

## § 15497. Local Control and Accountability Plan and Annual Update Template.

### Introduction:

LEA: Camptonville Academy      Contact: Chris Mahurin, Director, [cmahurin@camptonvilleacademy.org](mailto:cmahurin@camptonvilleacademy.org), 530-742-2786      LCAP Year: 2014-2015

### **Local Control and Accountability Plan and Annual Update Template**

*The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.*

*The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

## State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

### A. Conditions of Learning:

**Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

**Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

**Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

**Expelled pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

**Foster youth (for county offices of education only):** coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

### B. Pupil Outcomes:

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

### C. Engagement:

**Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

### **Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

#### **Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>On-going Personalized Learning &amp; Stakeholder Engagement</p> <ul style="list-style-type: none"> <li>Our Personalized Learning charter structure allows for on-going stakeholder engagement. For every student enrolled, Parent, Student, and Teacher teams meet a <u>minimum</u> of six times per year (Learning Period Meetings). Parent, staff, and student surveys are updated and reviewed annually. Regular staff and subject matter teams allow for additional staff input. Charter Council is comprised of students, staff, and parents and meets quarterly. An additional Parent Club meets regularly and is attended by staff to support and help coordinate. The Associated Student Body (ASB) further fosters student participation and leadership. Governing Board Membership is comprised of a minimum of two Parent members. California Standardized Test (CST) data is prepared and reviewed annually by all teaching staff, admin. staff, Charter Council, Charter School Board, and sponsoring district school board. Overall, CORE @ The Camptonville Academy strives to facilitate a positive culture involving all stakeholders towards student success. Our Motto is <i>Personalized Learning for Student Success!</i></li> <li>During the 2013-2014 school year, CORE @ The Camptonville Academy held numerous meetings with stakeholder groups to inform and collaborate around the implementation of the Common Core Standards, Local Control Accountability Plan (LCAP), and Local Control Funding Formula (LCFF). Informational resources and California Standardized Test (CST) data was prepared to assist in the understanding of the schools process towards implementation. LCAP, LCFF, and CCSS were agendized discussions at staff, parent, charter council, and school board meetings. Parent workshops were also held regularly to more directly address Common Core State Standards and implementation. Surveys were updated to gather information towards LCAP development. Finally, a public hearing on LCAP will be held in June, 2014, prior to LCAP and 14/15 budget adoption.</li> </ul>	<p>Engaging stakeholders has been instrumental in echoing common goals. The goals include maintaining the <i>personalized learning</i> approach, and involving parents as a central part of the educational process. In addition, stakeholder discussions have provided a clear path towards program development and improvement. Additional goals include implementation of Common Core standards, increasing math proficiency for all students, and broadening Career Technical Education offerings.</p>

**Section 2: Goals and Progress Indicators**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a

specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil 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 the goal.

