Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LEA Name	Contact Name and Title	Email and Phone
Pleasant Ridge Union School District	Sarah Schwartz, Director of Arete Charter Academy	sschwartz@prsd.us 530-268-2805

2017-20 Plan Summary

The Story

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

The Pleasant Ridge School District is located in the beautiful Sierra Foothills, serving the communities of Auburn, Lake of the Pines, Grass Valley and Alta Sierra. As a TK-8 School District we provide an outstanding educational experience for our students at two elementary schools, one charter/home school, and one intermediate school. We strive to provide a safe and engaging environment where students develop academic, social, and life skills to become productive citizens in a constantly changing global society.

Arete Charter Academy (Arete) is beginning our second year and recognizes the value of each child and strives to inspire students to learn and grow to their potential by providing a quality education through a positive learning experience. We work in partnership with the home and community to meet the individual needs of the student and develop the learning and social skills necessary for maximizing lifelong learning potential. Arete delivers an enriched digital curriculum to TK-8 students who seek an innovative and personalized, online or blended curriculum.

LCAP Highlights

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

Based on stakeholder input, Arete Charter Academy will focus on two overall goals in the 2017-2020 LCAP.

1) All students will improve their ELA and Math proficiency scores through strategic academic interventions and access to Common Core State Standards and instructional best practices. As we are a TK-8 charter school, we will not be addressing any of the high school related metrics. It is crucial that our students are provided with a rigorous curriculum and that families are held

accountable in maintaining the high standards we provide for our students. (Pages 18-24 and includes 4 Actions and Services)

2) We will create a positive school climate in which students, parents, educators, and staff feel safe, welcomed, supported and connected. There is a high priority placed on school climate. The Teacher-Parent-Student Triad will provide a coordinated effort to make students and families feel connected and part of the school culture. (Pages 25-34 includes 8 Actions and Services)

Review of Performance

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

Greatest Progress

Arete Charter Academy began the 2017-2018 school year with five students enrolled in K-5 and one student enrolled in 6-8. Currently we have 20 students in TK-5 and 20 students in 6-8. Through this rapid growth, Arete has continued to focus on providing an individualized and flexible education for each of our 40 students. We have added additional services to all students, added another building, and added middle school enrichment hours, all designed to further meet the population of our students.

Although the population of our community school is too small to reflect Dashboard data on state indicators, we are very proud of the progress we have made both academically and in school climate. Through the analysis of the local indicator data, the parent survey results reflect 81% of the parents find that the classroom material is meaningful and relevant to their children and 91% report they are pleased with their child's educational experience.

We will continue to work on the implementation of this process by meeting monthly with parents and students to monitor how their children are progressing in their education. We will meet with the Parent Advisory Committee throughout the year to plan how to grow in a way that best fits the needs of our families.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Based on a review of local performance indicators, the two areas of need we have identified are improved support for middle school students who enter our school and have a past performance of low or failing grades and/or high absenteeism.

Of the 20 middle school students at Arete, 40% entered with one or more failing grades. 57% were one or more grade levels below according to their entry date STAR Accelerated Reader scores. Upon entry into Arete, the director meets with the student and parent to determine the greatest area the student has been struggling so as to complete a personalized learning plan for that student, involving a variety of curriculum options, from online to hands-on to intervention level as needed. Also, a plan is created of how often the Student-Parent-Teacher Triad will meet to best support the student's learning from once a week, to twice a month, to once a month as needed. Specific contracts can be created for students who struggle to meet their work completion requirements. Weekly opportunities are provided for students who need additional support to attend the Arete Resource Center.

