

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

| LEA Name | Contact Name and Title | Email and Phone |
|---------------|------------------------|--|
| CRETE Academy | Hattie Mitchell, CEO | hmitchell@creteacademy.org (323) 791-1600 |

2017-20 Plan Summary

The Story

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

Mission

CRETE Academy will deliver an educational program to students in TK through 6th grade who are homeless or living in poverty, that will meet their physical, mental and emotional needs, while developing strong character and critical thinking skills so that each child is prepared for college and beyond.

Vision

One day the cycle of poverty will end and children who once were homeless or living in poverty will be leaders of this world. CRETE's goal is to ensure students' needs are met and they are prepared to succeed academically, so that they can end the cycle of poverty in their family.

Core Values

To support the whole child, CRETE will embed its Core Values throughout the educational program:

1. **Character:** CRETE is dedicated to ensuring students have strong character, which means they are honest, trustworthy, have integrity, and a strong sense of perseverance.
2. **Responsibility:** CRETE students will be taught to take responsibility for their actions. Students will learn humility in times of celebration and acceptance in times of failure.
3. **Equality:** CRETE students will learn to appreciate and embrace the differences of others, including but not limited to, individuals of different ethnic backgrounds, religious faiths, sexual preferences and learning abilities. Students will learn that everyone deserves to experience life quality and should not be treated differently based on circumstances beyond their control.
4. **Teachability:** CRETE students will be taught the growth mindset in order to remain life-long learners. This means students will have an understanding that intelligence is not fixed.
5. **Excellence:** CRETE students will do all things with excellence understanding that they are not perfect, but they are always asked to do their best.

Target Population

CRETE Academy is a TK-6 school that serves a student population that reflects the following demographics: 90% eligible for Free/Reduced Price Lunch (FRPL)

2% Foster Youth

15% Homeless Youth

7% English Learner (EL)

71.8% African-American

21.8% Latino

1.6% Native American

2.4% Two or More Races

CRETE will continue to target enrollment from local homeless shelters, community service organizations, partner organizations, and the Vermont Vista/Athens neighborhood of Los Angeles.

LCAP Highlights

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

CRETE Academy has developed goals in four core areas:

Goal 1: Crete will ensure that basic services are in place to support student learning. (State Priority 1)

Goal 2: Crete will ensure that a CCSS aligned curriculum and broad course of study are in place to support student learning. (State Priorities 2, 4, 7)

Goal 3: Crete will engage families as partners in school life and their child(s) education. (State Priority 3)

Goal 4: Crete will create a positive school climate and culture that supports student development across dimensions.

In addition, Crete Academy holds a foundational goal as follows:

Goal 5: Crete Academy is an operationally-sound organization with the capacity to carry out goals 1-4.

Review of Performance

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

Greatest Progress

CRETE Academy had a successful launch and first year, with highlights as follow within each goal area.

Goal 1: Crete will ensure that basic services are in place to support student learning.

· **Facility** - The school received \$75,000 in donated renovations, which were used to create a Zen Garden, School Library and Kitchenette, and to improve the playground structure. In addition, the interior of the core facility was redesigned, including new paint and flooring. The overall effect has been creation of a warm and welcoming school environment.

Goal 2: Crete will ensure that a CCSS aligned curriculum and broad course of study are in place to support student learning.

· **Professional Development** - The school developed and implemented the CRETE Teaching Framework, which provides clear standards across five domains to ensure consistency across classrooms. Teachers engaged in weekly observation and feedback with an instructional coach as well as weekly professional development sessions to support implementation. All teachers are returning.

· **English Language Development (ELD)** - All of the selected core curriculum has Integrated ELD supports built in. Teachers leverage a variety of GLAD strategies to further support language development, such as Cognitive Content Dictionaries and Pictorial Input Charts, across all grades. Word rich environments in every classroom further complement this work.

· **Robust Partnerships** - The school has developed extensive partnerships in order to provide every service detailed in the petition starting in Year one, including medical, dental, vision, and mental health. There are four therapists on site, one social worker, one psychologist, and a registered nurse. Additional partnerships were formed to enrich students' lives, from donations of Halloween costumes to Holiday presents for every student.

Goal 3: Crete will engage families as partners in school life and their child(s) education.

· **Family Support** - After enrollment, every family met with a case worker or social worker for an initial intake meeting. A needs assessment was conducted, then families were connected with resources they needed such as legal services, employment opportunities, and professional services.

· **Family Engagement** - A variety of events and activities were held, that brought families into the life of the school. This included a Fall Fest, Thanksgiving Feast, and Christmas/Winter Celebration as well as regular coffees with the Principal and an LCAP meeting.

Goal 4: Crete will create a positive school climate and culture that supports student development across dimensions.

· **Attendance** - Given CRETE's target population, providing transportation to and from school is a necessary support for students and their families. The school provided transportation for 65 students over the course of the school year. To further support attendance, monthly assemblies were held to recognize students with awards given to students who secured full attendance that month. Students were able to earn rewards such as popcorn and pizza parties for securing multiple months of full attendance, with a trip to Disneyland awarded to all students with full attendance for the complete school year.

