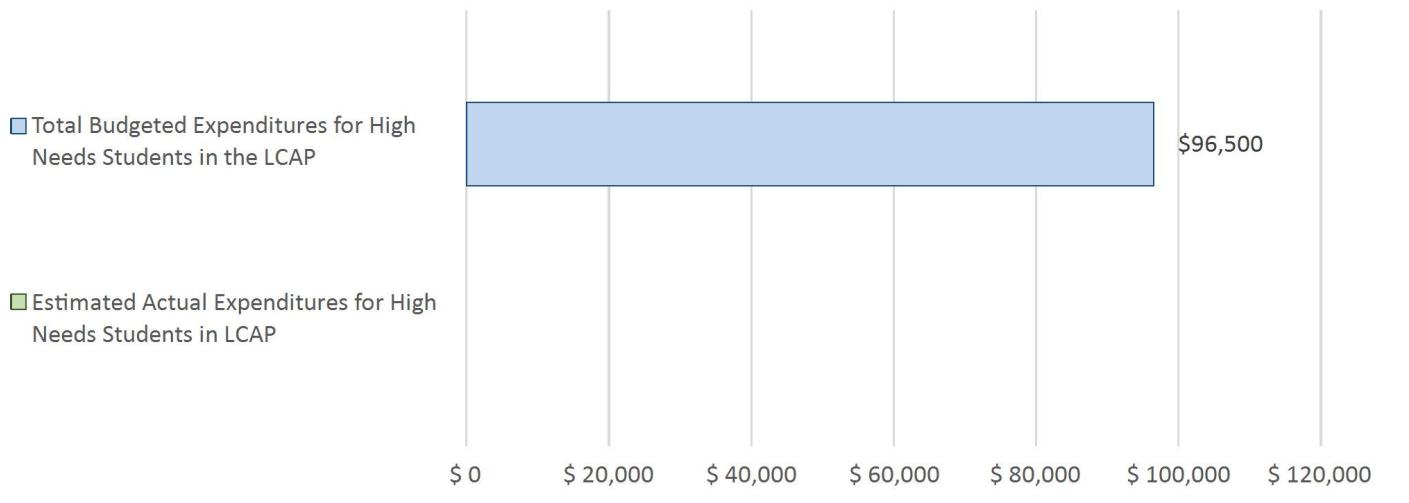
Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, HomeTech Charter School is projecting it will receive \$154619 based on the enrollment of foster youth, English learner, and low-income students. HomeTech Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, HomeTech Charter School plans to spend \$67500 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what HomeTech Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what HomeTech Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, HomeTech Charter School's LCAP budgeted \$96500 for planned actions to increase or improve services for high needs students. HomeTech Charter School estimates that it will actually spend \$ for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[California School Dashboard](#): 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	Contact Name and Title	Email and Phone
HomeTech Charter School	Michael Ervin Principal/Superintendent	mervin@hometech.org (530) 872-1171 ext. 10

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

HomeTech Charter School is an alternative school serving the Paradise Unified School District. HomeTech opened in 1994 and was focused on a home school model providing all families with the curriculum and a computer for home use. The original location included a student work area, computer lab, meeting/reception room, work room, and three offices. HomeTech has evolved and now provides direct instruction in several classroom settings. HomeTech's current location includes six classrooms, two student work areas, and eleven offices. The student work areas provides access to computers and printers, and students are able to work on campus every weekday. The Paradise Unified School District covers a geographic area of approximately 300 square miles from distances as far away as seventeen miles on the western slope of the Sierra Nevada.

On November 8, 2018, Paradise, Magalia, and the upper ridge were devastated by the Camp Fire, the deadliest and most destructive wildfire in California's history. The fire displaced most of the families from Paradise and many families from Magalia and the upper ridge. Many of HomeTech's staff members lost their homes in the fire, and one staff member, who's primary focus was providing support to students, retired. HomeTech had 154 students enrolled the day the fire started and now has 132 students. Losing 22 students has caused a major decline to HomeTech's budget, and the decision was made not to rehire for the staff member who retired and not to replace our .6 counselor. The loss of these two staff members has been significant, and our students have not received some of the support services that were being provided prior to the fire. All other staff members have tried to absorb these services and help their students the best they can. A significant percentage of our students remain homeless and are living in trailers and tents. Several of our families are living with friends and sleeping on floors and couches.

HomeTech's master schedule, prior to the fire, had students attending classes three to four days per week for a couple of hours each day. In order to accomodate our families and their current

circumstances, HomeTech developed a new master schedule which has students attending classes one day per week or not at all if they are not able. In short, the students are receiving a reduced amount of direct instruction especially in the area of math. Prior to the fire, most students attended math twice per week for at least two hours per session. Now students attend math once a week for about an hour. I fear this reduction of direct instruction will have a significantly negative impact on our students' learning.

The immediate area is fortunate to have two colleges nearby, Butte Community College and California State University, Chico. More than half the graduating seniors from HomeTech plan to attend Butte Community College.

The feeder school, Paradise High School, served a population of about 1000 students prior to the fire. Their population has decreased by half to about 500 students. HomeTech's enrollment fluctuates between 140-170 students and serves grades K-12. For the last four years, HomeTech has filled and had to create a "waiting list" due to an increased need for alternative placements for students in the district. The population would be considered to be "at-risk" with many incoming students deficient in their graduation track. Students enrolled are typically not as a result of formal disciplinary referrals from their previous school and/or the board of trustees but are here to make up credits for graduation. One area of concern is the increased need for HomeTech to serve identified special need students because of lack of success at the comprehensive high school. HomeTech's special need population fluctuates between 25-30% of the general population. Students that qualify for free and reduced lunch is typically at about 75%.