20% of middle school students had already been identified as having chronic absenteeism. Often our students have a history of being in in a medical or emotional crisis and struggle to attend school. In addition to providing students with home school curriculum that can be completed anywhere, curriculum can be modified to increase student engagement. Also, enrichment and field trips may be arranged to motivate students to complete assignments. Personal learning plans can be arranged to give students the opportunity to participate in part of their week at the Arete Resource Center.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Arete Charter Academy does not have a large enough enrollment to calculate performance gaps.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Although we have low numbers of low-income students, English learners, and foster youth, we will provide extra tutoring services and extra parent training and support. We will focus on a program and activities to increase EL participation in enrichment courses. Parents have been offered Love and Logic Parenting classes with dinner and free childcare provided. Students are given Instructional Funds each trimester and Arete works to find local vendors to provide enrichment classes of interest to all of our students. Students who are struggling to make significant progress in their learning are offered free tutoring of 30-50 minutes a week. They are also given the opportunity to use their Instructional Funding for further tutoring as needed.

The most significant ways we plan to increase or improve services are in the area of parent training and support. We will have several Parent Action Committee meetings over the 2018-2019 school year to allow parents more say in the decision making process. We will continue to offer Love & Logic but will add parent meetings throughout the school year to support parents that are new to homeschooling. We will arrange for new homeschool parents to meet with veteran homeschool parents to problem solve difficulties and share what is working for them. We will facilitate more Family Nights to allow Arete parents to meet and connect with each other.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$161000
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$728,200.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$167220

Annual Update

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

Goal 1

All students will improve their ELA and Math proficiency scores through strategic academic interventions and access to Common Core State Standards and instructional best practices.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Sufficiency in standards aligned instructional materials to support implementation of state standards, including ELD standards. **17-18** 100% of students will have access to standards aligned instructional materials.	100% of students have access to standards aligned instructional materials.
Baseline Will establish this year	
Metric/Indicator Highly qualified teachers with no misassignments **17-18** 100% of teachers are highly qualified and assigned appropriately.	100% of teachers are highly qualified and assigned appropriately.

Expected	Actual
Baseline Will establish this year	
Metric/Indicator Local Assessments: Renaissance STAR Reading	48% of students are at or above grade level on the Renaissance STAR reading assessment. 52% are below.
17-18 Establish baseline year	
Baseline Will establish this year	
Metric/Indicator Percentage of students meeting/exceeding standards on CAASPP State Testing	45 percentage of students met/exceeded standards on CAASPP State Testing for English Language Arts. 35 percentage of students met/exceeded standards on CAASP 68 percent of students tested for Math.
17-18 Establish baseline year	
Baseline Will establish this year	
Metric/Indicator EL Reclassification rates	We currently have no EL students.
17-18 Establish baseline year	
Baseline Will establish this year	
Metric/Indicator Provide a broad course of study of all subject areas including for unduplicated pupils and individuals with exceptional needs.	100% of students have access to a broad course of study of all subject areas including for unduplicated pupils and individuals with exceptional needs.
17-18 100% of students will have access to a broad course of study of all subject areas including for unduplicated pupils and individuals with exceptional needs.	
Baseline Will establish this year	
Metric/Indicator EL students will improve at least one level on CELDT.	We currently have no EL students.
17-18 Establish baseline year	

Baseline
Will establish this year

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Provide fully credentialed and appropriately assigned staff. • New teachers will participate in induction program. • Provide weekly collaboration time for data analysis and improving instructional best practices. • Maintain individualized learning programs to meet needs of students.	• Provided fully credentialed and appropriately assigned staff. • There were no new teachers requiring induction in 2016-17. • Staff met weekly in collaboration time for data analysis and improving instructional best practices. Staff meetings also centered around planning methods to support students and parents to best help students with work completion. • Maintained individualized learning programs to meet needs of students.	1000-1999: Certificated Personnel Salaries LCFF 70000	1000-1999: Certificated Personnel Salaries LCFF 81400

Action 2

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

- Students with disabilities will participate in general education to the maximum extent possible.
- Educational needs are driven by IEP goals for each student.

- All students with disabilities participated in general education program and were provided extra services as required by their IEP.
- Special education needs and support services were provided by a credentialed RSP teacher or SLP as identified in the IEP.

