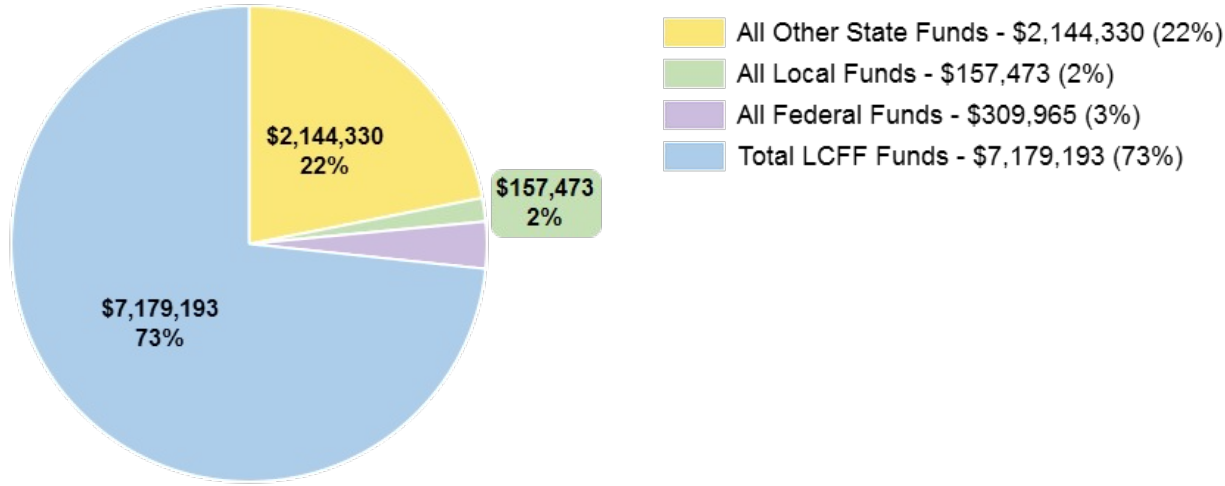
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: CORE Butte Charter
CDS Code: 04100410114991
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA Contact Information: Mary Cox | mcox@corebutte.org | 530-809-4152

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).

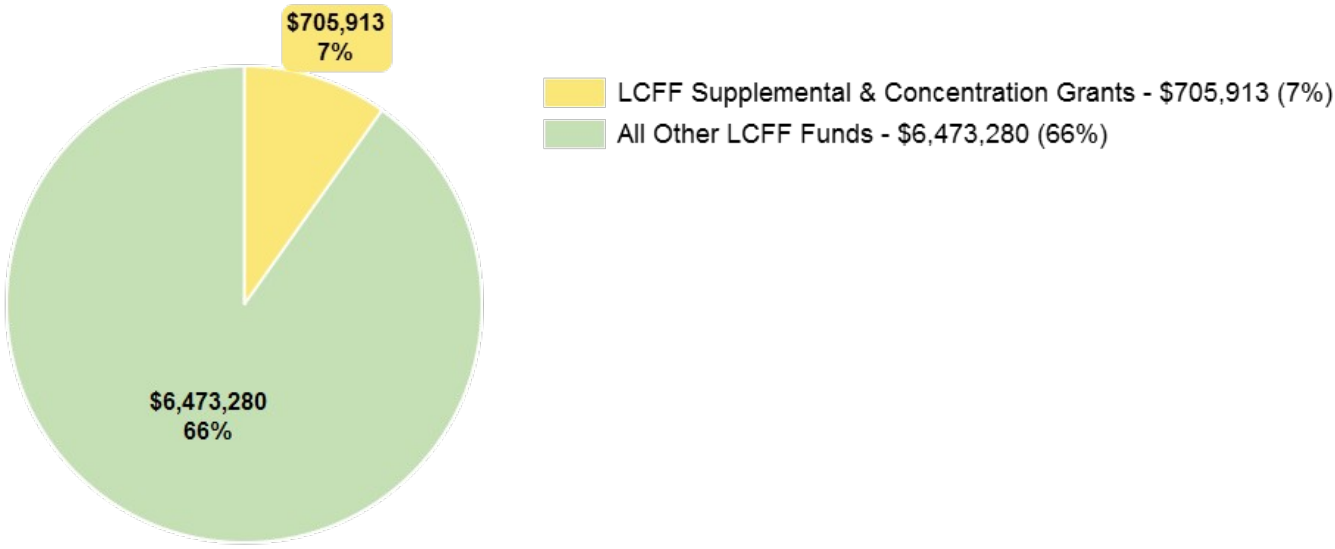
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	$2,144,330	22%
All Local Funds	$157,473	2%
All Federal Funds	$309,965	3%
Total LCFF Funds	$7,179,193	73%

Breakdown of Total LCFF Funds

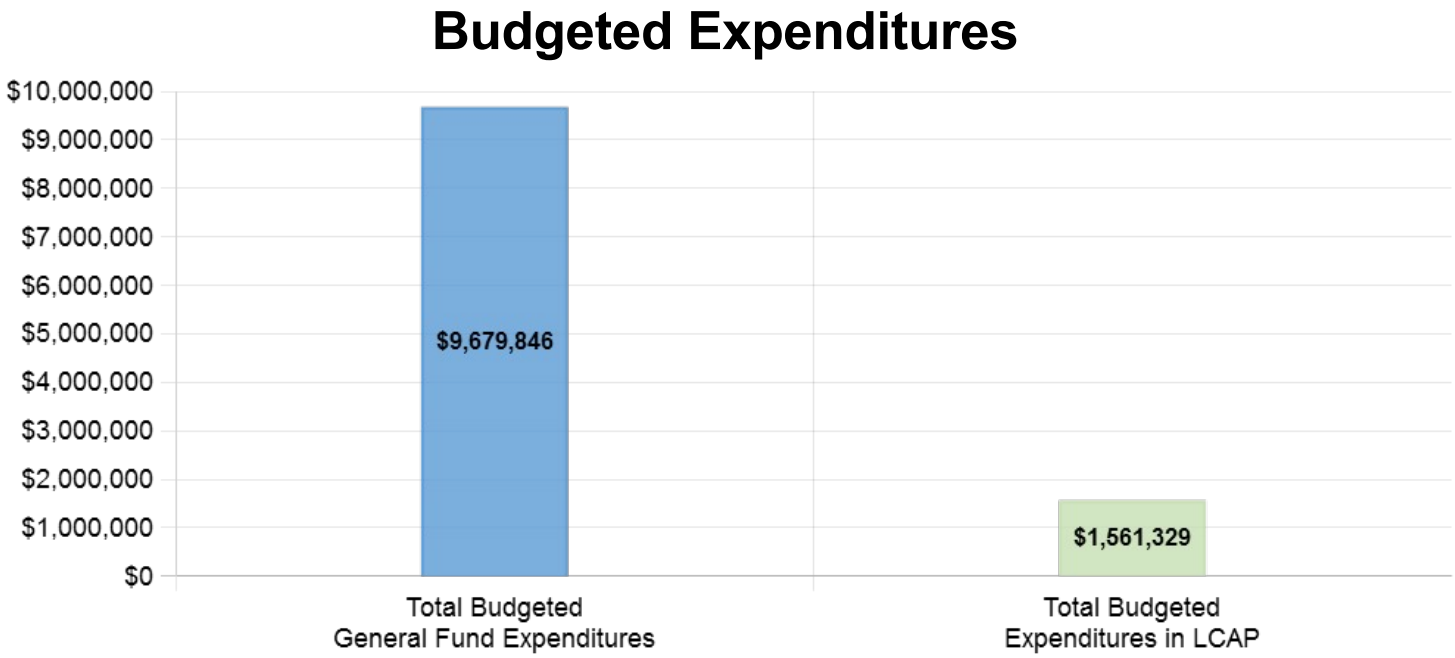


Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	$705,913	7%
All Other LCFF Funds	$6,473,280	66%

These charts show the total general purpose revenue CORE Butte Charter expects to receive in the coming year from all sources.