#### **Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups as defined in EC 52052) or indicate "all" for all pupils.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>CORE@The Camptonville Academy believes in meaningful learning that connects schoolwork to college and career. The goal is to increase the relevance and impact each student's education by helping them gain the skills, technical knowledge, and real-world experience they need for high-skill, high-demand, high-wage careers. To this end, CORE will host internal and community programs, and partner with businesses, colleges, and civic organizations to set up internships and workplace experience. In addition the administration will actively seek funding and expertise to ensure varied and rigorous programs.</p>	<p><u>Conditions of Learning</u> Goal 1.) Ensure that all students have opportunity toward Career Technical Programs</p>	<p>All students including Socioeconomically Disadvantaged, English Learners, RFEF, Hispanic or Latino, White, and Students with Disabilities</p> <p>Students will find opportunity to pursue interests and develop skills toward a career pathway</p>	<p>Pilot Career Technical programs</p> <p>Increased number of students participating in Career Technical programs (<i>increased course access</i>)</p> <p>Established community partnerships</p> <p>Remodel/repair MRC for use</p> <p>Beginning use of facilities</p> <p>Staff/parent/student awareness through site meetings, email, ongoing teacher/family conversations (<i>ensure course access for all students</i>)</p>	<p>Established and extended Career Technical programs</p> <p>Increased number of students participating in Career Technical programs (<i>increased course access</i>)</p> <p>Established partnerships for internship opportunities</p> <p>Increase use of maintained facilities including staffing and funding</p>	<p>More students enthused about and engaged in career pathways</p> <p>Increased number of students participating in Career Technical programs (<i>increased course access</i>)</p> <p>Maintain partnerships for internship opportunities</p> <p>Full use of maintained facilities including staffing and funding</p>	<p>1. Students becoming college and career ready</p> <p>2. High student engagement and actively attending in course rigor; high graduation/minimal drop-out rates;</p> <p>3. Positive school culture which fosters self-learners</p> <p>4. Communication to and feedback from parents; solicit parent help to secure work experience placement</p> <p>5. Improve and maintain facility condition</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups as defined in EC 52052) or indicate "all" for all pupils.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
				<p>Increased number of teachers that have valid CTE credential</p> <p>Hire 100% FTE credentialed High School Counselor</p> <p>Standards-aligned instructional materials maintained to 100%</p> <p>Alignment of CTE instruction to CCSS (ELA, Math, Science)</p> <p>Research requirements for CTE courses to be UCA to G approved</p>	<p>Staff/parent/student awareness through site meetings, email, teacher/family conversations (ensure course access for all students)</p> <p>Increased number of teachers that have valid CTE credential</p> <p>Maintain 100% FTE credentialed High School Counselor</p> <p>Standards-aligned instructional materials maintained to 100%</p>	<p>Staff/parent/student awareness through site meetings, email, ongoing teacher/family conversations (ensure course access for all students)</p> <p>Increased number of teachers that have valid CTE credential</p> <p>Maintain 100% FTE credentialed High School Counselor</p> <p>Standards-aligned instructional materials maintained to 100%</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
				Alignment of CTE instruction to CCSS (ELA, Math, Science)	Alignment of CTE instruction to CCSS (ELA, Math, Science)	Alignment of CTE instruction to CCSS (ELA, Math, Science)	
				Apply for UC A to G approval for CTE courses	Apply for UC A to G approval for CTE courses	Increase UC A to G CTE course offerings	



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups as defined in EC 52052) or indicate "all" for all pupils.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>CORE@The Camptonville Academy believes in growth math mind sets by which all students may achieve higher levels of math. It is the staff's goal to maintain positive math learning. To this end, staff will attend professional development sessions, communicate productive math strategies to parents, and host math workshops and events. A "math minds" committee will regularly meet to review CCSS materials for adoption and to discuss best practices. Our vision is to see all students engaged in rigorous academic coursework that leads to confident math skills.</p>	<p><u>Pupil Outcomes</u> Goal 2.) Ensure that all students make progress toward proficiency in Math.</p>	<p>All students including Socioeconomically Disadvantaged, English Learners, RFP, Hispanic or Latino, White, and Students with Disabilities</p> <p>Socioeconomically Disadvantaged students will increase toward math proficiency.</p>	<p>Increased number of students participating in Math Counts program</p> <p>5% Higher percentage of CAHSEE pass rates</p> <p>Increased percentage of 1<sup>st</sup> year students placing into Junior College, UC/CSU weight bearing math courses</p> <p>Positive math talks among parents, students and teachers</p> <p>Increased center class course offerings (Common Core Aligned)</p> <p>Increase tutoring support for Math</p>	<p>Increased number of students competing in Math Counts event</p> <p>7% Higher percentage of CAHSEE pass rate</p> <p>Healthy Baseline assessment scores established</p> <p>Increased levels of engagement</p> <p>Maintain center class course offerings (Common Core Aligned)</p> <p>Maintain tutoring support for Math</p>	<p>Improved Statewide ranking</p> <p>10% Higher percentage of CAHSEE pass rates</p> <p>Increased proficiency on standardized tests by 5%</p> <p>Increased Academic Performance Index (API) to 800</p> <p>Increased levels of engagement</p> <p>Maintain center class course offerings (Common Core Aligned)</p>	<p>4. Regular attendance to math classes; Daily attention to independent study math lessons; Regular cooperative math groups</p> <p>5. Math workshops to support parents as educators; Surveys and conversations to collect parent input</p> <p>6. HQT instruction/oversight for all higher level math courses; CCSS aligned materials, support to prepare for state assessment; (1.)EAP college ready support</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
				100% of math instruction delivered by Highly Qualified Teachers (HQT)  Increase HQT math staff (2 FTE)	100% of math instruction delivered by Highly Qualified Teachers (HQT) Maintain HQ math staffing	Maintain tutoring support for Math 100% of math instruction delivered by Highly Qualified Teachers (HQT) Maintain HQ math staffing	8. Access to CCSS, A-G materials; HQT tutoring; Online resources; School Counselor (3.) Formative and Summative assessments