HomeTech employs five full time instructors, two part time instructors, one full time resource teacher, and one administrator. The support staff consists of a school secretary, three elective teachers, and a custodian. HomeTech received the Multi-Tiered System of Support (MTSS) Grant last year and hired a part-time employee to coordinate the activities for this grant. The addition of this grant has guided HomeTech in some new directions, and goals have been added to our LCAP based on the work being done for the MTSS Grant.

LCAP Highlights

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

Working closely with stakeholders throughout the district, three goals have been identified for focus within the next two years.

- GOAL 1 - Prepare more students for post secondary opportunities: HomeTech will provide a high quality and comprehensive instructional program producing college and career ready students.
- GOAL 2 - HomeTech is developing a schoolwide system to promote academic success for all students using multi-level instructional strategies for both reading and math. Academic data will be used to make decisions and prioritize school practices.
- GOAL 3 - HomeTech is developing a schoolwide system to promote effective social behavior for all students. HomeTech will provide research-based, multi-tiered interventions based on the functions of behavior and will provide instructional interventions responding to the data.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

HomeTech Charter School received a full, six-year WASC accreditation in February, 2016. Our students will now be eligible to attend any four-year college or university. In order to prepare for WASC accreditation, HomeTech Charter School developed a mission, vision, and student learning outcomes. With these important pieces in place, HomeTech Charter School staff members began the a-g approval process for all core classes. HomeTech staff wrote and submitted 13 classes which were approved. All HomeTech students now have access to approved a-g courses and can prepare for post-secondary education at any college or university. HomeTech also offers students the option of online courses not being offered on our site. Students have taken a-g approved courses in Spanish and German.

HomeTech staff members have continued the development of Multi-Tiered Systems of Support for all students for both academic and behavioral needs. HomeTech received the MTSS Grant in December 2017 and has developed two important pieces for this support systems. All staff members have taken the SWIFT Fidelity Integrity Assessment (SWIFT-FIA) for a second time. The survey was facilitated by a specialist from Butte County Office of Education (BCOE). The first survey clearly identified the need for support systems for both academic and behavioral areas. The second survey showed significant growth. The school administrator has attended four trainings since January 2018 and has been able to share the information with all staff and board members. Conversations regarding which systems will best fit our students'/families' needs continue and will guide our decisions for the next two school years. The focus will be basing our current and future decisions on clear data showing our areas of need and celebrating our areas of growth.

HomeTech has been an Alternative School Assessment Model (ASAM) school for the last eight years. HomeTech does not qualify for Dashboard Alternative School Status (DASS) which replaced ASAM, so we have received dashboard data for the last two years. This is the first time we have received this data which showed some significant academic progress for our students. HomeTech's students increased their English score by 58.8 points leaving us just 2 points below standard. Our students increased their math scores by 48.5 points leaving us 79 points below standard. We are very proud of our progress in both of these areas.

Referring to the California School Dashboard, 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

HomeTech Charter School used an alternative school assessment model (ASAM) and did not receive the LCFF evaluation. As the administrator of an ASAM school, I have participated on the Statewide Advisory Taskforce on Alternative Education School Accountability. We have had several meetings this school year with outstanding discussions leading toward the development of an

accountability system providing useful guidance to Dashboard Alternative School Status (DASS) sites. With the implementation of new qualification criteria, HomeTech will not be identified as a DASS site and will begin to participate in the dashboard for regular schools.

Math continues to be an area of improvement for HomeTech Charter School. In order to address this area, all math classes (on campus) were increased in time. For example, our students enrolled in Math 8, Algebra 1, Algebra 1A, and Geometry attended five hours of class with direct instruction per week. Due to the camp fire, HomeTech reduced the amount of time students were required to be on campus this year. Unfortunately, this will have a negative impact on our students' learning. Math classes will be increased again at the beginning of next year.

We added success classes to our schedule. Success classes were scheduled five times per week for one hour and offered students one-on-one help with any work they need to complete. The teacher supervising success classes decided to retire after the camp fire. Four other teachers committed to one hour per week of success classes, so success class was offered Monday through Thursday for an hour each day. The teachers did not keep track of exact data, but it was obvious that the number of students using success classes was significantly lower. If our budget allows, we will hire another person to provide success classes to students five days per week again next year.

There were two areas on our dashboard that were in the "orange" performance category, suspension rate and chronically absent. With the MTSS grant, we have implemented PBIS which should help with both of these areas. We also need to make sure that students are turning in work consistently as our attendance is based on work production in this independent study model.

Referring to the California School Dashboard, 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

There were no state indicators for which performance for any student group was two or more performance levels below "all student" performance.

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 supported 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.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal #1: Prepare more students for post secondary opportunities

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Metric/Indicator		
Priority 1: Local Indicator/Teacher credential 18-19	100% of staff and instructors will continue to be appropriately qualified	Priority 1: Local Indicator/Teacher Credential 18-19
	100% of students will continue to have access to standards-aligned instructional materials	100% of staff and instructors continue to be appropriately qualified.
Baseline	100% of staff and instructors will continue to be appropriately qualified	100% of students continue to have access to standards-aligned instructional materials.
	100% of students will continue to have access to standards-aligned instructional materials	Baseline 100% of staff and instructors continue to be appropriately qualified.
		100% of students continue to have access to standards-aligned instructional materials.