The total revenue projected for CORE Butte Charter is $9,790,961, of which $7,179,193 is Local Control Funding Formula (LCFF), $2,144,330 is other state funds, $157,473 is local funds, and $309,965 is federal funds. Of the $7,179,193 in LCFF Funds, $705,913 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.



Source	Funds
Total Budgeted General Fund Expenditures	$9,679,846
Total Budgeted Expenditures in LCAP	$1,561,329

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

CORE Butte Charter plans to spend $9,679,846 for the 2019-20 school year. Of that amount, $1,561,329 is tied to actions/services in the LCAP and $8,118,517 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in LCAP:
Majority of the Classified and Certificated salaries
Current facility rentals/depreciation
some Non-capitalized equipment
State adopted materials
leases and repairs
utilities
other

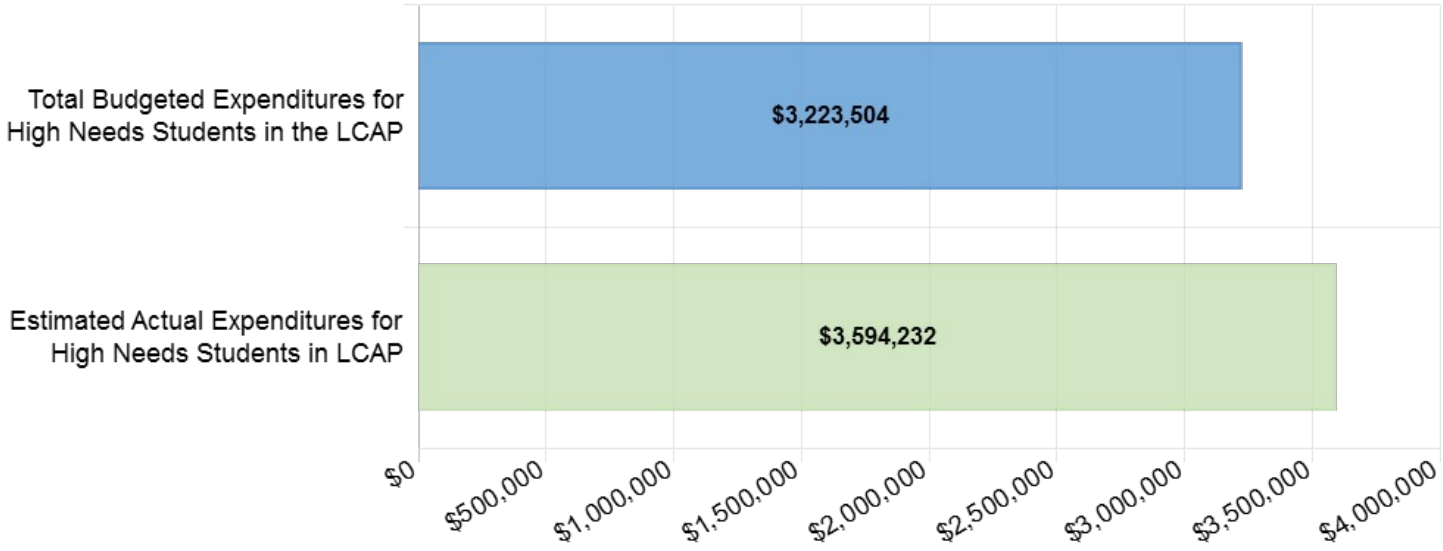
Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, CORE Butte Charter is projecting it will receive $705,913 based on the enrollment of foster youth, English learner, and low-income students. CORE Butte Charter 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

CORE Butte Charter plans to spend $952,013 on actions to meet this requirement.

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

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



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	$3,223,504
Estimated Actual Expenditures for High Needs Students in LCAP	$3,594,232

This chart compares what CORE Butte Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what CORE Butte Charter 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, CORE Butte Charter's LCAP budgeted $3,223,504 for planned actions to increase or improve services for high needs students. CORE Butte Charter estimates that it will actually spend $3,594,232 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
CORE Butte Charter	Mary Cox	mcox@corebutte.org
	Executive Director	530-809-4152

2017-20 Plan Summary

The Story

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

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

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

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

High school students are offered a number of academic support and enrichment classes. ROP, junior

college concurrent enrollment, and community instruction are all attractive components of our high school program.

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

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

LCAP Highlights

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

Current annual LCAP goals of the Charter School are:

1. Implement programs and supports for students and staff that aid in trauma recovery and social-emotional learning

2. Student achievement will increase in the core academic areas.

Due to extreme natural disasters in Butte County during the 18-19 school year, CORE Butte stakeholders have revisited and revised one of the LCAP goals for the 19-20 school year. They’ve been fine tuned to better address the needs of the school during this time. CORE has a unique culture that benefits students that continue in our program. Our LCAP action items are designed to promote student success and happiness with a focus on providing intervention where needed, funds for personal development and exploration, as well as a focus on strengthening and growing our existing programs (academic, sports, CTE, etc) to encourage student and parent engagement and overall program satisfaction.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the 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

CORE Butte has begun the process to develop more intensive interventions and supports for our unduplicated students. This intensive model was developed during this school year and will be fully implemented during the 19-20 school year. To aid in this development, CORE Butte created and hired for

a new position, Assistant Director of Assessment and Accountability. This person is tasked with helping the school identify students who are in need of targeted intervention, working alongside the general education teacher, and developing a personal intervention program for that student.

Some of the factors that are causing or resulting in the identified areas of greatest need are directly related to the lack of targeted interventions, along with social/emotional trauma that the school needs to address.

Due to our model, students are not on campus regularly and may not be available to access the supports that are currently in place. The school recognizes this and is working toward developing alternative intervention supports for the future. This may have lead to performance gaps in student sub groups.

Over all, significant sub groups at CORE Butte out perform the local school districts. Though our sub group scores declined this school year, we continue to meet the needs of our students and continue developing and implementing programs that help our students grow. With the change in focus to social emotional learning, and academic learning, CORE Butte will be focusing on addressing the needs of the whole child and supporting them where they are.

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

CORE Butte has had many changes in the past few years and much growth. Due to these changes, along with the addition of the 11th grade academic scores into our Math and ELA state scores, CORE Butte has experienced an over all decline in CAASPP scores across all sub-groups. CORE Butte has worked to fully implement a robust intervention program for this spring and into next school year.

CORE Butte identifies the following areas as needing significant improvement based upon the spring 2018 CAASPP:
1. Academic achievement in all sub groups (specifically in SWD)
2. CCI indicator for the White sub group

1. Increase academic achievement in general, but targeted for specific subgroups including students with disabilities, socio-economic disadvantaged students, and students identified as Hispanic.

a. increase small group and 1-1 tutoring for both of these sub-groups

b. increase and document interventions for unduplicated students

c. small group or private state testing

d. staff member specifically focused on increased student achievement, assessment and accountability

2. CCI and CTE
a. hire a CCI coordinator to help with the implementation and training on a-g requirements and CTE completer requirements

b. hire a CTE coordinator to help fully implement our CTE programs, ensure compliance, and train staff on the requirements

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

The state indicator for which performance by a sub group was two or more performance levels below the "all student" performance was the students with disabilities in English Language Arts. The SWD sub group showed orange on the state dashboard, with 33.2 points below level three and an overall decline of 16 points. This academic indicator does include 11th grade academic scores for the first time, of which there were a high percentage of SWD students included. This may have lead to the decline. The LEA continues to work with SWD students 1-1, provide additional tutoring and support, as well as creative ways to meet other needs.