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	
<p>CORE@The Camptonville Academy believes that successful transition to the Common Core standards relies on a sense of stability through consistent, collaborative routines. Time tested routines for planning, assessing, and adapting instruction based on student needs provide the infrastructure for implementing the Common Core. The goal is to create and maintain stability and confidence in the newly adopted standards. To this end, the staff will seek updated information through professional development opportunities and commonly circulated materials. It will respectfully engage in ongoing conversations, support implementation, and model a common core approach during teacher/student meetings.</p>	<p><u>Engagement</u> Goal 3.) Ensure that all students, parents and staff successfully transition to Common Core State Standards.</p>	<p>All students including Socioeconomically Disadvantaged, English Learners, RFEF, Hispanic or Latino, White, and Students with Disabilities</p>	<p>100% of teaching staff trained in Common Core Standards Host Common Core parent trainings Adopt Common Core math curriculum Incorporate Common Core approach in all center classes Utilize CORE's Common Core CSI Tool Kit Expose all students to Smarter Balanced Assessment prep materials and the necessary test skills Encourage collaborative networking Model Common Core thinking at LP meetings; teach critical reading skills to text surveying</p>	<p>Adopt ELA and Science Common Core curriculum Host preview displays of newly adopted curriculum Offer presentations on the use of new curriculum Analyze state based data and determine areas to improve Continue to support parents and students by guiding through higher levels of learning domains</p>	<p>Maintain course access and instructional materials for Common Core Standards</p>	<p>1. State Assessment data that drives choices regarding student achievement; score on Academic Performance Index 5. Ongoing efforts to seek parent input and promote parental participation 7. Implementation of Common Core State Standards for all students 8. Access to CCSS, A-G materials; HQT tutoring; Online resources; School Counselor (3.) Formative and Summative assessments</p>