Expected	Actual
<p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p> <p>18-19 100% of staff will receive training on CCSS curricula</p> <p>Baseline 100% of staff will receive training on CCSS curricula</p>	<p>Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p> <p>18-19</p> <p>100% of staff received training on CCSS curricula.</p> <p>Baseline</p> <p>100% of staff received training on CCSS curricula.</p>
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results</p> <p>18-19 Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments</p> <p>Baseline Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments</p>	<p>Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC Results</p> <p>The number of students who achieved at or above grade level in ELA as measured by the SBAC summative assessments increased by 15%.</p> <p>The number of students who achieved at or above grade level in math as measured by the SBAC summative assessments increased by 5%.</p>
<p>Metric/Indicator Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator</p> <p>18-19 The number of students failing one or more classes will decrease by 3%</p> <p>Baseline The number of students failing one or more classes will decrease by 3%</p>	<p>Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator</p> <p>The number of students failing one or more classes decreased by 8% for the first semester when compared to last school year. The number increased by 6% for the second semester.</p>
<p>Metric/Indicator Priority 7: Local Metric/A broad course of study</p> <p>18-19</p>	<p>Priority 7: Local Metric/A broad course of study</p> <p>100% of students were placed in grade appropriate courses of study for all appropriate subject areas.</p>

Expected	Actual
100% of students will be placed in grade appropriate courses of study for all appropriate subject areas	
Baseline 100% of students will be placed in grade appropriate courses of study for all appropriate subject areas	
Metric/Indicator Priority 8: State Indicator/College/Career Indicator (HS only)	Priority 8: State Indicator/College/Career Indicator (HS only)
18-19 100% percent of students will have access to a-g approved courses and can enroll in courses meeting graduation requirements consistent with the CSU and UC entrance criteria	100% of students had access to a-g approved courses and can enroll in courses meeting graduation requirements consistent with the CSU and UC entrance criteria.
Baseline 100% percent of students will have access to a-g approved courses and can enroll in courses meeting graduation requirements consistent with the CSU and UC entrance criteria	

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
Provide teachers and parents with motivational curriculum	Approximately \$16,307 was spent on curricula for grades K-12 in the areas of math, science, English, and history.	4000-4999: Books And Supplies Supplemental and Concentration \$5,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration 16307

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Review all teachers for maintenance of appropriate qualifications	All teachers maintained appropriate qualifications	No Cost \$0	No Cost Not Applicable

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Inventory all CCSS instructional materials (Math and ELA) to ensure sufficiency of materials for all students	All CCSS instructional materials (Math and ELA) were inventoried to ensure sufficiency of materials for all students	No cost \$0	No Cost Not Applicable

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide parents and teachers with training in CCSS curriculum (Math and ELA)	HomeTech teachers provide parents with training in CCSS curricula, both Math and ELA	Supplemental and Concentration \$2,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 3,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase and implement CCSS Math and ELA curricula	CCSS Math and ELA curricula was purchased and implemented	Supplemental and Concentration \$5,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration 5873

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase the number of a-g courses available to students at HTC through online courses	The number of a-g courses available to students remains at 13, and more a-g courses are available while using online resources.	Supplemental and Concentration \$1,000	No Cost Not Applicable

Action 7

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

Purchase online courses meeting a-g requirements	Online courses meeting a-g requirements were purchased	Supplemental and Concentration \$5,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration 680
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Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue implementation of career pathways to Butte College	Students continued the use of career pathways to Butte College with HomeTech's support. Two students began the welding program	No Cost \$0	No Cost Not Applicable

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 data provided by CAASPP demonstrates a strong step forward for our students and their learning. We surpassed our goal for both subject areas as our students meeting standards was up by 15% in English and 5% in math. I am certain that this progress can be attributed to our qualified staff providing quality instruction using appropriate curriculum for all of our students who took the appropriate a-g approved classes.

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

More students were prepared for post secondary opportunities. For the third year, our freshman class developed a ten-year career pathway plan in our College and Career Exploration class. This will continue to be a required course for graduation from HomeTech, and all freshman will take the class to meet the requirement. Students also are taking all a-g approved courses in the core curricula and are provided opportunities to take a-g approved online courses. One student took advantage of this program to complete her foreign language requirement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

HomeTech spent a little less money than planned for this year. Teachers have been researching various curricula for math, science, and English. They have not found what they want at this point. We also had fewer students access online courses this year which saved HomeTech money in this area.

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.

No changes have been made for this goal. HomeTech will continue to provide as many opportunities as possible preparing students for post-secondary opportunities.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

Goal #2: HomeTech is developing a schoolwide system to promote academic success for all students using multi-level instructional strategies for both reading and math. Academic data will be used to make decisions and prioritize school practices.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 1: Local Indicator/ Instructional materials 18-19 100% of students will continue to have access to standards-aligned instructional materials Baseline 100% of students will continue to have access to standards-aligned instructional materials</p>	<p>Priority 1: Local Indicator/Instructional materials 100% of students have access to standards-aligned instructional materials.</p>
<p>Metric/Indicator Priority 1: Local Indicator/ Facilities in good repair 18-19</p>	<p>Priority 1: Local Indicator/Instructional materials 100% of our facilities are well maintained.</p>

Expected	Actual
100% facilities will be well maintained	
Baseline 100% facilities will be well maintained	
Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool 18-19 100% of staff members will receive training on CCSS curricula	Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool 100% of staff members received training on CCSS curricula.
Baseline 100% of staff members will receive training on CCSS curricula	
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool 18-19 Use surveys and questionnaires to document parent input	Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool Surveys were used to document parent input.
Baseline Use surveys and questionnaires to document parent input	
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results 18-19 Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments	Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC Results The number of students who achieved at or above grade level in ELA as measured by the SBAC summative assessments increased by 15%. The number of students who achieved at or above grade level in math as measured by the SBAC summative assessments increased by 5%.
Baseline Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments	
Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates 18-19 The number of students failing one or more classes will decrease by 3%	Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates The number of students failing one or more classes decreased by 8% for the first semester when compared to last school year. The number increased by 6% for the second semester.