1000-1999: Certificated Personnel Salaries LCFF 70000

$ calculated on Goal 1 Action 1
1000-1999: Certificated Personnel Salaries LCFF 0.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Provide CCSS aligned curriculum and materials. • Purchase supplemental online math resources. • Purchase supplemental hands-on science resources to support NGSS implementation. • Maintain technology-based curriculum to meet individual student needs.	• All students were provided with CCSS aligned curriculum and materials. • An additional supplemental online math resource was purchased for students who struggled with grade level math curriculum. • Supplemental hands-on science resources to support NGSS implementation were obtained through attending a training. • Technology-based curriculum was provided and modified as needed to meet individual student needs.	4000-4999: Books And Supplies LCFF 52000	4000-4999: Books And Supplies LCFF 40473

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
*Provide a broad course of study of all subject areas including for unduplicated pupils and individuals with exceptional needs.	•We provided a broad and growing course of study of all subject areas including for unduplicated pupils and individuals with exceptional needs.	4000-4999: Books And Supplies LCFF 52000	$ calculated on Goal 1 Action 3 4000-4999: Books And Supplies LCFF 0.00

Analysis

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

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

Actions and services for this goal were implemented as planned using data from local assessments to guide instruction and supplemental materials aligned with state standards. Staff participated in ongoing professional development and weekly collaboration time for ongoing analysis of student progress. This provided great opportunity for staff to discuss specific student needs and brainstorm shared strategies. As we gained more students, we further learned how to individualize their programs as we saw a greater need for differentiated curriculum. We gained more students with disabilities and were further able to design programs allowing them to participate more fully in general education classes.

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

We were able to effectively reach most aspects of this goal. We took baseline CAASP scores from the students' previous schools for the 2016-2017 school year. We anticipated purchasing NGSS aligned science curriculum, but found that if we attended Environmental Education Initiative trainings, we could receive hands-on curriculum free of charge. We found that some students were one to two years behind in math skills so we purchased Aleks math as it is designed to be adaptive to what students most needed in math. We also found that some students struggled with the online curriculum, so we allowed them to use district adopted hands-on curriculum as needed. Of our 17 middle school students that we were able to gain grades for from in the 2017-2018 school year, there was a 12% fail rate. While at Arete, there was a 0.05% fail rate for middle school students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences occur because the same expense was incorrectly listed for both goals. They are the same expense with two different outcomes/goals associated with it.

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

There were no changes.

Annual Update

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

Goal 2

Create a positive school climate in which students, parents, educators, and staff feel safe, welcomed, supported, and connected.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent participation, including parents of special needs and unduplicated pupils **17-18** Will establish baseline data **Baseline** Will establish this year	Parent Surveys were completed by 21/32 families or 66%.
Metric/Indicator Facilities in good repair **17-18** Will establish baseline data **Baseline** Will establish this year	Upon survey, 95% or families feel that our school is in good repair.

Expected | Actual

Expected	Actual
Metric/Indicator Positive school connectedness – student surveys **17-18** Will establish baseline data **Baseline** Will establish this year	Upon survey, students stated 17 ideas of what they liked about Arete Charter Academy (77%) and five areas of improvements we could make.
Metric/Indicator Annual Attendance (ADA) **17-18** Will establish baseline data **Baseline** Will establish this year	Our Annual Attendance is 99%.
Metric/Indicator Suspension rate **17-18** Will establish baseline data **Baseline** Will establish this year	There were no students suspended this year.
Metric/Indicator Expulsion rate **17-18** Will establish baseline data **Baseline** Will establish this year	There were no students expelled this year.
Metric/Indicator MS drop-out rate **17-18** Will establish baseline data **Baseline** Will establish this year	No students dropped out this year.
Metric/Indicator Chronic Absenteeism **17-18** Will establish baseline data	We had 1/40 students or 0.03% who qualified as being chronically absent while attending Arete Charter Academy.

