

Introduction:

LEA: HomeTech Charter School **Contact (Name, Title, Email, Phone Number):** Michael Ervin, Principal/Superintendent, mervin@hometech.org, (530) 872-1171 ext. 11 **LCAP Year:** 2015-16

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. The LCAP and Annual Update Template must be completed by all LEAs each year.

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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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 and English language development 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:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, 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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Summary: All groups were noticed of LCAP work and given the opportunity to participate in the process to identify charter school needs within the eight priority areas. Invites went out through multiple means including meetings, All Calls, newsletters personal invites, and reminders.</p> <p>The approval of the charter renewal by Paradise Unified School District (PUSD), the charter-authorizing agency, took effect in 2014-15.</p>	<p>Summary: Stakeholders reviewed all data on LCAP metrics and provided input. All goals were reviewed and examined: Goal 1: Prepare more students for post secondary opportunities Goal 2: Student achievement will increase in the academic areas Goal 3: Improve academic achievement and engagement for all students Snapshot data and mid-year data were reviewed and discussed for current status.</p>

<p>Staff: Michael Ervin, Ashley Walburn, Bobbi Sanders, Wendy Lightbody, Gail Kemp, Tina Hamm, Julie Van Roekel, Charlotte Taft, Hilary Ervin, Danya Reynolds, Dan Evans January 20, 2016 February 24, 2016 March 23, 2016 April 27, 2016 May 11, 2016 May 18, 2016</p> <p>Parents: All parents were given the opportunity to take the on-line survey All parents were contacted via All Call</p> <p>Students: All students were offered the on line survey</p> <p>Board meetings: Tom Brogden, Michael Ervin, Dan Salas, Eric Rein, Krista Enos, Bobbi Sanders. September 14, 2015 March 8, 2016 April 11, 2016 May 9, 2016</p> <p>Admin: Presented and/or participated in both staff and board meetings</p> <p>Surveys were offered online in December 2014 and May 2015</p> <p>Data Provided: Access to the following data was provided as part of the feedback process: Home Tech data snapshot Budgets Mid-year data applicable to all goals Numbers of a-g classes Percent of students attending support classes</p>	<p>The renewal charter complements and validates all aspects of the LCAP.</p> <p>Staff: Reviewed results from parent/student surveys. Discussed number of students receiving at least one "F" Focused on Goal #1: Academic Support Reviewed all LCAP goals and progress Determined to adopt an assessment to measure common core standards Purchase more technology to improve students' engagement and achievement.</p> <p>Parents: Surveys taken in December 2015 and May 2016 All Call requested parents to give input regarding budget and priorities</p> <p>Students: Surveys taken in December 2015 and May 2016</p> <p>Board Meetings: The 204-15 LCAP was presented to the board for their review and thoughtful consideration The board was asked to review the curriculum for alignment, thus addressing Goals 2 and 3 of the LCAP Curriculum committee was formed to review and design alignment of the curriculum to meet LCAP goals 2 and 3. Board reviewed the parent and student surveys whose responses will be used to identify needs on the LCAP Parent and student surveys were loaded on to the website for 2014-15 data to be collected. Results of the surveys last year were reviewed. Monies designated to items in the LCAP were reviewed. The annual update was discussed. Updates were given on meeting the LCAP goals showing progress is being made in a positive direction.</p> <p>Admin: Board approval for principal to attend LCAP workshop September 2015</p> <p>A total of 97 surveys (53 parent surveys and 44 student surveys) were completed in December 2015</p>
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<p>Survey results</p> <p>Draft LCAP to the board on June 6, 2016</p> <p>Board adopted LCAP on June 20, 2016</p>	
<p>Annual Update:</p> <p>Data Provided:</p> <p>Access to the following data was provided as part of the feedback process:</p> <ul style="list-style-type: none"> Home Tech data snapshot Budgets Mid-year data applicable to all goals Numbers of a-g classes Percent of students attending support classes Survey results Graduation rate Attendance rate <p>Data was shared at all board meetings</p> <p>Common CORE materials were discussed</p> <p>Data indicates the following changes be made:</p>	<p>Annual Update:</p> <p>Goal 1: Prepare more students for post secondary opportunities</p> <p>Activity</p> <p>Provide teachers and parents with motivational curriculum</p> <p>Progress</p> <p>Staff continues to research curriculum implementing CCSS. Some staff members continue to supplement their current curriculum with new materials emphasizing CCSS.</p> <p>Activity</p> <p>Increase counseling time by 0.1 and develop pathways for students to enroll in Butte College courses</p> <p>Progress</p> <p>Counseling time was increased by 0.1, and Ashley is currently developing a class for our freshman. The class will be based on the Get Focused, Stay Focused curriculum. Ashley and Gail will be attending a workshop this summer.</p> <p>Activity</p> <p>Inventory all CCSS instructional materials to ensure sufficiency of materials for all students</p> <p>Progress</p> <p>Staff continues to research curriculum implementing CCSS. Some staff members continue to supplement their current curriculum with new materials emphasizing CCSS.</p>