Expected	Actual
Baseline The number of students failing one or more classes will decrease by 3%	
Metric/Indicator Priority 6: Local Indicator/Local tool for school climate 18-19 Student survey results will reflect a positive attitude about school	Priority 6: Local Indicator/Local tool for school climate Student survey results reflected a positive attitude about school.
Baseline Student survey results will reflect a positive attitude about school	
Metric/Indicator Priority 7: Local Metric/A broad course of study 18-19 100% of students will be placed in grade appropriate courses of study for all appropriate subject areas	Priority 7: Local Metric/A broad course of study 100% of students were placed in grade appropriate courses of study for all appropriate subject areas.
Baseline 100% of students will be placed in grade appropriate courses of study for all appropriate subject areas	
Metric/Indicator Priority 8: State Indicator/College/Career Indicator (HS only) 18-19 Students will take the College and Career Exploration course	Priority 8: State Indicator/College/Career Indicator (HS only) 100% of our freshman took our College and Career Exploration course
Baseline Performance on integrated units will increase	

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
Use assessment to determine student placement and success in academic support classes (iReady)	Assessments were used to determine student placement and success in academic support classes. Assessments included teacher made and iReady. iReady	Supplemental and Concentration \$6,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration 7200

assessments were used primarily for math placements.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
HomeTech will create a clear implementation plan accommodating research-based strategies for improving academic performance for all students	A plan was created using research-based strategies for improving academic performance for all students.	Supplemental and Concentration \$1,000	No Cost Not Applicable

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase and use more technology to motivate and engage students	More technology was purchased and used to motivate and engage students.	Supplemental and Concentration \$27,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration 31332

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
HomeTech will build a multi-tiered instructional system for all students in reading and math	A multi-tiered instructional system for all students in reading and math was created.	Supplemental and Concentration \$6,500	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 4900

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.

iReady assessments have been used to determine the level of support needed by students primarily in the area of mathematics. Other measures such as teacher recommendations, classroom assessments, and grades are used as well. A math skills and English skills course is provided to students who are struggling and need extra support. iReady provides the curriculum for these classes. Students also can go to success classes for one-on-one support for any subject. Students did not participate in integrated units this year.

Students are required to take a college and career exploration class to meet HomeTech's graduation requirement. This class uses the "Get Focused, Stay Focused" curriculum, two of HomeTech's teachers received training for the implementation of this curriculum. Students are now developing a ten-year plan for their futures.

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

The number of students who are achieving at or above grade level in ELA increased by 15% as measured by SBAC summative assessments. The number of students who are achieving at or above grade level in math increased by 5% as measured by SBAC summative assessments. The number of students failing one or more classes decreased 9% percent in the first semester when comparing fall 2017 to fall 2018. The number of students failing one or more classes increased 6% percent when comparing spring 2018 to spring 2019. The Camp Fire may have had an impact on this data and students' performance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted costs were fairly close to the actual amount spent in most areas. HomeTech spent more for technology this year as we purchased 30 laptops.

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.

HomeTech has received the MTSS Grant and has begun the implementation of the following academic goal. HomeTech is developing a schoolwide system to promote academic success for all students using multi-level instructional strategies for both reading and math. Academic data will be used to make decisions and prioritize school practices. The use of a multi-tiered system of support will help improve academic achievement for students more consistently.

Annual Update

LCAP Year Reviewed: 2018-19

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 3

Goal #3: HomeTech is developing a schoolwide system to promote effective social behavior for all students. HomeTech will provide research-based, multi-tiered interventions based on the functions of behavior and will provide instructional interventions responding to the data.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 1: Local Indicator/Teacher credential 18-19 100% of staff and instructors will continue to be appropriately qualified</p> <p>Baseline 100% of staff and instructors will continue to be appropriately qualified</p>	<p>Priority 1: Local Indicator/Teacher credential 100% of staff and instructors are appropriately qualified.</p>
<p>Metric/Indicator Priority 1: Local Indicator/ Instructional materials 18-19</p>	<p>Priority 1: Local Indicator/Instructional materials 100% of students have access to standards-aligned instructional material.</p>

Expected	Actual
<p>100% of students will continue to have access to standards-aligned instructional materials</p> <p>Baseline 100% of students will continue to have access to standards-aligned instructional materials</p>	
<p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p> <p>18-19 100% of staff will receive training on CCSS curricula</p> <p>Baseline 100% of staff will receive training on CCSS curricula</p>	<p>Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p> <p>100% of staff received training on CCSS curricula.</p>
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results</p> <p>18-19 Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments</p> <p>Baseline Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments</p>	<p>Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC Results</p> <p>The number of students who achieved at or above grade level in ELA as measured by the SBAC summative assessments increased by 15%.</p> <p>The number of students who achieved at or above grade level in math as measured by the SBAC summative assessments increased by 5%.</p>
<p>Metric/Indicator Priority 5: Local Metric/Student Engagement/High school dropout rate</p> <p>18-19 The number of students failing one or more classes will decrease by 3%</p> <p>Baseline The number of students failing one or more classes will decrease by 3%</p>	<p>Priority 5: Local Metric/Student Engagement/High school dropout rate</p> <p>The number of students failing one or more classes decreased by 8% for the first semester when compared to last school year. The number increased by 6% for the second semester.</p>
<p>Metric/Indicator Priority 6: Local Indicator/Local tool for school climate</p> <p>18-19</p>	<p>Priority 6: Local Indicator/Local tool for school climate</p> <p>Student survey results showed improved engagement through the use of technology.</p>