Expected	Actual

Baseline

Will establish this year

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
•Continue to improve communication with all parents regarding their student's progress and/or school events. This will be done through Bright Arrow, emails, Twitter and Facebook postings, and posting on the school web sites and Edlio Updates.	•Parents were regularly communicated with regarding their student's progress and/or school events. This will be done through Bright Arrow, emails, Twitter and Facebook postings, and posting on the school web sites and Edlio Updates.	5800: Professional/Consulting Services And Operating Expenditures LCFF 2600	1/5 of Edlio and Level Data 5800: Professional/Consulting Services And Operating Expenditures LCFF 1607.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
•Promote opportunities for parents to volunteer at each of the schools through weekly newsletter, parents club meetings, and the website.	•Parents are invited and encouraged to assist their students daily with lessons at home. Families are invited on all field trips and to all classroom events.	5800: Professional/Consulting Services And Operating Expenditures LCFF 600	5800: Professional/Consulting Services And Operating Expenditures LCFF 800.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
•Increase student engagement by maintaining/increasing the extra curricular or co-curricular programs and/or events offered at the school sites.	• We began the year with no vendors for additional extra curricular programs and now have 29. We offer free art, science,	4000-4999: Books And Supplies LCFF 42000	$ included in Goal 1 Action 3 for amount 4000-4999: Books And Supplies LCFF 0.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	social studies, and PE classes to K-5 students at Arete.

*When we began the year, 6-8th grade students had the opportunity to attend one elective at Magnolia Intermediate School. Now they are allowed to attend two electives at Magnolia, PE classes, dances and 6th Grade Science Camp. | | |

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
•Construct the Arete Resource Center at Magnolia Intermediate School.	•The Arete Resource Center was completed and opened in July 2017. Due to increased student enrollment, a second building was completed and opened in April 2018.	In house Other	In house Other 4000.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Begin parent intake procedures to encourage parent engagement. • Provide increased parent conferencing opportunities.	• Arete meets with all parents to explain procedures and provide training. • We typically meet with parents new to our school after one week, again after two weeks, and from then on at regular 20 day intervals.	No fiscal impact 0	No fiscal impact 0

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
•Classroom instruction will include character education for students to cope and learn from each member of the learning community.	•Character education is embedded into weekly resource center hours as the students learn to work together and support each other in their lessons.	1000-1999: Certificated Personnel Salaries LCFF 70000	$ included in Goal 1 Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
•Celebrate Student Success through weekly and monthly award acknowledgements.	•Student successes are celebrated immediately as they occur, either formally or informally.	4000-4999: Books And Supplies LCFF 2000	$ included in Goal 1 Action 3 4000-4999: Books And Supplies LCFF 200

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
•Promote opportunities to volunteer at each of the schools through weekly newsletter, parents club meetings, and the school website.	•This is a repeated action and will be deleted.		

Analysis

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

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

The overall implementation of the actions and services for this goal has led to great improvement in this area. We posted updates to our Edlio website at least two times per week and frequently posted school information on Facebook and Twitter. Parents were sent individual emails reporting on their students progress as needed. Parents mostly volunteered on field trips or at school events. We worked throughout the year to survey parents and students and contract with different vendors to provide enrichment classes to our students. The Arete Resource Center was erected at Magnolia Intermediate School. Due to increased enrollment, the Arete Middle School wing was also erected at Magnolia Intermediate School. Parents receive one on one orientation when their student enrolls at Arete. Character education and celebrating student successes were embedded into regular Arete Resource Center activities.

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

The actions and services have been effective in increasing student connectedness. On the Annual Parent Survey, 95% of parents reported that their child's school communicates important information in a timely and effective manner. Mostly TK-5 parents participated and attended field trips. Next year we will focus on planning some field trips that are targeted at our 6-8th Grade students. We now have a list of 27 companies that we work with to provide enrichment activities for our students. 95% of parents feel that students have equal access to a variety of courses and programs at their school. Constructing two classrooms for Arete allowed us to have meetings in privacy while the Arete Resource Center was in session and allowed middle school students to have a room to call their own. Parent conferences were generally held after one week of instruction, after two weeks and then at the 20 day meeting. If students were progressing appropriately, they could meet every 20 days. If students were struggling to complete assignments, we moved back to every week or two weeks for meetings.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences occur because the same expense was incorrectly listed for both goals. They are the same expense with two different outcomes/goals associated with it.   The celebrations were done without expense, but they did occur.