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.

N/A

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.

N/A

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.

N/a

Annual Update

LCAP Year Reviewed:

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
100% of Students will have sufficient instructional materials	100% of Students have sufficient instructional materials
All Facilities will be maintained in "good repair"	All Facilities are in "good repair"

Expected	Actual
Metric will be met: All parent seats on Board of Directors and in Charter Advisory Council filled	Metric has been met: All parent seats on Board of Directors and in Charter Advisory Council filled
Metric will be met: Parent notification system maintained regularly, periodic parent surveys, and invitations to public meetings.	Metric has been met: Parent notification system maintained regularly, periodic parent surveys, and invitations to public meetings.
Metric will be met: EL, Title 1 and subgroup specific targeted public meeting invitations and surveys as applicable	Metric has been met: EL, Title 1 and subgroup specific targeted public meeting invitations and surveys as applicable
Increase the number of career technical education (CTE) participants, concentrators, and completers by 5%	2018-2019: The CTE participation rate declined overall 8.36% this year. Concentrators are up 192.59% yet completers are down 11.76%. Students with disabilities showed an 85.19% increase in participation of CTE coursework while socioeconomic disadvantaged students showed a growth of 16.67%.
Middle school students dropping out: 0%	0% of middle school students dropped out
High school students dropping out: Less than 10%	CORE showed two high school dropouts for the 2017-2018 academic year as reported on the 1.14 Dropouts Count - State View. Dataquest information has not yet been published, but this should equate to less than a 2% dropout rate for the year.

Expected	Actual
High school students graduating: At least 90%	91.6% of students graduated overall as reported on the California Dashboard. 88.9% of socioeconomically disadvantaged students graduated while 92.7% of white students graduated Lower overall graduation rates from previously reported rates are a result of a change in the state's graduation calculation methodology. Five-year graduation rates were all over 90% with the exception of our Foster Youth subgroup.
Attendance rate: At least 90%	Attendance rate was 98.62 for 2017-2018.
Chronic absentee rate (prior year): 10% or lower	Overall chronic absentee rates for 2017-2018 were 2.1%. All subgroups met the metric. Students with Disabilities showed a 2.5% chronic absentee rate, while socioeconomically disadvantaged students displayed a 4.2% rate. Two or more races were 2.8% chronically absent, Hispanics were 1.3% and our white subgroup was at 2%.
Suspension rate: 0%	Suspension rate: 0%
Expulsion rate: 0%	Expulsion rate: 0%

Expected	Actual
At least 90% of students, parents, and staff will continue to feel safe and supported	Approximately 97% of parents feel the school is a safe and supportive environment. 100% of Tk8 students who took the survey, responded that they feel safe at school. 100% of 9-12 students who took the survey reported feeling safe some to most of the time at school.
More students will be enrolled than withdrawn.	New enrollments for 2017-2018 were 357. Withdrawals during the same period amounted to 218. 47 additional students returned to CORE after a hiatus.

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

Plan, develop, and construct the remodel and expansion of the Elementary Resource Center. Facilitate the ERC move to newly constructed facility. Continue the planning, development and construction of the High School center. Plan for space that allows for employee tutoring.	CORE Butte continued to lease a safer, cleaner and nicer resource center and teaching space for the 18-19 school year. Construction of the Elementary Resource Center was completed this school year and the remodel of the other campus facilities is in progress.	total: 2,008,335	2,354,951

Action 2

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

Provide students with highly motivating curriculum Sustain positive environment through various activities, speakers, and supplemental curricula. Emphasize team building activities. Specifically target TK-KN by adding additional classes and/or events. Sustain transition plan for junior high to high school: Invite Jr hi to “shadow day” Add additional Jr. High events	CORE Butte provided and worked on all items listed above. With the addition of a GLEAM team (teacher leadership team) CORE Butte was able to increase the number of middle school events, and increase the number of activities in general at the Tk8 campus. CORE Butte continues to focus on appropriate curricula that is both relevant and motivating and continues to support the TK-KN population.	$21,750	$22,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure all school site personnel have training and policy guidance about specific subgroups.	Trainings on SWD from El Dorado Charter SELPA Conference for SELPA Conference Title 1 All-staff ACEs training, Trauma Informed Schools	Training: $3,197.00	$4,487.00

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure parents and staff have training on engagement strategies and curriculum. Offer parent trainings at the high school level and continue and expand trainings at the TK8. Offer a variety of trainings including trainings regarding safety and teen topics and working with students with disabilities. Increase tech knowledge by sharing current topics and cyber safety.	Parent trainings Art/Trauma Workshops Staff training/retreat Parent Seminar Conferences (Google, CUE, Aplus, College Board, CCSA, ELPAC)	$25,000.00	$31,156

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase access to extracurricular activities offered by the school including sports and clubs in order to increase student engagement	Coaching stipends Sports equipment and jerseys Items for clubs	$25,000	$35,686

Action 6

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

Sustain the CTE ICT pathway, Sustain CTE Pathways in Medical/Health Field, Interpreting for the Deaf, and Agriculture. Target invitations to subgroups for these schoolwide programs and host informational events to support the marketing of these programs. Add a Skills USA group for the ICT pathway, and continue to support the Skills USA group for the medical pathway. Continue to support Agriculture and FFA. Offer an event for 6-8th grade to share our CTE programs. Support CTE capstone classes by hiring student interns for ICT.	All pathways were sustained. The ICT pathway was re-designed to better meet the requirements, and was fully implemented this year. All official pathways have Advisory Boards and are working toward the development of complete capstone classes. Skills USA was not fully implemented this year	$282,688.00	$260, 466

Action 7

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

Continue development of a jr. high hybrid program.	Increased middle school class offerings by 10 classes in order to increase the options for students in grades 6-8 to attend. Many students took 2 or more classes at the center.	$1000.00	$9,109.80

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

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The overall implementation of the goal was very successful regarding the actions articulated through this goal. CORE Butte successfully completed the design, development and construction of a new, safer resource center for the TK8 population. CORE Butte also began the development, design and construction of a new, safer resource center for our high school students, along with remodeling some of the current facilities to meet the needs of the school.

Participation in professional learning opportunities has increased and the variety was great. Staff was regularly encouraged to attend professional development in their areas of greatest need or passion. Professional development was also offered by the school in areas such as trauma informed schools, ACEs, suicide prevention, growth mindset, communication, and various others provided by both staff and outside presenters. Several training opportunities were offered to our parent community including parent roundtable discussions regarding specific topics at specific grade levels, an entire parent seminar was organized and put on by CORE Butte staff offering over 20 relevant sessions directly related to Tk8th grade homeschooling, monthly meetings at the Paradise Resource Center, that have continued at the Chico Resource Center- Post Camp Fire, and several other smaller trainings. Parents were encouraged to attend trainings at BCOE as they were made available and relevant. Students were encouraged to attend field trips and opportunities including REACH for the Future, Science Camp, several leadership and competition opportunities for FFA, Skills USA competitions, College Tour Series, and many TK8 specific field trips organized by staff.

Many events were held to build community at all of our centers. This year CORE Butte implemented the GLEAM team at the TK8 who took on planning and implementing community events to foster relationships and friendships among the parents and students. The Paradise center hosted a fall community event before the resource center was lost to the Camp Fire. The Chico Center hosted many events, including but not limited to, Fall Festival, Teddy Bear Picnic, Winter Snowball, Welcome Back Scavenger Hunt, Park Days, STEM Night, Take Apart Night, and so much more. The High School organized and ran the Fall Festival for the Tk8 community, hosted several high school socials, two dances, a blood drive, lunchtime rallies, Club events and fundraisers, and more. The High School Shadow Day was organized and ran by students and administration. Both FFA students and

ASB students showed potential new freshman what CORE Butte was all about.