Expected	Actual
<p>Student survey results will show improved engagement through the use of technology</p> <p>Baseline Student survey results will show improved engagement through the use of technology</p>	
<p>Metric/Indicator Priority 7: Local Metric/A broad course of study</p> <p>18-19 100% of students will be placed in grade appropriate courses of study for all appropriate subject areas</p> <p>Baseline 100% of students will be placed in grade appropriate courses of study for all appropriate subject areas</p>	<p>Priority 7: Local Metric/A broad course of study</p> <p>100% of students were placed in grade appropriate courses of study for all appropriate subject areas.</p>
<p>Metric/Indicator Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)</p> <p>18-19 Purchase, adopt and implement a social/emotional learning (SEL) curriculum</p> <p>Baseline Performance on integrated units will increase</p>	<p>Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)</p> <p>A SEL curriculum was adopted and taught.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase, adopt and implement a social/emotional learning (SEL) curriculum	Due to the Camp Fire, we were not able to hire a counselor. A substitute teacher did put together and SEL curriculum and taught for the entire year.	Supplemental and Concentration \$5,000	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 3000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Use technology to increase student engagement	More technology was purchased and used to motivate and engage students.	Supplemental and Concentration \$27,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration 31332

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop a behavioral matrix clarifying expectations for student behavior for all areas of our site	A behavioral matrix was developed and utilized this school year.	Supplemental and Concentration \$6,000	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 6000

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.

Many different strategies were used during the school year to improve social behavior for all students. All staff members worked together to create a behavior matrix and adopted PBIS strategies promoting positive behavior. All staff members also participated in training regarding working with students who have been traumatized. Given the circumstances of this year, we were able to provide a safe and comfortable place for our students enabling them to continue their learning.

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

The system developed by the HomeTech staff was very effective and supportive of all our students and their families. After the Camp Fire, all staff members communicated with all of our families and their students. We were able to bring the majority of our students back into our learning environment, and we focused both on their learning and their emotional status. Counselors from the county joined our staff and helped students and families as well. We were able to support our students while finishing a very difficult year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were not large material differences between budgeted expenditures and actual expenditures.

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

There are no changes to this goal for next year.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Summary:

All groups were noticed of LCAP work and given the opportunity to participate in the process to identify charter school needs within the eight priority areas. Invites went sent out through multiple means including public meetings, all calls, personal invites, and reminders.

The approval of the charter renewal by Paradise Unified School District (PUSD), the charter-authorizing agency, took effect in 2018-19.

Staff:

Michael Ervin, Bobbi Sanders, Gail Kemp, Tina Hamm, Julie Van Roekel, Charlotte Taft, Hilary Ervin, Danya Reynolds, Dan Evans, Danielle Reinolds, Marion Gorr

December 5, 2018

February 20, 2019

March 6, 2019

May 14, 2019

May 21, 2019

Parents:

All parents were given the opportunity to take the online survey

All parents were contacted via personal phone calls and/or emails

Students:

All students were offered the online survey

Board meetings:

Tom Brogden, Michael Ervin, Dan Salas, Eric Rein, Krista Enos, Gail Kemp

March 11, 2019

April 8, 2019

May 13, 2019
June 10, 2019

Admin:
Presented and/or participated in both staff and board meetings

Surveys were offered online in April 2019

Data Provided:
Access to the following data was provided as part of the feedback process:
Home Tech data snapshot
Budgets
Mid-year data applicable to all goals
Numbers of a-g classes
Survey results

Draft LCAP to the board on May 13, 2019

Board adopted LCAP on June 10, 2019

Data Provided:
Access to the following data was provided as part of the feedback process:
Home Tech data snapshot
Budgets
Mid-year data applicable to all goals
Numbers of a-g classes
Survey results
Graduation rate
Attendance rate

Data was shared at all board meetings

Common CORE materials were discussed

Data indicates the following changes be made:

Impact on LCAP and Annual Update

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

Summary:

Stakeholders reviewed all data on LCAP metrics and provided input. All goals were reviewed and examined:

- GOAL 1 - Prepare more students for post secondary opportunities: HomeTech will provide a high quality and comprehensive instructional program producing college and career ready students.
- GOAL 2 - HomeTech is developing a schoolwide system to promote academic success for all students using multi-level instructional strategies for both reading and math. Academic data will be used to make decisions and prioritize school practices.
- GOAL 3 - HomeTech is developing a schoolwide system to promote effective social behavior for all students. HomeTech will provide research-based, multi-tiered interventions based on the functions of behavior and will provide instructional interventions responding to the data.

The renewal charter complements and validates all aspects of the LCAP.

Staff:

Reviewed results from parent/student surveys.

Discussed number of students receiving at least one “F”

Reviewed all LCAP goals and progress

Determined to adopt an assessment to measure common core standards

Purchase more technology to improve students' engagement and achievement

Parents:

Surveys taken in April 2019

All Call requested parents to give input regarding budget and priorities

Students:

Surveys taken in April 2019

Board Meetings:

The 2018-19 LCAP was presented to the board for their review and thoughtful consideration.