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

We will remove the repeated parent volunteer action #8.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

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

Arete Charter Academy provides educational services for students who attend an online school at home, and come to the Arete Resource Center for tutoring, enrichment, and project based learning. Stakeholder involvement in the development of our goals was sought and gathered in a variety of ways. PRUSD has a bargaining unit for teachers. We surveyed for student input through group interviews.

Parent Advisory Committee: This May 15, 2018 the final LCAP was presented to the committee for feedback and input. There were no comments requiring a written response by the director. The Parent Advisory Committee is currently being developed over the 2018-2019 school year. It will include representatives from the following: teachers, administrator, students, parents, and community members. The Advisory Group will meet three times next year to discuss goals and student progress on indicators described in the LCAP.

Parent and Students: During the Spring of 2018 an invitation was sent to all parents inviting them to the Parent Input Meeting. In March and April, parents and students were provided the opportunity to participate in a survey to provide input on the development of educational and school climate goals. Additionally, parents and students are interviewed at each 20 day Parent-Student-Teacher Triad meeting to discuss needs and concerns.

School Staff: Weekly staff meetings include opportunities for teachers, administrator, and classified personnel to assess student progress and provide input on goals and actions.

Pleasant Ridge Union School District School Board- The Board of Trustees were updated on Arete at several board meetings throughout the school year. The Public Hearing for the LCAP was held on June 12, 2018 with approval by the Pleasant Ridge Union School Board on June 26, 2018.

Impact on LCAP and Annual Update

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

Stakeholder input detailed above has indicated a need for continued focus in several areas on the LCAP. The stakeholders gave feedback in how to accomplish our vision by adding more supports for middle school students, adding a hands-on curriculum option, and adding more tutoring for struggling students.

Stakeholder feedback also indicated a desire for enhanced support to promote student attendance and engagement, and increasing parent engagement opportunities. We will be creating a Home School Best Practice Parent Handbook and will hold parent trainings to help them prepare to better support their students in home school. An online closed parent group was created for parents to share ideas, problem solve issues, and schedule play dates, etc.

The following goals were developed or refined during the stakeholder meetings over the past two years:

*All students will improve their ELA and Math proficiency scores through strategic academic interventions and access to Common Core State Standards and instructional best practices.

*Create positive school climate in which students, parents, educators, and staff feel safe, welcomed, supported and connected.

Goals, Actions, & Services

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

Unchanged Goal

Goal 1

All students will improve their ELA and Math proficiency scores through strategic academic interventions and access to Common Core State Standards and instructional best practices.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Based on stakeholder input, it is crucial that our students are provided with a rigorous curriculum and that families are held accountable in maintaining the high standards we provide for our students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Sufficiency in standards aligned instructional materials to support implementation of state standards, including ELD standards.	100% of students have access to standards aligned instructional materials	100% of students will have access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials

Planned Actions / Services

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

Action 1

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Highly qualified teachers with no misassignments	100% of teachers are highly qualified and assigned appropriately	100% of teachers are highly qualified and assigned appropriately	Maintain 100% highly qualified and appropriately assigned teachers	Maintain 100% highly qualified and appropriately assigned teachers
Local Assessments: Renaissance STAR Reading	48% score at grade level	Establish baseline year	80% score at grade level	85% score at grade level
Percentage of students meeting/exceeding standards on CAASPP State Testing	ELA – 45% Meet or exceed (Level 3 or above) Math – 35% Meet or exceed (Level 3 or above)	Establish baseline year	ELA – 48% Meet or exceed (Level 3 or above) Math – 38% Meet or exceed (Level 3 or above)	ELA – 50% Meet or exceed (Level 3 or above) Math – 40% Meet or exceed (Level 3 or above)
EL Reclassification rates	100% of eligible EL students will be reclassified	Establish baseline year	100% of eligible EL students will be reclassified	100% of eligible EL students will be reclassified
Provide a broad course of study of all subject areas including for unduplicated pupils and individuals with exceptional needs.	100% of students have access to a broad course of study of all subject areas including for unduplicated pupils and individuals with exceptional needs.	100% of students will have access to a broad course of study of all subject areas including for unduplicated pupils and individuals with exceptional needs.	100% of students will have access to a broad course of study of all subject areas including for unduplicated pupils and individuals with exceptional needs.	100% of students will have access to a broad course of study of all subject areas including for unduplicated pupils and individuals with exceptional needs.
EL students will improve at least one level on CELDT.	100% of EL students will improve at least one level on CELDT.	Establish baseline year	100% of EL students will improve at least one level on CELDT.	100% of EL students will improve at least one level on CELDT.