Activity

Provide parents and teachers with training in CCSS curriculum

Progress

Once a curriculum has been identified, parents and teachers will receive training for the implementation of the chosen curriculum.

Activity

Purchase online courses meeting a-g requirements

Progress

Online courses were purchased. One student is completing a Spanish course.

Activity

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

Progress

English 11, U.S. History, and Government have been added to HomeTech Charter School's approved a-g course list this year.

Goal 2: Student achievement and engagement will increase in the academic areas

Activity

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

Progress

Many students took both the math and English assessments in our iReady program. Data is being collected for the first time this year.

Activity

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

Progress

One additional integrated unit was added this year. The Big Idea was modeled after the popular TV series, Shark Tank.

Activity

Purchase and use more technology to motivate and engage students

Progress

30 Mac Books and 30 Chromebooks were purchased for student use this year.

Activity

Increase elective classes and extracurricular offerings to students

Progress

Additional elective classes were added this year including fitness, dance, and Italian.

Goal 3: Improve academic achievement for all students

Activity

Purchase, adopt and implement CCSS math and ELA texts as needed, including ELL texts include other subjects as available

Progress

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

Activity

Use technology to support common core curriculum

Progress

30 Mac Books and 30 Chromebooks were purchased for student use this year.

Activity

Increase elementary teacher position by 0.1 providing more class time (direct

instruction) for elementary students

Progress

The elementary teacher position time was increased by 0.1, and more class time was provided to our elementary students.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

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 parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	Goal #1: Prepare more students for post secondary opportunities	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
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Identified Need :

Goal Applies to:	Schools: HTC school wide	
	Applicable Pupil Subgroups:	

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Priority 1: 100% of staff and instructors will continue to be appropriately qualified 100% of students will continue to have access to standards-aligned instructional materials Priority 2: 100% of staff will receive training on CCSS curricula Priority 4: Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments Priority 5: The number of students failing one or more classes will decrease by 3% Priority 7: 100% of students will be placed in grade appropriate courses of study for all appropriate subject areas Priority 8: 100% percent of students will have access to a-g approved courses and can enroll in courses meeting graduation requirements consistent with the CSU and UC entrance criteria
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide teachers and parents with motivational curriculum	HTC school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$5,000

<p>Review all teachers for maintenance of appropriate qualifications</p>	<p>HTC school wide</p>	<p><input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No cost</p>
<p>Inventory all CCSS instructional materials (Math and ELA) to ensure sufficiency of materials for all students</p>	<p>HTC school wide</p>	<p><input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No cost</p>
<p>Provide parents and teachers with training in CCSS curriculum, both Math and ELA</p>	<p>HTC school wide</p>	<p><input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$2,000</p>
<p>Purchase and Implement CCSS Math and ELA curricula</p>	<p>HTC school wide</p>	<p><input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$5,000</p>
<p>Increase the number of a-g courses available to</p>	<p>HTC</p>	<p><input checked="" type="checkbox"/> All _____</p>	<p>Supplemental and Concentration \$1,000.00</p>