Board reviewed the parent and student surveys whose responses will be used to identify needs on the LCAP

Parent and student surveys were loaded on to the website for 2018-19 data to be collected. Results of the surveys last year were reviewed. Monies designated to items in the LCAP were reviewed. The annual update was discussed. Updates were given on meeting the LCAP goals showing progress is being made in a positive direction.

Admin:

Principal and member of the board attended at several LCAP trainings during the year.

A total of 77 surveys were completed in April 2019

Goal 1: Prepare more students for post secondary opportunities

Activity

Provide teachers and parents with motivational curriculum

Progress

Staff continues to research curriculum implementing CCSS. Some staff members continue to supplement their current curriculum with new materials emphasizing CCSS.

Activity

Review all teachers for maintenance of appropriate qualifications

Progress

All teachers have appropriate qualifications

Activity

Inventory all CCSS instructional materials to ensure sufficiency of materials for all students

Progress

Staff continues to research curriculum implementing CCSS. Some staff members continue to supplement their current curriculum with new materials emphasizing CCSS.

Activity

Provide parents and teachers with training in CCSS curriculum

Progress

Teachers received training.

Activity

Purchase online courses meeting a-g requirements

Progress

Online courses were purchased.

Activity

Increase the number of a-g courses available to students at HomeTech Charter School

Progress

Economics has been added to HomeTech Charter School's approved a-g course list this year.

Goal 2: HomeTech is developing a schoolwide system to promote academic success for all students using multi-level instructional strategies for both reading and math. Academic data will be used to make decisions and prioritize school practices.

Activity

Use assessment to determine student placement and success in academic support classes

Progress

Many students took both the math and English assessments in our iReady program.

Activity

Purchase and use more technology to motivate and engage students

Progress

30 MacBooks were purchased for student use this year.

Activity

Increase elective classes and extracurricular offerings to students

Progress

Additional elective classes were added this year.

Goal 3: HomeTech is developing a schoolwide system to promote effective social behavior for all students. HomeTech will provide research-based, multi-tiered interventions based on the functions of behavior and will provide instructional interventions responding to the data.

Activity

Adopt and implement an SEL curriculum to support students

Progress

SEL curriculum continued to be implemented this school year.

Activity

Use technology to support common core curriculum

Progress

30 MacBooks were purchased for student use this year.

Activity

Develop a behavior matrix to implement schoolwide

Progress

A behavior matrix was developed and implemented.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Goal #1: Prepare more students for post secondary opportunities

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Local Indicator/Teacher credential	100% of staff and instructors will continue to be appropriately qualified	100% of staff and instructors will continue to be appropriately qualified	100% of staff and instructors will continue to be appropriately qualified	100% of staff and instructors will continue to be appropriately qualified
	100% of students will continue to have access	100% of students will continue to have access	100% of students will continue to have access	100% of students will continue to have access

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	to standards-aligned instructional materials			
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	100% of staff will receive training on CCSS curricula	100% of staff will receive training on CCSS curricula	100% of staff will receive training on CCSS curricula	100% of staff will receive training on CCSS curricula
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments	Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments	Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments	Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments
Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator	The number of students failing one or more classes will decrease by 3%	The number of students failing one or more classes will decrease by 3%	The number of students failing one or more classes will decrease by 3%	The number of students failing one or more classes will decrease by 3%
Priority 7: Local Metric/A broad course of study	100% of students will be placed in grade appropriate courses of	100% of students will be placed in grade appropriate courses of	100% of students will be placed in grade appropriate courses of	100% of students will be placed in grade appropriate courses of

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	study for all appropriate subject areas			
Priority 8: State Indicator/College/Career Indicator (HS only)	100% percent of students will have access to a-g approved courses and can enroll in courses meeting graduation requirements consistent with the CSU and UC entrance criteria	100% percent of students will have access to a-g approved courses and can enroll in courses meeting graduation requirements consistent with the CSU and UC entrance criteria	100% percent of students will have access to a-g approved courses and can enroll in courses meeting graduation requirements consistent with the CSU and UC entrance criteria	100% percent of students will have access to a-g approved courses and can enroll in courses meeting graduation requirements consistent with the CSU and UC entrance criteria

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide teachers and parents with motivational curriculum	Provide teachers and parents with motivational curriculum	Provide teachers and parents with motivational curriculum

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

2017-18 Actions/Services

Review all teachers for maintenance of appropriate qualifications

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

2018-19 Actions/Services

Review all teachers for maintenance of appropriate qualifications

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

2019-20 Actions/Services

Review all teachers for maintenance of appropriate qualifications

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	No cost	No Cost	No Cost

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Inventory all CCSS instructional materials (Math and ELA) to ensure sufficiency of materials for all students

2018-19 Actions/Services

Inventory all CCSS instructional materials (Math and ELA) to ensure sufficiency of materials for all students

2019-20 Actions/Services

Inventory all CCSS instructional materials (Math and ELA) to ensure sufficiency of materials for all students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	No cost	No cost	No cost

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Provide parents and teachers with training in CCSS curriculum, both Math and ELA

2018-19 Actions/Services

Provide parents and teachers with training in CCSS curriculum (Math and ELA)

2019-20 Actions/Services

Provide parents and teachers with training in CCSS curriculum (Math and ELA)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Purchase and Implement CCSS Math and ELA curricula

2018-19 Actions/Services

Purchase and implement CCSS Math and ELA curricula

2019-20 Actions/Services

Purchase and implement CCSS Math and ELA curricula

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount \$5,000

\$5,000

\$5,000

Source Supplemental and Concentration

Supplemental and Concentration

Supplemental and Concentration

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Increase the number of a-g courses available to students at HomeTech Charter School