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

OR

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

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

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• Provide fully credentialed and appropriately assigned staff. • New teachers will participate in induction program. • Provide weekly collaboration time for data analysis and improving instructional best practices. • Maintain individualized learning programs to meet needs of students.	• Provide fully credentialed and appropriately assigned staff. • New teachers will participate in induction program. • Provide weekly collaboration time for data analysis and improving instructional best practices. • Maintain individualized learning programs to meet needs of students.	• Provide fully credentialed and appropriately assigned staff. • New teachers will participate in induction program. • Provide weekly collaboration time for data analysis and improving instructional best practices. • Maintain individualized learning programs to meet needs of students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	70000	145000	225000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	0001-0999: Unrestricted: Locally Defined

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

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

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
• Students with disabilities will participate in general education to the maximum extent possible. • Educational needs are driven by IEP goals for each student.	• Students with disabilities will participate in general education to the maximum extent possible. • Educational needs are driven by IEP goals for each student.	• Students with disabilities will participate in general education to the maximum extent possible. • Educational needs are driven by IEP goals for each student.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	70000	145000	225000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

OR

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

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

[Add Students to be Served selection here]

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

Specific Schools: Arete Charter Academy

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• Provide CCSS aligned curriculum and materials. • Purchase supplemental online math resources. • Purchase supplemental hands-on science resources to support NGSS implementation.	• Provide CCSS aligned curriculum and materials. • Purchase supplemental online math resources. • Purchase supplemental hands-on science resources to support NGSS implementation.	• Provide CCSS aligned curriculum and materials. • Purchase supplemental online math resources. • Purchase supplemental hands-on science resources to support NGSS implementation.

- Maintain technology-based curriculum to meet individual student needs.

- Maintain technology-based curriculum to meet individual student needs.

- Maintain technology-based curriculum to meet individual student needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	52000	104000	156000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

| English Learners |
| Foster Youth |
| Low Income |

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

| Schoolwide |

| Specific Schools: Arete Charter School |

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

Actions/Services

| New Action | Unchanged Action | Unchanged Action |

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

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

Provide a broad course of study of all subject areas including for unduplicated pupils and individuals with exceptional needs.

Provide a broad course of study of all subject areas including for unduplicated pupils and individuals with exceptional needs.

Provide a broad course of study of all subject areas including for unduplicated pupils and individuals with exceptional needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	52000	104000	156000
Source	Supplemental and Concentration	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 2

Create a positive school climate in which students, parents, educators, and staff feel safe, welcomed, supported and connected.

State and/or Local Priorities addressed by this goal:

State Priorities:
    Priority 1: Basic (Conditions of Learning)
    Priority 3: Parental Involvement (Engagement)
    Priority 5: Pupil Engagement (Engagement)
    Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Stakeholders place a high priority on school climate. The Teacher-Parent-Student Triad will provide a coordinated effort to make students and families feel connected and part of the school culture.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent participation, including parents of special needs and unduplicated pupils	Will establish this year	100% of student's parents were contacted at least one time a week whether in person, by phone, email, or online chat.	100% of student's parents will be contacted at least one time a week whether in person, by phone, email, or online chat.	100% of student's parents will be contacted at least one time a week whether in person, by phone, email, or online chat.
Facilities in good repair	Will establish this year	Maintained exemplary maintenance. Upon survey, 95% of	Will maintain exemplary maintenance	Will maintain exemplary maintenance