students at HomeTech Charter School	school wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Purchase online courses meeting a-g requirements	HTC school wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$5,000.00
Begin implementation of career pathways to Butte College	HTC school wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<p>Priority 1: 100% of staff and instructors will continue to be appropriately qualified 100% of students will continue to have access to standards-aligned instructional materials</p> <p>Priority 2: 100% of staff will receive training on CCSS curricula</p> <p>Priority 4: Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments</p> <p>Priority 5: The number of students failing one or more classes will decrease by 3%</p> <p>Priority 7: 100% of students will be placed in grade appropriate courses of study for all appropriate subject areas</p> <p>Priority 8: 100% percent of students will have access to a-g approved courses and can enroll in courses meeting graduation requirements consistent with the CSU and UC entrance criteria</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide teachers and parents with motivational curriculum	HTC school wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$5,000
Review all teachers for maintenance of appropriate qualifications	HTC school wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost
Inventory all CCSS instructional materials (Math and	HTC	<input checked="" type="checkbox"/> All -----	No cost

<p>ELA) to ensure sufficiency of materials for all students</p>	<p>school wide</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide parents and teachers with training in CCSS curriculum, both Math and ELA</p>	<p>HTC school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$2,000</p>
<p>Purchase and Implement CCSS Math and ELA curricula</p>	<p>HTC school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$5,000</p>
<p>Increase the number of a-g courses available to students at HomeTech Charter School</p>	<p>HTC school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$1,000.00</p>
<p>Purchase online courses meeting a-g requirements</p>	<p>HTC school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Supplemental and Concentration \$5,000.00</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue implementation of career pathways to Butte College	HTC school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Priority 1: 100% of staff and instructors will continue to be appropriately qualified 100% of students will continue to have access to standards-aligned instructional materials Priority 2: 100% of staff will receive training on CCSS curricula Priority 4: Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments Priority 5: The number of students failing one or more classes will decrease by 3% Priority 7: 100% of students will be placed in grade appropriate courses of study for all appropriate subject areas Priority 8: 100% percent of students will have access to a-g approved courses and can enroll in courses meeting graduation requirements consistent with the CSU and UC entrance criteria
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide teachers and parents with motivational curriculum	HTC school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Supplemental and Concentration \$5,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Review all teachers for maintenance of appropriate qualifications	HTC school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost
Inventory all CCSS instructional materials (Math and ELA) to ensure sufficiency of materials for all students	HTC school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost
Provide parents and teachers with training in CCSS curriculum (Math and ELA)	HTC school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$2,000
Purchase and implement CCSS Math and ELA curricula	HTC school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Supplemental and Concentration \$5,000

		(Specify)	
Increase the number of a-g courses available to students at HTC	HTC school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$1,000
Purchase online courses meeting a-g requirements	HTC school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$1,000
Begin implementation of career pathways to Butte College	HTC school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Goal #2: Student achievement and engagement will increase in the academic areas	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> Local : Specify
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Identified Need :

Goal Applies to: Schools: HTC School wide
 Applicable Pupil Subgroups:

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Priority 1: 100% of students will continue to have access to standards-aligned instructional materials 100% facilities will be well maintained Priority 2: 100% of staff members will receive training on CCSS curricula Priority 3: Use surveys and questionnaires to document parent input Priority 4: Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments Priority 5: The number of students failing one or more classes will decrease by 3% Priority 6: Student survey results will reflect a positive attitude about school Priority 7: 100% of students will be placed in grade appropriate courses of study for all appropriate subject areas Priority 8: Performance on integrated units will increase
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use assessment to determine student placement and success in academic support classes	HTC school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	No cost

		English proficient _ Other Subgroups: (Specify)	
Continue to develop integrated units that focus on connecting learning to real world experience.	HTC school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration \$1,000.00
Purchase and use more technology to motivate and engage students	HTC school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration \$30,000.00
Increase elective class and extracurricular offerings to students	HTC school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration \$6,500

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

- Priority 1: 100% of students will continue to have access to standards-aligned instructional materials 100% facilities will be well maintained
- Priority 2: 100% of staff members will receive training on CCSS curricula
- Priority 3: Use surveys and questionnaires to document parent input
- Priority 4: Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments
- Priority 5: The number of students failing one or more classes will decrease by 3%
- Priority 6: Student survey results will reflect a positive attitude about school
- Priority 7: 100% of students will be placed in grade appropriate courses of study for all appropriate subject areas
- Priority 8: Performance on integrated units will increase