2018-19 Actions/Services

Increase the number of a-g courses available to students at HTC through online courses

2019-20 Actions/Services

Increase the number of a-g courses available to students at HTC through online courses

Budgeted Expenditures

Year 2017-18

Amount \$1,000.00

Source Supplemental and Concentration

2018-19

\$1,000

Supplemental and Concentration

2019-20

1,000

Supplemental and Concentration

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Purchase online courses meeting a-g requirements

2018-19 Actions/Services

Purchase online courses meeting a-g requirements

2019-20 Actions/Services

Purchase online courses meeting a-g requirements

Budgeted Expenditures

Year 2017-18

Amount \$5,000

Source Supplemental and Concentration

2018-19

\$5,000

Supplemental and Concentration

2019-20

\$5,000

Supplemental and Concentration

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Continue implementation of career pathways to Butte College

2018-19 Actions/Services

Continue implementation of career pathways to Butte College

2019-20 Actions/Services

Continue implementation of career pathways to Butte College

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	No cost	No Cost	No Cost

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)

New Goal

Goal 2

Goal #2: HomeTech is developing a schoolwide system to promote academic success for all students using multi-level instructional strategies for both reading and math. Academic data will be used to make decisions and prioritize school practices.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Local Indicator/ Instructional materials	100% of students will continue to have access to standards-aligned instructional materials	100% of students will continue to have access to standards-aligned instructional materials	100% of students will continue to have access to standards-aligned instructional materials	100% of students will continue to have access to standards-aligned instructional materials

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Local Indicator/ Facilities in good repair	100% facilities will be well maintained			
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	100% of staff members will receive training on CCSS curricula	100% of staff members will receive training on CCSS curricula	100% of staff members will receive training on CCSS curricula	100% of staff members will receive training on CCSS curricula
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	Use surveys and questionnaires to document parent input	Use surveys and questionnaires to document parent input	Use surveys and questionnaires to document parent input	Use surveys and questionnaires to document parent input
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments	Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments	Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments	Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	The number of students failing one or more classes will decrease by 3%	The number of students failing one or more classes will decrease by 3%	The number of students failing one or more classes will decrease by 3%	The number of students failing one or more classes will decrease by 3%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 6: Local Indicator/Local tool for school climate	Student survey results will reflect a positive attitude about school	Student survey results will reflect a positive attitude about school	Student survey results will reflect a positive attitude about school	Student survey results will reflect a positive attitude about school
Priority 7: Local Metric/A broad course of study	100% of students will be placed in grade appropriate courses of study for all appropriate subject areas	100% of students will be placed in grade appropriate courses of study for all appropriate subject areas	100% of students will be placed in grade appropriate courses of study for all appropriate subject areas	100% of students will be placed in grade appropriate courses of study for all appropriate subject areas
Priority 8: State Indicator/College/Career Indicator (HS only)	Performance on integrated units will increase	Performance on integrated units will increase	Students will take the College and Career Exploration course	Students will take the College and Career Exploration course

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Use assessment to determine student placement and success in academic support classes (iReady)	Use assessment to determine student placement and success in academic support classes (iReady)	Use assessment to determine student placement and success in academic support classes (iReady)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$6,000	\$6,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

New Action

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

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to develop integrated units that focus on connecting learning to real world experience.

HomeTech will create a clear implementation plan accommodating research-based strategies for improving academic performance for all students

HomeTech is using a multi-tiered instructional system providing all students increasing support as needed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Purchase and use more technology to motivate and engage students

2018-19 Actions/Services

Purchase and use more technology to motivate and engage students

2019-20 Actions/Services

Purchase and use more technology to motivate and engage students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$27,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

New Action

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

New Action

2017-18 Actions/Services

Increase elective class and extracurricular offerings to students

2018-19 Actions/Services

HomeTech will build a multi-tiered instructional system for all students in reading and math

2019-20 Actions/Services

Core curricula for reading and math exist and are research based

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,500	\$6,500	\$6,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

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)

New Goal

Goal 3

Goal #3: HomeTech is developing a schoolwide system to promote effective social behavior for all students. HomeTech will provide research-based, multi-tiered interventions based on the functions of behavior and will provide instructional interventions responding to the data.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Local Indicator/Teacher credential	100% of staff and instructors will continue to be appropriately qualified	100% of staff and instructors will continue to be appropriately qualified	100% of staff and instructors will continue to be appropriately qualified	100% of staff and instructors will continue to be appropriately qualified

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Local Indicator/ Instructional materials	100% of students will continue to have access to standards-aligned instructional materials	100% of students will continue to have access to standards-aligned instructional materials	100% of students will continue to have access to standards-aligned instructional materials	100% of students will continue to have access to standards-aligned instructional materials
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	100% of staff will receive training on CCSS curricula	100% of staff will receive training on CCSS curricula	100% of staff will receive training on CCSS curricula	100% of staff will receive training on CCSS curricula
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments	Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments	Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments	Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments
Priority 5: Local Metric/Student Engagement/High school dropout rate	The number of students failing one or more classes will decrease by 3%	The number of students failing one or more classes will decrease by 3%	The number of students failing one or more classes will decrease by 3%	The number of students failing one or more classes will decrease by 3%
Priority 6: Local Indicator/Local tool for school climate	Student survey results will show improved			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	engagement through the use of technology			
Priority 7: Local Metric/A broad course of study	100% of students will be placed in grade appropriate courses of study for all appropriate subject areas	100% of students will be placed in grade appropriate courses of study for all appropriate subject areas	100% of students will be placed in grade appropriate courses of study for all appropriate subject areas	100% of students will be placed in grade appropriate courses of study for all appropriate subject areas
Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)	Performance on integrated units will increase	Performance on integrated units will increase	Purchase, adopt and implement a social/emotional learning (SEL) curriculum	Purchase, adopt and implement a social/emotional learning (SEL) curriculum