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

The effectiveness of the actions to achieve the goal varied depending upon the actions.

CORE Butte continues to work toward having a facility that is both safe and the appropriate size for the needs of our school and has met this for the TK8 Chico population. Due to the fact that the Paradise Center was lost to the Camp Fire, plans have been slightly adjusted to meet the needs of the students and families the Chico Center is now housing. The full effectiveness of this action will be better measured after full implementation of moving the entire school to a new facility, including the administration and high school.

Parents and staff are better equipped to support students due to the various trainings offered and support offered at the center as per the data collected from school surveys. Both of these relate directly to families choosing to stay enrolled at CORE Butte.

An increase in attendance to extracurricular socials this year as well as a demand for more such activities was noticed by the survey data and CORE Butte continues to add more events to build a stronger community as evidenced by the GLEAM team and increased activities at both TK8 and 9-12. Building a stronger community, and helping students feel more attached to his/her school has helped to maintain current enrolled students.

Of the students that attended Shadow Day, the majority have chosen CORE as their high school of choice. CORE Butte has become better known in the community for its personalized learning program, personal attention, and the various CTE pathways and extra-curricular activities. An increase in students graduating pathways and participating in pathways has also been noted as per our end of year data.

Action seven was overspent as CORE Butte added many new middle school classes this year, working toward a more "hybrid like" model.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action one had expenses over the original budgeted expenditures due to CORE Butte being able to continue with remodeling quicker than originally expected. Most of the phase two remodel was expected for next fiscal year and was started during this LCAP year.

Actions three and four had expenses over the original budgeted expenditures due to the extreme trauma that hit Butte County during the 18-19 school

year, and the specific trainings the staff desired to support them through this time. Additional funds were also spent due to significant changes in the SELPA requirements and needs and staff needing additional support to fully implement them.

Action five had expenses over the original budgeted amount due to the increased size of our high school, thus increasing sports teams, clubs, and over all needs for extra curricular activities.

Action six had a discrepancy and was under spent due to cancelling conference attendance, competitions, and events originally scheduled before the Camp Fire hit in November 2018. Unfortunately, many of the CTE events were unable to be completed and fully implemented.

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.

Due to the nature of this goal, and the events that swept Butte County in November of 2018 (The Camp Fire), CORE Butte has had to remove this goal from next year's LCAP. Attempting to reduce mobility when 30,000 people in our community are displaced is an unachievable goal and CORE Butte's stakeholders recognize this. Instead, due to the extreme nature of the traumatic events, CORE Butte's stakeholders would like to see the school focus more on the social and emotional health of the students and families who attend the school. Thus, this goal will be discontinued, and a new goal around social and emotional health will be developed and implemented in next year's LCAP.

Goal 2

Student achievement will increase in the core academic areas.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
100% of Teachers will be appropriately assigned	Teachers are appropriately assigned.
100% of Teachers will be fully credentialed for core subject areas overseen	Teachers overseeing core subject areas are credentialed.
100% of teachers will be credentialed for students they are teaching core subject matter to	100% of teachers are credentialed. Inexperienced teachers receive mentorship and an experienced teacher's support and oversight.
100% of students will have sufficient instructional materials	All students have sufficient instructional materials.

Expected	Actual
100% of students will be assigned common core math curriculum or supplements as reported by teachers as a measurement of implementation of state academic content and performance standards.	100% Compliance
100% and EL students will make growth each year in their curricula	Teachers report that 100% of English learning students have made growth in their curricula as measured through curriculum based assessments.
Participation in statewide assessments will equal or exceed 95%	Based on the CDE CAASPP Test Results website, Spring 2018 CAASPP participation rate was 97% for ELA and 98% for Math. Subgroup breakdown was: Socioeconomically Disadvantaged: 98% ELA . 99% Math Students with Disabilities: 93% ELA, 95% Math Hispanic: 92% ELA, 93% Math White: 99% ELA, 100% Math
All subgroups will increase 1 or more points according to the CA Dashboard.	All subgroups decreased. Due to the fact that now 11th grade students are included in the school's academic achievement scores, these two data points do not compare. A more accurate comparison will be next school year.
At least 25% of graduating seniors will be college ready.	25% of graduating seniors graduated college ready.

Expected	Actual
All EL students will show progress on the CELDT / ELPAC	EL population is not a significant subgroup and numbers are too low to be statistically relevant.
33% of English Learners will be reclassified as English Proficient	EL population is not a significant subgroup and numbers are too low to be statistically relevant.
33% or more of 11th and 12th grade students will be enrolled in at least one AP, IB, or dual enrollment (college) credit course.	Fifty-nine 11th and 12th grade students were enrolled in a dual credit, college course. This is 30% of our current 11th/12th grade population. Twenty-two additional students in lower grades also attended college courses. A total of 203 college courses were taken.
At least 70% of students enrolled in college courses will receive a 3.0 or higher on dual credit coursework.	81 students attended 203 college classes during the 2017-2018 school year earning an overall average of 3.17 grade point average. 178 (87.7%) of those 203 classes received a gpa of 3.0 or higher. Students earned a 4.0 in 109 classes and a 3.0 in 44 classes.
N/A - Metric Replaced	N/A
All student groups will increase in college/career readiness according to the CA Dashboard.	Overall, the number of students indicated as college/career ready on the CA Dashboard decreased 5%. The white subgroup declined 4.7% and the socioeconomically disadvantaged group increased 1%.

Expected	Actual
100% of students will be enrolled in all required core academic areas.	100% of students are enrolled in all required core academic areas.
Academic and extracurricular activities will be expanded on.	Academic and extracurricular activities were expanded. Additional social gatherings were added including mixers and game nights at the 9-12 level, and park days, clubs, and classes at the TK8 level.

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 additional textbooks and supplies and curriculum for CTE, expanded ICT and Med courses and offerings. Update and purchase CCSS curriculum as needed (Math, History, Science) audio books, supplies, and online curriculum	Additional CTE textbooks were purchased for both medical and Ag, along with new curriculum for ICT Additional CCSS curriculum was purchased in all subjects, including NGSS Many online courses were purchased for students along with audio books	$118,515.63	$119,427

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Extensive Parent/teacher training Ongoing parent/teacher training for adopted Math and ELA CCSS as well as NGSS curric, History and Health.	Parent Seminar was held with over 150 parents in attendance and 20 breakout sessions Parent roundtable trainings were held a few times this year with low attendance ELA/NGSS/Math training Teacher professional development and training was held six times officially at the resource center, and many more in small groups with targeted focus	$7000	$10,661

Action 3

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

Sustain LCAP approved and Title One supported center/employee intervention/ Tutoring Including: ELA and Math support including special curriculum at all levels Student Support Services Provider at the high school for academic and social/emotional support Increase parent coaching and PLT coaching for K-3 intervention facilitated by Title One staff Increase school psychologist services and school counseling services	Assistant Director Assessment and Accountability to support intensive intervention and student support services Title One staff Student Support Services Provider 100% school Psychologist added HS Counseling Services Specialized Curriculum for alternative learners	$431,053.00	$414,450

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
increase tutoring and support through additional art, music, dance and academic courses	Increased access to art, music, dance and academic courses	$287,965	$319,838

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase and provide intense support on intervention programs specific to struggling students. Add additional math supports on campus, potentially student math tutors.	Purchased and trained on intervention curriculums for struggling students	$12,000	$12,000

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

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

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

Unfortunately, upon reviewing the 17-18 CAASPP scores, academic achievement decreased in both ELA and Math in a majority of sub groups, in a majority of grade levels. This will require further evaluation upon reviewing the 17-18 CAASPP data as to the effectiveness of the 17-18 LCAP implementation. This is the first year that 11th grade academic data was included in the Math and ELA dashboard scores, therefore adding to the decrease of the academic scores. Also, CORE Butte has a high mobility so comparing year to year data is difficult as so many of the students are not the same year to year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action two had a major increase due to increased parent and teacher training in core subject areas and specific sub groups.