Planned Actions / Services

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		families feel the school is in good repair.		
Positive school connectedness – student surveys	Will establish this year	Students reported 77% positive of connections with the school.	Maintain at or above 95% of students reporting positive school connections on annual survey	Maintain at or above 95% of students reporting positive school connections on annual survey
Annual Attendance (ADA)	Will establish this year	Our annual attendance is 99%	Increase 1 percentage point	Increase 1 percentage point
Suspension rate	Will establish this year	No students were suspended.	Maintain low suspension rate to <4%	Maintain low suspension rate to <3%
Expulsion rate	Will establish this year	No students were expelled.	Maintain low expulsion rate to <1%	Maintain low expulsion rate to <1%
MS drop-out rate	Will establish this year	No students dropped out.	Maintain low MS drop-out rate to <1%	Maintain low MS drop-out ate to <1%
Chronic Absenteeism	Will establish this year	1/40 students or 0.03% qualified as being chronically absent.	Decrease a percentage point from baseline	Decrease an additional percentage point from baseline

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

OR

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

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

Specific Schools: Arete Charter Academy

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

[Add Students to be Served selection here]

Actions/Services

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

New Action

2017-18 Actions/Services

Continue to improve communication with all parents regarding their student's progress and/or school events. This will be done through Bright Arrow, emails, Twitter postings, and posting on the school site web sites and Edlio Updates.

Budgeted Expenditures

Year	2017-18
Amount	2600
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

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

[Add Scope of Services selection here]

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

Unchanged Action

2018-19 Actions/Services

Continue to improve communication with all parents regarding their student's progress and/or school events. This will be done through Bright Arrow, emails, Twitter postings, and posting on the school site web sites and Edlio Updates.

Year	2018-19
Amount	2600
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

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

[Add Location(s) selection here]

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

Unchanged Action

2019-20 Actions/Services

Continue to improve communication with all parents regarding their student's progress and/or school events. This will be done through Bright Arrow, emails, Twitter postings, and posting on the school site web sites and Edlio Updates.

Year	2019-20
Amount	2600
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

OR

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

Specific Schools: Arete Charter Academy

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Promote opportunities for parents to volunteer at each of the schools through weekly newsletter, parents club meetings, and the website	Promote opportunities for parents to volunteer at each of the schools through weekly newsletter, parents club meetings, and the website	Promote opportunities for parents to volunteer at each of the schools through weekly newsletter, parents club meetings, and the website

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	600	600	600
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

Specific Schools: Arete Charter Academy

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase student engagement by maintaining/increasing the extra curricular or co-curricular programs and/or events offered at the school sites	Increase student engagement by maintaining/increasing the extra curricular or co-curricular programs and/or events offered at the school sites	Increase student engagement by maintaining/increasing the extra curricular or co-curricular programs and/or events offered at the school sites

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	42000	78000	114000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

Specific Schools: Arete Charter Academy

OR

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

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

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

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

[Add Students to be Served selection here]   [Add Scope of Services selection here]   [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Construct the Arete Resource Center at Magnolia Intermediate School	Construct the Arete Computer Lab at Magnolia Intermediate School	Construct the Arete Science Lab at Magnolia Intermediate School

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source	Other	Other	Other
Budget Reference	In house	In house	In house

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

Specific Schools: Arete Charter Academy

OR

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

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

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

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

[Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here]

Actions/Services

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

New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• Begin parent intake procedures to encourage parent engagement. • Provide increased parent conferencing opportunities.	• Continue parent intake procedures to encourage parent engagement. • Provide increased parent conferencing opportunities.	• Continue parent intake procedures to encourage parent engagement. • Provide increased parent conferencing opportunities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	No fiscal impact	No fiscal impact	No fiscal impact

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners	
Foster Youth	Schoolwide
Low Income	Specific Schools: Arete Charter Academy

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

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

Actions/Services

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

New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Classroom instruction will include character education for students to cope and learn from each member of the learning community	Classroom instruction will include character education for students to cope and learn from each member of the learning community	Classroom instruction will include character education for students to cope and learn from each member of the learning community

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	70000	145000	225000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

OR

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

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

[Add Students to be Served selection here]