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use assessment to determine student placement and success in academic support classes	HTC school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost
Continue to develop integrated units that focus on connecting learning to real world experience.	HTC school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$1,000.00

<p>Purchase and use more technology to motivate and engage students</p>	<p>HTC school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$30,000.00</p>
<p>Increase elective class and extracurricular offerings to students</p>	<p>HTC school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$6,500</p>

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:

- Priority 1: 100% of students will continue to have access to standards-aligned instructional materials 100% facilities will be well maintained
- Priority 2: 100% of staff members will receive training on CCSS curricula
- Priority 3: Use surveys and questionnaires to document parent input
- Priority 4: Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments
- Priority 5: The number of students failing one or more classes will decrease by 3%
- Priority 6: Student survey results will reflect a positive attitude about school
- Priority 7: 100% of students will be placed in grade appropriate courses of study for all appropriate subject areas
- Priority 8: Performance on integrated units will increase

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use assessment to determine student placement and success in academic support classes	HTC school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost
Continue to develop integrated units that focus on connecting learning to real world experience	HTC school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$1,000

<p>Purchase and use more technology to motivate and engage students</p>	<p>HTC school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$5,000</p>
<p>Increase elective classes and extracurricular offerings to students</p>	<p>HTC school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$2,000</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Goal #3: Improve academic achievement for all students	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> Local : Specify
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Identified Need :	
Goal Applies to:	Schools: HTC School wide
	Applicable Pupil Subgroups:

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Priority 1: 100% of staff and instructors will continue to be appropriately qualified 100% of students will continue to have access to standards-aligned instructional materials Priority 2: 100% of staff will receive training on CCSS curricula Priority 4: Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments Priority 5: The number of students failing one or more classes will decrease by 3% Priority 6: Student survey results will improved engagement through use of technology Priority 7: 100% of students will be placed in grade appropriate courses of study for all appropriate subject areas Priority 8: Performance on integrated units will increase
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase, adopt and implement CCSS math and ELA texts as needed, including ELL texts Include other subjects as available	HTC school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Supplemental and Concentration \$5,000.00

		_ Other Subgroups: (Specify)	
Use technology to support common core curriculum	HTC school wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration \$30,000.00
Increase elementary teacher position by .1 providing more class time (direct instruction) for elementary students	HTC school wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration \$6,000.00

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<p>Priority 1: 100% of staff and instructors will continue to be appropriately qualified 100% of students will continue to have access to standards-aligned instructional materials</p> <p>Priority 2: 100% of staff will receive training on CCSS curricula</p> <p>Priority 4: Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments</p> <p>Priority 5: The number of students failing one or more classes will decrease by 3%</p> <p>Priority 6: Student survey results will improved engagement through use of technology</p> <p>Priority 7: 100% of students will be placed in grade appropriate courses of study for all appropriate subject areas</p> <p>Priority 8: Performance on integrated units will increase</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase, adopt and implement CCSS math and ELA texts as needed, including ELL texts Include other subjects as available	HTC school wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$5,000.00
Use technology to support common core curriculum	HTC school wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$30,000.00

<p>Increase elementary teacher position by .1 providing more class time (direct instruction) for elementary students</p>	<p>HTC school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$6,000.00</p>
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LCAP Year 3: 2018-2019

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 1: 100% of staff and instructors will continue to be appropriately qualified 100% of students will continue to have access to standards-aligned instructional materials</p> <p>Priority 2: 100% of staff will receive training on CCSS curricula</p> <p>Priority 4: Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments</p> <p>Priority 5: The number of students failing one or more classes will decrease by 3%</p> <p>Priority 6: Student survey results will improved engagement through use of technology</p> <p>Priority 7: 100% of students will be placed in grade appropriate courses of study for all appropriate subject areas</p> <p>Priority 8: Performance on integrated units will increase</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Purchase, adopt and implement CCSS math and ELA texgs as needed, including ELL texts (include other subjects as needed)</p>	<p>HTC school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$5,000</p>