Major material differences are noticed by an increase in vendor course instruction due to increased enrollment this school year, along with monies utilized for intervention services. CORE Butte experienced a very large enrollment increase after the Camp Fire, therefore funds were spent at a higher rate than expected.

Action five showed less monies spent than originally allocated due to a reorganization in the intervention program and services.

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

This goal will continue through the next school year as a major focus of CORE Butte. CORE Butte, and the entire Butte County, have had a very difficult year full of trauma and devastation. CORE Butte will continue to focus on academic supports and interventions, while also focusing on social emotional supports for our staff, students, and parents. Continued monetary allocations will go toward increasing student academic tutoring support

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?

CORE Butte discussed planning items for the 2019 - 2020 LCAP and the 2018 - 2019 Annual Update at each Charter Advisory Council meeting and Board meeting.

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

July 09, 2018
August 08, 2018
September 04, 2018
September 14, 2018
October 15, 2018
October 22, 2018
November 26, 2018
December 12, 2018
January 15, 2019
March 15, 2019
April 04, 2019
June 14, 2019

Meetings are advertised at all school learning centers and on the school website. All stakeholders are invited to attend. CORE Board meetings are

regularly attended by the following members, staff, and advisors:
Vivian Appleby, Board President and Parent Member
Jill LaMalfa, Board SecretaryTreasurer and Parent Member
Cheryl Bunce, Community Member
April Hennessy, Community Member
Kelly Holliday, Parent Member
Mary Cox, Executive Director
Matt Harvey, High School Director
Linda Scherba, TK8 Director
Jean Plunkett, Chief Business Officer
Susan Smith, Operations Officer
Barbara Mandelbaum, Butte County Office of Education

The Charter Advisory Council met on the following dates and discussed the school's local control accountability plan, goals, and/or action items:
September 28, 2018
December 7, 2018
January 25, 2019
February 22, 2019
May 20, 2019

Meetings are advertised at all school learning centers and on the school website. All stakeholders are invited to attend. Charter Advisory Council meetings are regularly attended by the following members and directors:
Kelly Clarke, Teacher Representative
Kyle Pierson, Teacher Representative,
Jaime Happ, Teacher Representative
Daniel Hendriks, Teacher Representative
Giang Hang, ASB President, Student Representative
Ryan Moore, ASB VicePresident, Student Representative
Josh Albrecht, FFA Sentinel, Student Representative
Vivian Appleby, Parent Representative and liaison to the Board

Morgan Dietz, Parent Representative
Tracy Iler, Parent Representative
Mary Cox, Executive Director, Administrative Representative
Susan Smith, Operations Officer, Administrative Representative
Linda Scherba, TK-8 Director
Matt Harvey, High School Director
Bernadine Janke, CSI Liaison

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

A public hearing was incorporated into the May 20, 2019 Charter Advisory Council meeting.

Impact on LCAP and Annual Update

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified

Goal 1

Due to circumstances surrounding the Camp Fire this goal has been retired for 2019-2020.

It is included here for 2017-2019 reference only: Decrease mobility school-wide with a focus on reducing withdrawals. The school will work toward improving mobility rate and decreasing adverse effects of mobility on foster and other subgroups.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Due to circumstances surrounding the Camp Fire this goal has been retired for 2019-2020.

It is included here for 2017-2019 reference only: The Charter School has a high withdrawal rate and mobility rate. It is understood, that due to the nature of the program (homeschooling and personalized learning) that mobility and withdrawals will be higher than other schools due to life circumstances not allowing families to homeschool. However, the school is working diligently to support our families and attempting to reduce these numbers as much as is in the school's control.

Expected Annual Measureable Outcomes

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

Priority 1: BASIC SERVICES Students will have sufficient instructional materials	100%	100%	100%	Due to circumstances surrounding the Camp Fire this goal has been retired for 2019-2020. It is included here for 2017-2019 reference only.
All Facilities will be maintained in “good repair”	Good Repair	Good Repair	Good Repair	Due to circumstances surrounding the Camp Fire this goal has been retired for 2019-2020. It is included here for 2017-2019 reference only.
Priority 3: PARENT ENGAGEMENT	All parent seats on Board of Directors and in Charter Advisory Council filled	100%	100%	Due to circumstances surrounding the Camp Fire this goal has been retired for 2019-2020. It is included here for 2017-2019 reference only.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent notification system maintained regularly, periodic parent surveys, and invitations to public meetings.	Metric Met	Metric will be met	Metric will be met	Due to circumstances surrounding the Camp Fire this goal has been retired for 2019-2020. It is included here for 2017-2019 reference only.
EL, Title 1 and subgroup specific targeted public meeting invitations and surveys as applicable	Metric Met	Metric will be met.	Metric will be met.	Due to circumstances surrounding the Camp Fire this goal has been retired for 2019-2020. It is included here for 2017-2019 reference only.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: STUDENT ACHIEVEMENT Increase the number of career technical education (CTE) participants, concentrators, or completers	2015-2016: 55 Participants 11 completers 20% of participants were completers	Increase participants and completers by 5%	Increase participants and completers by 5%	Due to circumstances surrounding the Camp Fire this goal has been retired for 2019-2020. It is included here for 2017-2019 reference only.
Priority 5: PUPIL ENGAGEMENT Middle school students dropping out	0%	0%	0%	Due to circumstances surrounding the Camp Fire this goal has been retired for 2019-2020. It is included here for 2017-2019 reference only.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
High school students dropping out	15/16 Graduates 2.93%	Less than 10%	Less than 10%	Due to circumstances surrounding the Camp Fire this goal has been retired for 2019-2020. It is included here for 2017-2019 reference only.
High school students graduating	96%	At least 90%	At least 90%	Due to circumstances surrounding the Camp Fire this goal has been retired for 2019-2020. It is included here for 2017-2019 reference only.
Attendance rate	15/16 99.07%	At least 90%	At least 90%	Due to circumstances surrounding the Camp Fire this goal has been retired for 2019-2020. It is included here for 2017-2019 reference only.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic absentee rate (prior year)	4.85%	7.5%	10% or lower	Due to circumstances surrounding the Camp Fire this goal has been retired for 2019-2020. It is included here for 2017-2019 reference only.
Priority 6: SCHOOL CLIMATE Suspension rate	0%	0%	0%	Due to circumstances surrounding the Camp Fire this goal has been retired for 2019-2020. It is included here for 2017-2019 reference only.
Expulsion rate	0%	0%	0%	Due to circumstances surrounding the Camp Fire this goal has been retired for 2019-2020. It is included here for 2017-2019 reference only.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students, parents and teachers report feeling safe and supported at school	97% of students feel safe 97.6% of parents stated their student feel safe 92% of students feel supported 90% of parents feel supported 97% of staff feel supported	At least 90% of students, parents, and staff will continue to feel safe and supported	At least 90% of students, parents, and staff will continue to feel safe and supported	Due to circumstances surrounding the Camp Fire this goal has been retired for 2019-2020. It is included here for 2017-2019 reference only.
Priority 8: OTHER STUDENT OUTCOMES The number of new student enrollments will exceed the number of student withdrawals on an annual basis.	2015-2016 First time enrollments: 285 Drop outs: 1 Other withdrawals: 186 Ratio 285:187	More students will be enrolled than withdrawn.	More students will be enrolled than withdrawn.	Due to circumstances surrounding the Camp Fire this goal has been retired for 2019-2020. It is included here for 2017-2019 reference only.