**Section 3: Actions, Services, and Expenditures**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code 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?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
				LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p><b>Goal 1.</b> Ensure that <u>all</u> students have opportunity toward <b>Career Technical Programs</b></p> <p><i>All students including Socioeconomically Disadvantaged, Hispanic or Latino, White, and Students with Disabilities</i></p>	<ol style="list-style-type: none"> <li>1. Students becoming college and career ready</li> <li>2. High student engagement actively attending and participating in course rigor; high graduation/minimal drop-out rates;</li> <li>3. Positive school culture which fosters self-learners</li> <li>4. Communication to and feedback from parents; solicit parent help to secure work experience placement</li> <li>5. Improve and maintain facility condition</li> </ol>	<p>Full-Time Credentialled High School Counselor</p> <p>Engineering and aerospace instruction in aligned with science class instruction</p> <p>Robotics and Coding Class</p> <p>Aerospace program</p>		<p>LCAP YEAR Year 1: 2014-15</p> <p>Hire Full-Time Credentialled High School Counselor (\$55,300) LCAP Funds</p> <p>Integrate engineering and aerospace instruction in Life and Physical Science Courses (\$1000) General Fund</p> <p>Robotics and Coding Class (2X per month) (\$1400) General Fund</p> <p>Expand Aerospace program, offering Beg/Adv Flight Instruction &amp; Beg/Adv Model Aeronautics (\$7000) General Fund</p>	<p>Year 2: 2015-16</p> <p>Staff Full-Time Credentialled High School Counselor (\$57,512) LCAP Funds</p> <p>Integrate engineering and aerospace instruction in Life and Physical Science Courses (\$1000) General Fund</p> <p>Robotics and Coding Class (weekly) (\$2800) General Fund</p> <p>Expand Aerospace program, offering Beg/Adv Flight Instruction &amp; Beg/Adv Model Aeronautics (\$8000) General Fund</p>	<p>Year 3: 2016-17</p> <p>Staff Full-Time Credentialled High School Counselor (\$59,812) LCAP Funds</p> <p>Expand engineering and aerospace coursework into K-6 class offerings (\$5000) LCAP &amp; General Funds</p> <p>Expand participation in Robotics and Coding (\$2800) General Fund</p> <p>Expand Aerospace program, offering Beg/Adv Flight Instruction &amp; Beg/Adv Model Aeronautics (\$9000) General Fund</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
				LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
				Professional development to integrate engineering and aerospace instruction (\$1500) General Fund	Professional development to integrate engineering and aerospace instruction (\$1500) General Fund	Professional development to integrate engineering and aerospace instruction (\$1500) General Fund
		Operate Marysville Resource Center		Re-model MRC to facilitate aerospace program offerings (\$100,000) Special Reserve	Maintain MRC to facilitate aerospace program offerings (\$5000) General Fund	Maintain MRC to facilitate aerospace program offerings (\$5000) General Fund
		Career Technical Education Off-Site		Increase awareness and participation in ROP, Yuba College, and One Stop programs (No cost)	Increase awareness and participation in ROP, Yuba College, and One Stop programs (No cost)	Increase awareness and participation in ROP, Yuba College, and One Stop programs (No cost)
<b>Goal 2.</b> Ensure that <u>all</u> students make progress toward proficiency in <i>Math</i> .	<b>4.</b> Regular attendance to math classes; Daily attention to independent study math lessons; Regular cooperative math groups	Highly Qualified Math Teachers  Math Tutoring		Hire additional FTE Math Credentialed Teacher (\$55,300) LCAP Funds & General Fund	Staff Full-Time Math Credentialed Teacher (\$57,512) LCAP Funds & General Fund	Staff Full-Time Math Credentialed Teacher (\$59,812) LCAP Funds & General Fund