Use technology to support common core curriculum	HTC school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$5,000
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to 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?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Goal #1: Prepare more students for post secondary opportunities	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: HTC school wide ----- Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	<p>Priority 1: 100% of staff and instructors will continue to be appropriately qualified 100% of students will continue to have access to standards-aligned instructional materials</p> <p>Priority 2: 100% of staff will receive training on CCSS curricula</p> <p>Priority 4: Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments</p> <p>Priority 5: The number of students failing one or more classes will decrease by 3%</p> <p>Priority 7: 100% of students will be placed in grade appropriate courses of study for all appropriate subject areas</p> <p>Priority 8: 75% percent of students will have access to a-g approved courses and can enroll in courses meeting graduation requirements consistent with the CSU and UC entrance criteria</p>	Actual Annual Measurable Outcomes:	<p>100% of staff and instructors are appropriately qualified</p> <p>100% of students have access to standards-aligned instructional materials</p> <p>100% of staff have received training on CCSS curricula</p> <p>The number of students failing one or more classes decreased by 10%</p> <p>100% of students are placed in grade appropriate courses of study for all appropriate subject areas</p> <p>75% percent of students have access to a-g approved courses and can enroll in courses meeting graduation requirements consistent with the CSU and UC entrance criteria</p>
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide teachers and parents with	Supplemental and Concentration	iReady was purchased and used school	Supplemental and Concentration

motivational curriculum	\$5,000.00	wide	\$5,000								
<table border="1"> <tr> <td data-bbox="111 186 241 248">Scope of Service</td> <td data-bbox="241 186 558 248">HTC school wide</td> </tr> <tr> <td colspan="2" data-bbox="111 280 558 548"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	HTC school wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1041 186 1171 248">Scope of Service</td> <td data-bbox="1171 186 1503 248">HTC school wide</td> </tr> <tr> <td colspan="2" data-bbox="1041 280 1503 548"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	HTC school wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	HTC school wide										
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Scope of Service	HTC school wide										
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Increase counseling time by .1 and develop pathways for students to enroll in Butte College courses	Supplemental and Concentration \$6,000.00	Counseling time was increased by .1 and pathways were developed for students to enroll in Butte College courses	Supplemental and Concentration \$6,000								
<table border="1"> <tr> <td data-bbox="111 703 241 764">Scope of Service</td> <td data-bbox="241 703 558 764">HTC school wide</td> </tr> <tr> <td colspan="2" data-bbox="111 797 558 1065"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	HTC school wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1041 703 1171 764">Scope of Service</td> <td data-bbox="1171 703 1503 764">HTC school wide</td> </tr> <tr> <td colspan="2" data-bbox="1041 797 1503 1065"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	HTC school wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	HTC school wide										
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Scope of Service	HTC school wide										
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Inventory all CCSS instructional materials (Math and ELA) to ensure sufficiency of materials for all students	No cost	Staff continues to research curriculum implementing CCSS. Some CPM materials were purchased for math	Supplemental and Concentration \$1,000								
<table border="1"> <tr> <td data-bbox="111 1195 241 1256">Scope of Service</td> <td data-bbox="241 1195 558 1256">HTC school wide</td> </tr> <tr> <td colspan="2" data-bbox="111 1289 558 1461"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English </td> </tr> </table>	Scope of Service	HTC school wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English			<table border="1"> <tr> <td data-bbox="1041 1195 1171 1256">Scope of Service</td> <td data-bbox="1171 1195 1503 1256">HTC school wide</td> </tr> <tr> <td colspan="2" data-bbox="1041 1289 1503 1461"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient </td> </tr> </table>	Scope of Service	HTC school wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		
Scope of Service	HTC school wide										
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English											
Scope of Service	HTC school wide										
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient											