Planned Actions/Services

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

Action #1

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Move the TK-8 Chico learning center staff and students to a leased premises and begin construction/remodel for this group.	Plan, develop, and construct the remodel and expansion of the Elementary Resource Center. Facilitate the ERC	Due to circumstances surrounding the Camp Fire this goal has been retired for 2019-2020. It is included here for 2017-

Sign purchase agreement for high school property and begin development process for new high school facilities.	move to newly constructed facility. Continue the planning, development and construction of the High School center. Plan for space that allows for employee tutoring.	2019 reference only.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	total: 2,709,000.00	total: 2,008,335	N/A
Source	General Fund (including lottery)& Facilities Reserve	General Fund (Including lottery) and Facilities Fund	N/A
Budget Reference	5600 4400 6170 6200 5800 Fund 40	5600 4400 6100 6170 6200 5800	N/A

Action #2

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

Students to be Served **Location(s)**

All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide students with highly motivating curriculum Sustain positive environment through various activities, speakers, and supplemental curricula. Emphasize team building activities. Specifically target TK-KN by adding additional classes and/or events. Sustain transition plan for junior high to high school:	Provide students with highly motivating curriculum Sustain positive environment through various activities, speakers, and supplemental curricula. Emphasize team building activities. Specifically target TK-KN by adding additional classes and/or events. Sustain transition plan for junior high to high school:	Due to circumstances surrounding the Camp Fire this goal has been retired for 2019-2020. It is included here for 2017-2019 reference only.

Invite Jr hi to “shadow day” Add additional Jr. High events	Invite Jr hi to “shadow day” Add additional Jr. High events

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$21,750	$21,750	N/A
Source	General Fund (including lottery)	General Fund (including lottery)	N/A
Budget Reference	4300 2100 and 3000	4300 2100 and 3000	N/A

Action #3

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Ensure all school site personnel have training and policy guidance about specific subgroups.	Ensure all school site personnel have training and policy guidance about specific subgroups.	Due to circumstances surrounding the Camp Fire this goal has been retired for 2019-2020. It is included here for 2017-2019 reference only.

Budgeted Expenditures

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

Action #4

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Ensure parents and staff have training on engagement strategies and curriculum	Ensure parents and staff have training on engagement strategies and curriculum. Offer parent trainings at the high school level and continue and expand trainings at the TK8. Offer a variety of trainings including trainings regarding safety and teen topics and working with students with disabilities. Increase tech knowledge by	Due to circumstances surrounding the Camp Fire this goal has been retired for 2019-2020. It is included here for 2017-2019 reference only.

	sharing current topics and cyber safety.

Budgeted Expenditures

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

Action #5

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

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

N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase access to extracurricular activities offered by the school including sports and clubs in order to increase student engagement	Increase access to extracurricular activities offered by the school including sports and clubs in order to increase student engagement	Due to circumstances surrounding the Camp Fire this goal has been retired for 2019-2020. It is included here for 2017-2019 reference only.

Budgeted Expenditures

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

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

Action #6

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

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

Modified	Modified	Modified
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Further expand the CTE ICT pathway, Sustain CTE Pathways in Medical/Health Field, American Sign Language, and Agriculture. Target invitations to subgroups for these schoolwide programs and host informational events to support the marketing of these programs. (For the duration of the CTE grant, the LCAP will provide the matching portion of the CTE grant. When the CTE grant is exhausted, the school will pick up the other portions of the positions through LCAP funds.)	Sustain the CTE ICT pathway, Sustain CTE Pathways in Medical/Health Field, Interpreting for the Deaf, and Agriculture. Target invitations to subgroups for these schoolwide programs and host informational events to support the marketing of these programs. Add a Skills USA group for the ICT pathway, and continue to support the Skills USA group for the medical pathway. Continue to support Agriculture and FFA. Offer an event for 6-8th grade to share our CTE programs. Support CTE capstone classes by hiring student interns for ICT.	Due to circumstances surrounding the Camp Fire this goal has been retired for 2019-2020. It is included here for 2017-2019 reference only.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$102,464.60	$282,688.00	N/A

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

Action #7

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A - New Action Item added in 2018-2019	Continue development of a jr. high hybrid program.	Due to circumstances surrounding the Camp Fire this goal has been retired for 2019-2020. It is included here for 2017-2019 reference only.

Budgeted Expenditures

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

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

Unchanged

Goal 2

Student achievement will increase in the core academic areas.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

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

Priority 1: BASIC SERVICES Teachers appropriately assigned	15-16 Base Year 100%	100%	100%	100% of teachers will be appropriately assigned
Teachers fully credentialed for core subject areas overseen. Highly qualified teacher (HQT) oversight was transitioned out in 2018-2019. 2019-2020 Metric - All inexperienced teachers will be mentored.	100%	100%	100%	100% of inexperienced teachers will be mentored

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers fully credentialed for students they are teaching core subject matter to. Highly qualified teacher (HQT) oversight was transitioned out in 2018-2019. 19-2020 Metric - Inexperienced teachers courses will be overseen by an experienced teacher.	100%	100%	100%	100%
Students with sufficient instructional materials	100%	100%	100%	100% of students will have sufficient instructional materials

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2: IMPLEMENTATION OF STATE STANDARDS Students are assigned common core math curriculum or supplements as reported by teachers as a measurement of implementation of state academic content and performance standards	100%	100%	100%	100% of students will be assigned common core math curriculum or supplements.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL students are assigned specified ELD/common core curriculum for English Language Learners and demonstrate progress in curriculum based assessments as a measurement of how programs and services enable ELs to access common core standards and ELD standards and show performance progress	100%	EL students will make one year of language growth each year	100% and students will make growth each year	100% of EL students will be assigned English Language Development curricula and demonstrate progress in curricula based assessments.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: STUDENT ACHIEVEMENT Participation in Statewide assessments administered pursuant to the California Assessment Student Performance Program (Prior year CAASPP)	96%	Participation will equal or exceed 95%	Participation will equal or exceed 95%	Participation in statewide CAASPP assessments will equal or exceed 95%.
Student performance on CAASPP tests will increase per the CA Dashboard (prior year)	SWD declined 3.5 points in math. All other subgroups increased over prior year scores in both math and ELA	All subgroups will increase 1 or more points	All subgroups will increase 1 or more points.	All subgroups will increase 1 or more points on CAASPP tests per the CA Dashboard.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduates with UC/CSU required coursework (prior year)	22%	At least 22% of graduating seniors will be college ready	At least 25% of graduating seniors will be college ready.	At least 25% of graduating seniors will be college ready.
English learners making progress towards English proficiency on CELDT assessment (AMAO 2) ELPAC to replace CELDT assessment when fully implemented	100%	All EL students will show progress	All EL students will show progress	100% of English Learners will make progress towards English proficiency on the ELPAC
English learners reclassified as English proficient (AMAO 3)	33%	33%	33%	If a significant subgroup is present, 33% of the EL subgroup will be reclassified as English Proficient