<p><b>Goal</b> (Include and identify all goals from Section 2)</p>	<p><b>Related State and Local Priorities</b> (from Section 2)</p>	<p><b>Actions and Services</b></p>	<p><b>Annual Update: Review of actions/ services</b></p>	<p><b>What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?</b></p>		
				<p><b>LCAP YEAR</b> Year 1: 2014-15</p>	<p><b>Year 2: 2015-16</b></p>	<p><b>Year 3: 2016-17</b></p>
<p>All students including Socioeconomically Disadvantaged, Hispanic or Latino, White, and Students with Disabilities</p>	<p>5. Math workshops to support parents as educators; Surveys and conversations to collect parent input  6. HQT instruction/oversight for all higher level math courses; CCSS aligned materials, support to prepare for state assessment; (1.)EAP college ready support  8. Access to CCSS, A-G materials; HQT tutoring; Online resources; School Counselor (3.) Formative and Summative assessments</p>	<p>Math Curriculum  Math Culture  Math Class Instruction  Professional Development for staff and parents (Math)</p>	<p>Annual Update: Review of actions/ services</p>	<p>Create additional, subject specific, tutoring "classes" (Hard Math Cafes) (\$5000) Title 1 and General Fund  Provide Common Core aligned math options for parents/students. (\$10,000) Title 1 and General Fund  Align math curriculum in center classes (College Preparatory Mathematics) (\$5000) Common Core  Expand Math Counts Club participation (\$2000) General Fund  Offer math center classes K-12. Add Foundational Algebra Course (\$10,000) Title 1  Offer CAHSEE Workshops and Tutoring (\$2,000) General Fund</p>	<p>Continue additional, subject specific, tutoring "classes" (Hard Math Cafes) (\$5000) Title 1 and General Fund  Provide Common Core aligned math options for parents/students. (\$10,000) Title 1 and General Fund  Align math curriculum in center classes (College Preparatory Mathematics) (\$1,000) General Fund  Expand Math Counts Club participation (\$2000) General Fund  Continue math center classes K-12 with Foundational Algebra Course (\$10,000) Title 1  Offer CAHSEE Workshops and Tutoring (\$2,000) General Fund</p>	<p>Continue additional, subject specific, tutoring "classes" (Hard Math Cafes) (\$5000) Title 1 and General Fund  Provide Common Core aligned math options for parents/students. (\$10,000) Title 1 and General Fund  Align math curriculum in center classes (College Preparatory Mathematics) (\$1,000) General Fund  Expand Math Counts Club participation (\$2000) General Fund  Continue math center classes K-12 with Foundational Algebra Course. (\$10,000) Title 1  Offer CAHSEE Workshops and Tutoring (\$2000) General Fund</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
				LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
				Parent training workshops (\$1,000) General Fund  Conference Participation (CCSA, APLUS, Center for Mathematics) (\$8,500) Title 1 and General Fund	Parent training workshops (\$1,000) General Fund  Conference Participation (CCSA, APLUS, Center for Mathematics) (\$9,500) Title 1 and General Fund	Parent training workshops (\$1,000) General Fund  Conference Participation (CCSA, APLUS, Center for Mathematics) (\$10,000) Title 1 and General Fund
				Phase in 3-year Math Graduation Requirement beginning with graduating class of 2018 (No Cost)	Phase in 3-year Math Graduation Requirement beginning with graduating class of 2018 (No Cost)	Phase in 3-year Math Graduation Requirement beginning with graduating class of 2018 (No Cost)
				Introduce Critical Skills Investigation Kit schoolwide (\$1000) Common Core Funds	Continue utilizing Critical Skills Investigation Kits (\$500) General Fund	Continue utilizing Critical Skills Investigation Kits (\$500) General Fund
		Common Core Training for Parents and Students		Parent/Student Workshops offered (\$500) General Fund	Increase Participation in Parent/Student Workshops (\$500) General Fund	Increase Participation in Parent/Student Workshops (\$500) General Fund
		Common Core Training for		Implement Common Core curriculum options in Math (\$40,000) Common Core & General Fund	Implement Common Core curriculum options in ELA (\$40,000) General Fund	Implement Common Core curriculum options in science and social science (\$50,000) General Fund
		Common Core curriculum				
<b>Goal 3.</b> Ensure that <u>all</u> students, parents and staff successfully transition to <b>Common Core State Standards</b> .  All students including Socioeconomically Disadvantaged, Hispanic or Latino, White, and Students with Disabilities	1. State Assessment data that drives choices regarding student achievement; score on Academic Performance Index  5. Ongoing efforts to seek parent input and promote parental participation  7. Implementation of Common Core State Standards for all students	Common Core Training for Parents and Students  Common Core Training for  Common Core curriculum		Parent training workshops (\$1,000) General Fund  Conference Participation (CCSA, APLUS, Center for Mathematics) (\$8,500) Title 1 and General Fund	Parent training workshops (\$1,000) General Fund  Conference Participation (CCSA, APLUS, Center for Mathematics) (\$9,500) Title 1 and General Fund	Parent training workshops (\$1,000) General Fund  Conference Participation (CCSA, APLUS, Center for Mathematics) (\$10,000) Title 1 and General Fund