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Provide parents and teachers with training in CCSS curriculum, both Math and ELA	Supplemental and Concentration \$2,000.00	Once a curriculum has been identified, parents and teachers will receive training for the implementation of the chosen curriculum	
Scope of Service HTC school wide		Scope of Service HTC school wide	
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Purchase online courses meeting a-g requirements	Supplemental and Concentration \$5,000.00	Online courses were purchased to meet a-g requirements	Supplemental and Concentration \$1,000
Scope of Service HTC school wide		Scope of Service HTC school wide	
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase the number of a-g courses available to students at HomeTech Charter School	Supplemental and Concentration \$1,000.00	The number of a-g courses was increased	Supplemental and Concentration \$2,000
Scope of Service HTC school wide		Scope of Service HTC school wide	
<input checked="" type="checkbox"/> All OR:		<input checked="" type="checkbox"/> All OR:	

<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Goal #2: Student achievement and engagement will increase in the academic areas	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> Local : Specify
Goal Applies to:	Schools: HTC School wide ----- Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:	<p>Priority 1: 100% of students will continue to have access to standards-aligned instructional materials 100% facilities will be well maintained</p> <p>Priority 2: 100% of staff members will receive training on CCSS curricula</p> <p>Priority 3: Use surveys and questionnaires to document parent input</p> <p>Priority 4: Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments</p> <p>Priority 5: The number of students failing one or more classes will decrease by 3%</p> <p>Priority 6: Student survey results will reflect a positive attitude about school</p> <p>Priority 7: 100% of students will be placed in grade appropriate courses of study for all appropriate subject areas</p> <p>Priority 8: Performance on integrated units will increase</p>	<p>Actual Annual Measurable Outcomes:</p> <p>100% of students have access to standards-aligned instructional materials</p> <p>100% facilities are well maintained</p> <p>100% of staff members received training on CCSS curricula</p> <p>Surveys and questionnaires were used to document parent input</p> <p>The number of students failing one or more classes decreased by 10%</p> <p>Student survey results did reflect a positive attitude about school</p> <p>100% of students were placed in grade appropriate courses of study for all appropriate subject areas</p> <p>Performance on integrated units did increase</p>

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services					
	Budgeted Expenditures		Estimated Actual Annual Expenditures				
Use assessment to determine student placement and success in academic support classes	No cost	iReady was purchased and implemented school wide	Supplemental and Concentration \$5,000				
<table border="1"> <tr> <td>Scope of Service</td> <td>HTC school wide</td> </tr> </table>	Scope of Service	HTC school wide		<table border="1"> <tr> <td>Scope of Service</td> <td>HTC school wide</td> </tr> </table>	Scope of Service	HTC school wide	
Scope of Service	HTC school wide						
Scope of Service	HTC school wide						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
Continue to develop integrated units that focus on connecting learning to real world experience.	Supplemental and Concentration \$1,000.00	One additional integrated unit was added this year.	Supplemental and Concentration \$1,000				
<table border="1"> <tr> <td>Scope of Service</td> <td>HTC school wide</td> </tr> </table>	Scope of Service	HTC school wide		<table border="1"> <tr> <td>Scope of Service</td> <td>HTC school wide</td> </tr> </table>	Scope of Service	HTC school wide	
Scope of Service	HTC school wide						
Scope of Service	HTC school wide						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
Purchase and use more technology to motivate and engage students	Common Core Standards Implementation Funds \$10,000.00 Supplemental and Concentration \$30,000.00	30 Mac Books and 30 Chromebooks were purchased for student use this year.	Common Core Standards Implementation Funds \$10,000 Supplemental and Concentration \$30,000				
<table border="1"> <tr> <td>Scope of Service</td> <td>HTC school wide</td> </tr> </table>	Scope of Service	HTC school wide		<table border="1"> <tr> <td>Scope of Service</td> <td>HTC school wide</td> </tr> </table>	Scope of Service	HTC school wide	
Scope of Service	HTC school wide						
Scope of Service	HTC school wide						