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
11th and 12th grade students enrolled in at least one Advanced Placement, International Baccalaureate, or dual credit course	33%	33% or more	33% or more	33% or more of 11th and 12th grade students will be enrolled in at least one Advanced Placement, IB, or concurrent enrollment course.
Students enrolled in college courses will receive a 3.0 or higher on dual credit coursework	75%	At least 70%	At least 70%	At least 70% of students participating in concurrent enrollment will receive grades reflecting a 3.0 on college coursework.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Participating grade 11 students will score “Ready” or “Conditionally Ready” on the Early Assessment Program (EAP) The metric is no longer applicable and is being replaced for 2018-2019.	66% - ELA 33% - Math	35% of math students and 70% of English students will be reported as college ready	N/A - Metric Replaced	N/A - Metric Replaced

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students will be reported on the Dashboard as being College/Career ready.	43.4% of students as reported on the California Dashboard are reported as being College / Career ready. 27.9% of Socioeconomically Disadvantaged students and 44.1% of White students are reported as being College / Career ready.	N/A	All student groups will increase in college/career readiness.	All student groups will increase in college/career readiness.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 7: COURSE ACCESS Students will be enrolled in all required core academic areas as evidenced by compliance check of the Master Agreement	100%	100%	100%	100% of all students will be enrolled in all required core academic areas

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

Planned Actions/Services

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

Action #1

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Update textbooks and supplies and curriculum for CTE, expanded science seminars, expanded ICT courses and	purchase additional textbooks and supplies and curriculum for CTE, expanded ICT and Med courses and	Update and purchase curriculum (HS: English, History, Health, CTE TK8: Health, Social Studies)

offerings. Update and purchase CCSS curriculum as needed audio books, supplies, and online curriculum	offerings. Update and purchase CCSS curriculum as needed (Math, History, Science) audio books, supplies, and online curriculum	Update and purchase additional CCSS curriculum as needed including online curriculum Update, purchase and sustain equipment, curriculum and courses as to support the CTE pathways

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$273,277.00	$118,515.63	$517,208
Source	General Fund Lottery	General Fund Lottery CTEIG	General Fund Lottery CTEIG
Budget Reference	4300, 4200, 5800, 5200	4300 4200 5800 5200 1100 3000	4300 4200 5800 5200 1100 3000

Action #2

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Extensive Parent/teacher training: Ongoing parent/teacher training for adopted Math and ELA CCSS as well as NGSS curric.	Extensive Parent/teacher training Ongoing parent/teacher training for adopted Math and ELA CCSS as well as NGSS curric, History and Health.	Training and policy guidance on sub groups and extensive Parent/ Teacher training on core content as well as intervention strategies and college and career readiness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Year	2017-18	2018-19	2019-20
Amount	$7000	$7000	$114,961
Source	supplemental/ concentration	supplemental/ concentration	Supplemental/ Concentration
Budget Reference	5600	5600	5600

Action #3

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Limited to Unduplicated Student Groups	All Schools

Actions/Services

Select from New, Modified, or Unchanged	Select from New, Modified, or Unchanged	Select from New, Modified, or Unchanged

for 2017-18	for 2018-19	for 2019-20
Modified	Modified	Modified
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Sustain LCAP approved center/employee intervention Including ELA and Math support at all levels additional math and ELA support Student Support Services Provider Additional support classes ELA and Math k-12 Employee provided learning center tutoring, intervention and support	Sustain LCAP approved and Title One supported center/employee intervention/ Tutoring Including: ELA and Math support including special curriculum at all levels Student Support Services Provider at the high school for academic and social/emotional support Increase parent coaching and PLT coaching for K-3 intervention facilitated by Title One staff Increase school psychologist services and school counseling services	Sustain center/employee intervention and tutoring and add Assessment and Accountability personnel Sustain Student Support Services Provider at the high school Additional Math and ELA classes offered at the resource center Sustained increased school counseling and psychological services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Year	2017-18	2018-19	2019-20
Amount	$200,000.00	$431,053.00	$400,726
Source	supplemental/ concentration	supplemental/concentration Title 1 ($131,554) SpEd MTSS General Fund	supplemental/concentration Title 1 ($150,335) SpEd General Fund Low Performing
Budget Reference	1100, 2100, 3000	1100 2100 3000 4000	1100 2100 3000 4000

Action #4

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

Students to be Served	Location(s)
N/A	N/A

OR

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

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

English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Sustain tutoring and increase support through additional art, music, dance and academic courses	increase tutoring and support through additional art, music, dance and academic courses	Add additional art, music, dance, and academic courses and increase student budgets to allow students more access to art and music

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$217,934	$287,965	$378,435
Source	Supplemental/ Concentration	supplemental/concentration	supplemental/concentration
Budget Reference	5800	5800	5800

Action #5

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Limited to Unduplicated Student Groups	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Purchase and provide intense support on intervention programs specific to struggling students	Purchase and provide intense support on intervention programs specific to struggling students. Add additional math supports on campus, potentially student math tutors.	Continue to expand intervention curriculum Continue to add additional supports with math and reading on campus

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5000	$12,000	$15,000
Source	supplemental/ concentration	supplemental/ concentration	Supplemental/ Concentration
Budget Reference	4300, 5800, 4200	4200 4300 5800	4200 4300 5800

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

New

Goal 3

Implement supports for students and staff that aid in trauma recovery and social-emotional learning

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: Increased trauma supports due to Camp Fire victims and recovery efforts

Identified Need:

Due to extreme circumstances, and increased trauma due to the Camp Fire, and all related recovery efforts, this is a high need for the students in our school community. CORE Butte has noticed an increase in social-emotional struggles of the students in our school community in grades K-12.

Expected Annual Measureable Outcomes

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

Priority 3: PARENT ENGAGEMENT All parent seats on Board of Directors and in Charter Advisory Council filled	100% of parent seats on CAC and BOD are filled	N/A	N/A	100% of parent seats on CAC and BOD will be filled
Parent notification system maintained regularly, periodic parent surveys, and invitations to public meetings.	Metric Met: Parent notification system is maintained regularly, periodic parent surveys are administered and public meetings are posted to the public for attendance.	N/A	N/A	Metric will be Met: Parent notification system will be maintained regularly, periodic parent surveys will be administered and public meetings will be posted to the public for attendance.

EL, Title 1 and subgroup specific targeted public meeting invitations and surveys as applicable	Metric Met	N/A	N/A	Metric will be met
Priority 5: PUPIL ENGAGEMENT Middle school students dropping out	0%	N/A	N/A	0% of middle school students will drop out
High school students dropping out	Less than 2% of high school students dropped out in the 2017-2018 school year.	N/A	N/A	Less than 10% of high school students will drop out.

High school students graduating	91.6% of students graduated overall as reported on the California Dashboard. 88.9% of socioeconomically disadvantaged students graduated while 92.7% of white students graduated	N/A	N/A	At least 90% of high school students will graduate
Attendance rate	Attendance rate was 98.62 for 2017-2018.	N/A	N/A	The school will maintain at least 90% attendance rate.