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Unchanged Action	New Action	New Action
2017-18 Actions/Services Purchase, adopt and implement CCSS math and ELA texts as needed, including ELL texts. Include other subjects as available	2018-19 Actions/Services Purchase, adopt and implement a social/emotional learning (SEL) curriculum	2019-20 Actions/Services Continue implementation of the a social/emotional learning (SEL) curriculum

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

New Action

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

New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Use technology to support common core curriculum	Use technology to increase student engagement	Use technology to increase student engagement

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$27,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

New Action

New Action

2017-18 Actions/Services

Increase elementary teacher position by .1 providing more class time (direct instruction) for elementary students

2018-19 Actions/Services

Develop a behavioral matrix clarifying expectations for student behavior for all areas of our site

2019-20 Actions/Services

Revise, as needed, the behavioral matrix clarifying expectations for student behavior for all areas of our site

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$6,000	\$6,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$154619	18.99%

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

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

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$\$216,514	18.78%

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

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

HomeTech Charter School has approximately 75% unduplicated pupils, which qualify HomeTech for the supplemental LCAP funds of approximately \$216,514 in 2018-2019. Schoolwide, proficiency levels are under the state average for California. HomeTech will be focusing on the continued modification of the two multi-tiered systems for student support addressing the academic needs for all of our students and the improvement of the social atmosphere while students are on campus. The following services provided are the most effective use of funds to meet the school's goals for unduplicated pupils in the state priority areas.

1. Identify and purchase curriculum aligned to CCSS.
2. Increase support offered to students.
3. Increase a-g classes offered to students online.
4. Assess and modify as need the schoolwide system to promote academic success for all students using multi-level instructional strategies for both reading and math. Academic data will be used to make decisions and prioritize school practices.
5. Assess and modify as need the schoolwide system to promote effective social behavior for all students. HomeTech will provide research-based, multi-tiered interventions based on the functions of behavior and will provide instructional interventions responding to the data.

The development of schoolwide systems for both academic and behavioral is complete and will increase proficiencies in all subgroups as measured by the local assessment data and statewide assessment data.

With the expenditure of \$216,514 in Supplemental and Concentration Grant funding representing MPP of 21%, unduplicated pupils will benefit from additional technology, additional support classes, additional counseling time, additional elective classes, and additional elementary class time. These continued supports and expenses are greater than and an improvement on those available programs in 15/16. Below is a list of budget items of the Supplemental and Concentration fund expenses.

Materials and Supplies

Technology

Additional Support with Classroom and Direct Instruction via Staff

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$204,223	18.78%

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

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

HTC has approximately 75% unduplicated pupils, which qualify HTC for the supplemental LCAP funds of approximately \$230,038 in 2019-2020. School-wide, proficiency levels are under the state averages for California. Because parents are the primary educators, a high level of parent training is required. The following services provided are the most effective use of funds to meet the school's goals for unduplicated pupils in the state priority areas:

1. Identify and purchase curriculum aligned to CCSS.
2. Increase support offered to students.
3. Increase a-g classes offered to students.
4. Increase elective courses and/or extracurricular activities offered to students.

The school-wide increase of support classes is anticipated to increase proficiencies in all subgroups and school wide, as measured by the local assessment data, until such a time as state-wide data is available.

With the expenditure of \$230,038 in Supplemental and Concentration Grant funding representing MPP of 23%, unduplicated pupils will benefit from additional technology, additional support classes, additional counseling time, additional elective classes, and additional elementary class time. These supports and expenses are greater than and an improvement on those available programs in 18/19. Below is a list of budget items of the supplemental and concentration fund expenses.

Materials and Supplies

Technology

Additional Support with Classroom and Direct Instruction via Staff

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

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 supported 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.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

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

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

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

- (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
- (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).

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

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

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

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

(3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	96,500.00	109,624.00	62,500.00	96,500.00	58,500.00	217,500.00
	0.00	0.00	0.00	0.00	0.00	0.00
LCFF Supplemental and Concentration	0.00	109,624.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	96,500.00	0.00	62,500.00	96,500.00	58,500.00	217,500.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	96,500.00	109,624.00	62,500.00	96,500.00	58,500.00	217,500.00
	91,500.00	0.00	57,500.00	91,500.00	53,500.00	202,500.00
2000-2999: Classified Personnel Salaries	0.00	13,900.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	5,000.00	92,724.00	5,000.00	5,000.00	5,000.00	15,000.00
5000-5999: Services And Other Operating Expenditures	0.00	3,000.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	96,500.00	109,624.00	62,500.00	96,500.00	58,500.00	217,500.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental and Concentration	91,500.00	0.00	57,500.00	91,500.00	53,500.00	202,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	13,900.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	92,724.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	5,000.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	3,000.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	18,000.00	25,860.00	18,000.00	18,000.00	18,000.00	54,000.00
Goal 2	40,500.00	43,432.00	23,500.00	40,500.00	23,500.00	87,500.00
Goal 3	38,000.00	40,332.00	21,000.00	38,000.00	17,000.00	76,000.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					