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

Specific Schools: Arete Charter Academy

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Celebrate Student Success through weekly and monthly award acknowledgements.	Celebrate Student Success through weekly and monthly award acknowledgements.	Celebrate Student Success through weekly and monthly award acknowledgements.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2000	4000	6000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 8

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

Specific Schools: Arete Charter Academy

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

New Action   Modified Action   Unchanged Action

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

Promote opportunities to volunteer at each
of the schools through weekly newsletter,
parent club meetings, and the school
website.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	Listed expense in another action	Listed expense in another action	Listed expense in another action

Demonstration of Increased or Improved Services for Unduplicated Pupils

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$8810	100%

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

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

These funds will be principally and exclusively directed towards the unduplicated students who are falling behind grade level. Arete will provide them unique access to one on one tutoring with Arete instructional leaders. We provide additional math support through the Aleks curriculum we purchase out of these funds. We believe this is the most effective use of the LEAs supplemental dollars.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$5000	5%

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

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

The district is committed to analyze and allocate the supplemental grant dollars on the basis of the unduplicated focus student groups. We do not yet know the largest focus group of students being served at Arete Charter Acadmey. We assume there will be students in tremendous need of extra instructional time and services provided in smaller groups with support. A priority for students of low income as well as academically struggling students is providing a system of intervention. Arete is committed to providing RTI through UDL strategies at Arete Charter Academy this school year. Staff will use PLC days and scheduled SST's to discuss strategies to ensure that each and every student will receive the necessary services for success. Arete will offer a variety of supports and curriculum principally directed for English Learners, low-income students and foster youth such as extended learning days, supplementary instructional materials, and instructional aides to assist in the core classroom setting. Arete offers academic support time during the school day and extended school day learning programs after school. Also, Arete offers enrichment programs after school to encourage student engagement beyond the regular school day.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.
* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

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

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

Analysis
Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.
>
> > **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
> >
> > **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
>
> Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

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

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.
>
> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served
The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:
- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The Academic Performance Index;
  C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

    (1) The number of 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 5 *CCR* 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).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source					
Funding Source	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	361,200.00	128,480.00	361,200.00	728,200.00	1,110,200.00	2,199,600.00
	0.00	0.00	0.00	0.00	0.00	0.00
LCFF	361,200.00	124,480.00	309,200.00	624,200.00	954,200.00	1,887,600.00
Other	0.00	4,000.00	0.00	0.00	0.00	0.00
Supplemental	0.00	0.00	0.00	104,000.00	156,000.00	260,000.00
Supplemental and Concentration	0.00	0.00	52,000.00	0.00	0.00	52,000.00

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

Total Expenditures by Object Type

Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	361,200.00	128,480.00	361,200.00	728,200.00	1,110,200.00	2,199,600.00
0001-0999: Unrestricted: Locally Defined	0.00	4,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	0.00	0.00	225,000.00	225,000.00
4000-4999: Books And Supplies	210,000.00	81,400.00	210,000.00	435,000.00	450,000.00	1,095,000.00
5800: Professional/Consulting Services And Operating Expenditures	148,000.00	40,673.00	148,000.00	290,000.00	432,000.00	870,000.00
	3,200.00	2,407.00	3,200.00	3,200.00	3,200.00	9,600.00

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

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	361,200.00	128,480.00	361,200.00	728,200.00	1,110,200.00	2,199,600.00
0001-0999: Unrestricted: Locally Defined	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
	Other	0.00	4,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	210,000.00	81,400.00	210,000.00	435,000.00	450,000.00	1,095,000.00
4000-4999: Books And Supplies	LCFF	148,000.00	40,673.00	96,000.00	186,000.00	276,000.00	558,000.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	0.00	104,000.00	156,000.00	260,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	0.00	52,000.00	0.00	0.00	52,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	3,200.00	2,407.00	3,200.00	3,200.00	3,200.00	9,600.00

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

Total Expenditures by Goal

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	244,000.00	121,873.00	244,000.00	498,000.00	762,000.00	1,504,000.00
Goal 2	117,200.00	6,607.00	117,200.00	230,200.00	348,200.00	695,600.00

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