Chronic absentee rate (prior year)	Overall chronic absentee rates for 20172018 were 2.1%. Students with Disabilities showed a 2.5% chronic absentee rate, while socioeconomically disadvantaged students displayed a 4.2% rate. Two or more races were 2.8% chronically absent, Hispanics were 1.3% and our white subgroup was at 2%.	N/A	N/A	Each subgroup will show a chronic absentee rate of 10% or lower
Priority 6: SCHOOL CLIMATE Suspension rate	0%	N/A	N/A	0%

Expulsion rate	0%	N/A	N/A	0%
Students, parents and teachers report feeling safe and supported at school	Between 90% and 100% of students and parents feel safe at school.	N/A	N/A	At least 90% of students, parents, and staff will continue to feel safe and supported

Planned Actions/Services

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

Action #1

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

Students to be Served	Location(s)
N/A	N/A

OR

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

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

English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Offer regular workshops focused on the visual and performing arts, more opportunities for families to connect through the center, and more extra-curricular opportunities to engage in positive, healthy activities (ie clubs, sports, field trips, social events, mixers).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$100,000.00
Source	N/A	N/A	General Fund Supplemental and Concentration

Budget Reference	N/A	N/A	5800

Action #2

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

Students to be Served	**Location(s)**
All Students	All Schools

OR

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

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

Actions/Services

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

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

N/A	N/A	Offer training for staff and parents focused on social-emotional development of students, and equip staff and parents with the skills necessary to work with students who have extreme social-emotional concerns. Implement and train on social-emotional curriculum options for parents to utilize at home with their student(s).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$20,000
Source	N/A	N/A	General Fund Lottery Title 2 SpEd
Budget Reference	N/A	N/A	1100 4300 5800 4200 5200 5600

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Implement a more structured approach to teaching students skills necessary to work through stress, anxiety, and trauma. Include support groups by trained facilitators, training for students and staff, and curriculum for students and staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$10,000
Source	N/A	N/A	SpEd General Fund Title 2
Budget Reference	N/A	N/A	4300 5200 1100

Action #4

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

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

N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Develop and implement parent to parent mentoring, meet ups, training and support structure

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$5000
Source	N/A	N/A	General Fund
Budget Reference	N/A	N/A	4300 5600 5800

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 535,596.00	8.33 %

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

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

1. Ensure all school-site personnel receives training and policy guidance regarding sub-groups
a. due to the fact that all school personnel will be engaged in this training, all students will benefit
b. though the training is specific to sub-groups, it will increase knowledge and understanding of good teaching practice and how students learn best, thus benefitting the entire school

2. Expand the CTE pathways including additional informational events and marketing
a. though this will support our unduplicated population greatly, this will also support all students
b. the school will make every effort to specifically market and recruit unduplicated students, but all students will be welcome into our CTE pathways

3. Parent training

a. the school will make every effort to encourage and invite parents of unduplicated pupils to attend trainings throughout the year, including offering meals and enrichment options for their students while the parents are in training
b. parent training will be accessible to all families, thus benefitting the entire school community

4. Hiring a support services provider at the high school, adding additional math and ELA classes at the elementary and high school campuses
a. the Student Support Services Technician will greatly benefit the unduplicated population through 1-1 support and with a background knowledge in social work
b. all of these items, though specifically added for our unduplicated pupil population, will benefit any student who may need access to these additional classes or the the SSST.

5. Increase student budgets to allow students more access to art and music
a. though this was added due to the fact that research shows that students engaged in art and music courses, score higher academically, the real intention is to help our unduplicated students have more access to enriching experiences, including art and music. This additional funds will allow students to access a full year of art or music as part of his/her academic program.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 621,842	8.84%

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

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

1. Ensure all school-site personnel receive training and policy guidance regarding sub-groups
a. due to the fact that all school personnel will be engaged in this training, all students will benefit

b. though the training is specific to sub-groups, it will increase knowledge and understanding of good teaching practice and how students learn best, thus benefiting the entire school

2. Sutain and refine the CTE pathways including additional informational events and marketing. Include the addition of a Skills USA team under ICT, continue the development of the Skills USA Medical team, share CTE programs with the 6-8th grade students at CORE Butte.
a. though this will support our unduplicated population greatly, this will also support all students
b. the school will make every effort to specifically market and recruit unduplicated students, but all students will be welcome into our CTE pathways

3. Parent training on standards, specifically the NGSS, health, ELA Math, and History standards, and working as the primary educator with students
a. the school will make every effort to encourage and invite parents of unduplicated pupils to attend trainings throughout the year, including offering meals and enrichment options for their students while the parents are in training
b. parent training will be accessible to all families, thus benefiting the entire school community

4. Sustain the Student Support Services Technician position at the high school, adding additional math and ELA classes at the elementary and high school campuses, increase school psych services and the availability of a counselor at the high school
a. the Student Support Services Technician will greatly benefit the unduplicated population through 1-1 support and with a background knowledge in social work
b. all of these items, though specifically added for our unduplicated pupil population, will benefit any student who may need access to these additional classes or the the SSST.

5. Sustain increased student budgets to allow students more access to art and music
a. though this was added due to the fact that research shows that students engaged in art and music courses, score higher academically, an alternative intention is to help our unduplicated students have more access to enriching experiences, including art and music. This additional funds will allow students to access a full year of art or music as part of his/her academic program.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services

$705,913	8.92%

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).

G2A1
Update and purchase curriculum (HS: English, History, Health, CTE TK8: Health, Social Studies)
Update and purchase additional CCSS curriculum as needed including online curriculum
Update, purchase and sustain equipment, curriculum and courses to support the CTE pathways
*though this will support our unduplicated population greatly, this will also support all students
*the school will make every effort to specifically market and recruit unduplicated students, but all students will be welcome into our CTE pathways and have access to updated curriculum and CTE

G2A2
Training and policy guidance on sub groups and extensive Parent/ Teacher training on core content as well as intervention strategies and college and career readiness.
*due to the fact that all school personnel will be engaged in this training, all students will benefit
*though the training is specific to sub-groups, it will increase knowledge and understanding of good teaching practice and how students learn best, thus benefiting the entire school

G2A3
Sustain center/employee intervention and tutoring and add Assessment and Accountability personnel
Sustain Student Support Services Provider at the high school
Additional Math and ELA classes offered at the resource center
Sustained increased school counseling and psychological services
*the Student Support Services Technician will greatly benefit the unduplicated population through 1-1 support and with a background knowledge in social work
*all of these items, though specifically added for our unduplicated pupil population, will benefit any

student who may need access to these additional classes or the the SSST.

G2A4
Add additional art, music, dance, and academic courses and increase student budgets to allow students more access to art and music
* though this was added due to the fact that research shows that students engaged in art and music courses, score higher academically, an alternative intention is to help our unduplicated students have more access to enriching experiences, including art and music. Research also shows that an increase in the visual and performing arts helps to reduce the adverse affects of trauma.This additional funds will allow students to access a full year of art or music as part of his/her academic program.

G3A1
Offer regular workshops focused on the visual and performing arts, more opportunities for families to connect through the center, and more extra-curricular opportunities to engage in positive, healthy activities (ie clubs, sports, field trips, social events, mixers, CTE).
*though this will support our unduplicated population greatly, this will also support all students and help all students more fully engage in the school community
*the school will make every effort to specifically market and recruit unduplicated students, but all students will be welcome into our CTE pathways, athletic teams, and extra curricular activities

G3A2
Offer training for staff and parents focused on social-emotional development of students, and equip staff and parents with the skills necessary to work with students who have extreme social-emotional concerns. Implement and train on social-emotional curriculum options for parents to utilize at home with their student(s).
*the school will make every effort to encourage and invite parents of unduplicated pupils to attend trainings throughout the year, including offering meals and enrichment options for their students while the parents are in training, and varied training times for parents who may work
*parent training will be accessible to all families, thus benefiting the entire school community

G3A3
Implement a more structured approach to teaching students skills necessary to work through stress, anxiety, and trauma. Include support groups by trained facilitators, training for students and staff, and curriculum for students and staff.

*though this will greatly support the unduplicated students, this will also greatly benefit all students and help them to become productive members of society.
*research shows that intentional training in Social-Emotional Learning (SEL) helps to aid in the recovery from severe trauma. Due to the Camp Fire in Butte County, all students are greatly needing strategies to cope with the trauma

G3A4
Develop and implement parent to parent mentoring, meet-ups, training and support structure
*this will benefit all students as it will be an avenue to better engage all parents at the school, including parents of unduplicated students