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Increase elective class and extracurricular offerings to students	Supplemental and Concentration \$6,500	Additional electives were added this year including fitness, dance and Italian	Supplemental and Concentration \$6,500
Scope of Service HTC school wide		Scope of Service HTC school wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Goal #3: Improve academic achievement for all students	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: HTC School wide ----- Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	<p>Priority 1: 100% of staff and instructors will continue to be appropriately qualified 100% of students will continue to have access to standards-aligned instructional materials</p> <p>Priority 2: 100% of staff will receive training on CCSS curricula</p> <p>Priority 4: Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC summative assessments, SBAC interim assessments, and/or CBM assessments Increase by 3% the number of students who are achieving at or above grade level in math as measured by SBAC summative assessments, SBAC interim assessments, and/or teacher created formative assessments</p> <p>Priority 5: The number of students failing one or more classes will decrease by 3%</p> <p>Priority 6: Student survey results will improved engagement through use of technology</p> <p>Priority 7: 100% of students will be placed in grade appropriate courses of study for all appropriate subject areas</p> <p>Priority 8: Performance on integrated units will increase</p>	Actual Annual Measurable Outcomes:	<p>100% of staff and instructors are appropriately qualified</p> <p>100% of students have access to standards-aligned instructional materials</p> <p>100% of staff received training on CCSS curricula</p> <p>The number of students failing one or more classes decreased by 10%</p> <p>Student survey results showed improved engagement through use of technology</p> <p>100% of students were placed in grade appropriate courses of study for all appropriate subject areas</p> <p>Performance on integrated increased</p>
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Purchase, adopt and implement CCSS math and ELA texts as needed, including ELL texts Include other subjects as available	Supplemental and Concentration \$5,000.00	Staff continues to research curriculum implementing CCSS. Some CPM materials were purchased this year	Supplemental and Concentration \$1,000
Scope of Service HTC school wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service HTC school wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Use technology to support common core curriculum	Common Core Standards Implementation Funds \$10,000.00 Supplemental and Concentration \$30,000.00	30 Mac Books and 30 Chromebooks were purchased for student use this year	Supplemental and Concentration \$10,000 Supplemental and Concentration \$30,000
Scope of Service HTC school wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service HTC school wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase elementary teacher position by .1 providing more class time (direct instruction) for elementary students	Supplemental and Concentration \$6,000.00	The elementary teacher position was increased by .1 and provided more direct instruction for elementary students	Supplemental and Concentration \$6,000
Scope of Service HTC school wide <hr/> X All OR:		Scope of Service HTC school wide <hr/> X All OR:	

<ul style="list-style-type: none">_ Low Income pupils_ English Learners_ Foster Youth_ Redesignated fluent English proficient_ Other Subgroups: (Specify)		<ul style="list-style-type: none">_ Low Income pupils_ English Learners_ Foster Youth_ Redesignated fluent English proficient_ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner 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 schoolsite 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$230,038</u>
<p>HTC has approximately 80% unduplicated pupils, which qualify HTC for the supplemental LCAP funds of approximately \$230,038 in 2016-2017. School-wide, proficiency levels are under the state averages for California. Because parents are the primary educators, a high level of parent training is required. The following services provided are the most effective use of funds to meet the school’s goals for unduplicated pupils in the state priority areas:</p> <ol style="list-style-type: none"> 1. Identify and purchase curriculum aligned to CCSS. 2. Increase support offered to students. 3. Increase a-g classes offered to students. 4. Increase elective courses and/or extracurricular activities offered to students. <p>The school-wide increase of support classes is anticipated to increase proficiencies in all subgroups and school wide, as measured by the local assessment data, until such a time as state-wide data is available.</p>	

B. In the box below, 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).

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). 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.

23	%
<p>With the expenditure of \$230,038 in Supplemental and Concentration Grant funding representing MPP of 23%, unduplicated pupils will benefit from additional technology, additional support classes, additional counseling time, additional elective classes, and additional elementary class time. These supports and expenses are greater than and an improvement on those available programs in 15/16. Below is a list of budget items of the supplemental and concentration fund expenses.</p> <p>Materials and Supplies</p>	

Technology
Additional Support with Classroom and Direct Instruction via Staff

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-2019	2016-2017- 2018-2019 Total
All Funding Sources	117,500.00	114,500.00	96,500.00	96,500.00	0.00	193,000.00
Common Core Standards Implementation Funds	20,000.00	10,000.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	97,500.00	104,500.00	96,500.00	96,500.00	0.00	193,000.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-2019	2016-2017- 2018-2019 Total
All Expenditure Types						

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-2019	2016-2017- 2018-2019 Total
All Expenditure Types	All Funding Sources						

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

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

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

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

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

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

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