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
				LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	8. Access to CCSS, A-G materials; HQT tutoring; Online resources; School Counselor (3.) Formative and Summative assessments	Common Core aligned classes and assignments  Professional Development		Align math center classes to Common Core.  Add Integrated Math to course offerings. (\$3,500) General Fund  Assignment sheets for learning records will have Common Core standards and objectives (No Cost)  Staff trainings in Common Core implementation in local meetings and conference attendance (\$8,500) Title 1 and General Fund  Phase in 3-year Science Graduation Requirement beginning with graduating class of 2018 (No Cost)	Align ELA center classes to Common Core.  Add Integrated Math II to course offerings. (\$7,000) General Fun  Staff trainings in Common Core implementation in local meetings and conference attendance (\$9,500) Title 1 and General Fund  Phase in 3-year Science Graduation Requirement beginning with graduating class of 2018 (No Cost)	Align science and social science center classes to Common Core.  Add Integrated Math III to course offerings. (\$10,500) General Fund  Staff trainings in Common Core implementation in local meetings and conference attendance (\$10,000) Title 1 and General Fund  Phase in 3-year Science Graduation Requirement beginning with graduating class of 2018 (No Cost)

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
All	All	For Low Income/ Socioeconomically Disadvantaged Students:  Additional tutoring and/or mentoring services (  Ensure all school site personnel have training and policy guidance about Low Income students.	LEA-wide		Additional one-on-one tutoring (\$5,000) LCAP Funds  HS Counselor available to mentor struggling students (no additional cost- HS Counselor duty)  Professional Development (no additional cost)	Additional one-on-one tutoring (\$7,000) LCAP Funds  HS Counselor available to mentor struggling students (no additional cost- HS Counselor duty)  Professional Development (no additional cost)	Additional one-on-one tutoring (\$9,000) LCAP Funds  HS Counselor available to mentor struggling students (no additional cost- HS Counselor duty)  Professional Development (no additional cost)
All	All	For Students with Disabilities:  Additional tutoring and/or mentoring services	LEA-wide		Additional one-on-one tutoring (\$5,000) LCAP Funds  HS Counselor available to mentor struggling students (no additional cost)	Additional one-on-one tutoring (\$7,000) LCAP Funds  HS Counselor available to mentor struggling students (no additional cost)	Additional one-on-one tutoring (\$9,000) LCAP Funds  HS Counselor available to mentor struggling students (no additional cost)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Ensure all school site personnel have training and policy guidance about serving Students with Disabilities.			Professional Development (no additional cost)	Professional Development (no additional cost)	Professional Development (no additional cost)

Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

CORE has approximately 52% unduplicated pupils, which qualify CORE for the supplemental LCAP funds of approximately \$ 65,413.00 in 2014-2015. Annual fund increases are based on anticipated enrollment growth of 3.0%. 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 district's goals for unduplicated pupils in the state priority areas: 1. Additional site--based supplemental instruction, and 2. The flexibility to provide additional tutoring in areas of greatest need. The school--wide increase of supplemental classes in English and math, as well as an increase of available tutoring for all students, is anticipated to increase proficiencies in all subgroups and school--wide.

C. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The Minimum Proportionality Percentage is 4.00%. School--wide, support classes and tutoring funds will be increased. CORE anticipates increasing the intervention and tutoring assignments by approximately 20% overall, approximately \$50,000 increase. This represents an increase of approximately \$225 per year per unduplicated student. The proportionality increase to low income pupils, foster youth, and EL learners will also be met in the addition of five support classes including two reading intervention classes, and three additional math support classes. The additional support classes will be funded by LCAP dollars.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.