· **School Culture** - A strong school culture was developed, centered on the CRETE core values of Character, Responsibility, Equality, Teachability, and Excellence. Each core value was a focus for two months, explicitly taught in the classrooms and reinforced across school settings. Students were able to earn CRETE "dollars" for exhibiting the core values, which they could redeem on Fridays at the school store. A mindfulness practice was in place, beginning each school day with mindfulness and positive affirmations. Intervention services were available for students as needed, as well as preventive maintenance. The Deans of Culture worked with students, mentoring and building positive relationships. Finally, events were held throughout the school year to instill a culture of academics, including a science fair and spelling bee.

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

Greatest Needs

CRETE Academy will continue to strengthen its program, through strategic work as follows within each goal area.

Goal 1: CRETE will ensure that basic services are in place to support student learning.

· **Credentialing** - In response to family demand, the school made the decision during the summer prior to opening to offer all grades TK - 6. This required additional hiring, late in the hiring season. One classroom teacher who was hired is currently teaching on an emergency credential, as a result, but it being supported in getting appropriate credentialing moving forward.

Goal 2: CRETE will ensure that a CCSS aligned curriculum and broad course of study are in place to support student learning.

· **Teaching Framework** - In the coming school year, we will work to continue building consistency of practice across classrooms so students have a shared experience over time.

· **Smarter Balanced Assessment Consortium (SBAC)** - At this time, Crete Academy does not have SBAC data to report. Due to an unfamiliar testing system, the students at Crete did not participate in the correct test format. This issue has been thoroughly investigated and addressed to ensure that 2018-2019 assessments are completed. With that said, Crete Academy has taken measures to ensure proper training of the administrators, teachers and students several weeks prior to the testing window. In addition, Crete Administrators, teachers and test proctors will be trained by Education Testing Solutions to ensure the proper technology is in place for the test and proctors are knowledgeable of the testing system.

Goal 3: CRETE will engage families as partners in school life and their child(s) education.

· **School Site Council (SSC)** - While the SSC was formed in Year One, it will require continued support with facilitation to improve effectiveness. The SSC can be leveraged moving forward to support with stakeholder input as part of the LCAP process.

Goal 4: CRETE will create a positive school climate and culture that supports student development across dimensions.

· **Attendance** – Continue work to strengthen attendance, to support students' achievement and well-being.

Due to internal factors that have since been remedied, CRETE's 2017-18 California School Dashboard does not reflect any state assessment data nor ratings for the local indicators.

Crete's first year of available data will be released and publicly accessible upon release of the 2019 California School Dashboard. The data released for the 2018-19 dashboard will be reflected in the 2020-21 Local Control Accountability Plan (LCAP).

According to the 2018 California School Dashboard, CRETE has two areas of need:

Chronic Absenteeism – 38.1% chronically absent (no performance color)

Suspension Rate – 10.5% suspended at least once (no performance color)

With an especially high-needs population, CRETE will continue to address these two areas through wrap around services and increasing outreach to parents to ensure regular school attendance and behavioral expectations.

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

Performance Gaps

CRETE Academy completed its first year of operation June 30, 2018.

For the two indicators available, CRETE does not have any discrepancy between schoolwide and student groups on Chronic Absenteeism nor Suspension Rate.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

CRETE Academy was not identified for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not applicable

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not applicable

Annual Update

LCAP Year Reviewed: 2018–19

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

Goal 1

Goal 1: CRETE will ensure that basic services are in place to support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 Basic Services

Local Priorities: N/A

Annual Measurable Outcomes

| Expected | Actual |
|--|--|
| 100% of core teachers will be appropriately assigned and credentialed in the subject areas required for the pupils they are teaching. | 80% of core teachers were appropriately credentialed/assigned |
| 100% of certificated and classified staff will possess valid Tuberculosis (TB) clearance. | MET - 100% |
| 100% of students will have access to CCSS-aligned instructional materials for core courses and supplemental materials as outlined in the authorizer-approved charter petition. | MET - 100% |
| Facilities will be in good, working order according to school and authorizer standards. | MET - Facilities were in good repair, met school and authorizer standards for operation. |

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 1a

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|---|
| 1a. All teachers' credentials will be properly checked by the Principal prior to the commencement of employment, and at least quarterly required documentation will be kept on file. | 1a. All teachers' credentials were checked by the Principal prior to the commencement of employment, and at least quarterly required documentation will be kept on file. | Funded in Action 5a LCFF Base, Categorical, and Other State Revenue 1000-1999 Certificated Salaries 2000-2999 Classified Salaries 3000-3999 Benefits | \$667 LCFF Supplemental & Concentration 1000-1999 Certificated Salaries (CEO) \$73 LCFF Supplemental & Concentration 3000-3999 Associated Benefits |

Action 1b

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|--|
| 1b. Common Core-aligned texts and instructional materials (including online curriculum) will be purchased for all grade levels after careful review by staff. | 1b. Common Core-aligned texts and instructional materials (including online curriculum) was purchased for all grade levels after careful review by staff. | Funded in Action 5b LCFF Base, Categorical, and Other State Revenue 4000-4999 Books, Supplies, & Materials | \$3,000 \$10,000 LCFF Supplemental & Concentration 4100 Core Curriculum 4300 Instructional Materials |

Action 1c

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|---|
| 1c. The CEO will conduct reviews with the insurance provider to identify and address areas of risk | 1c. The CEO conducted reviews with the insurance provider to identify and address areas of risk. | Funded in Action 5a LCFF Base, Categorical, and Other State Revenue 1000-1999 Certificated Salaries | \$667 \$73 LCFF Supplemental & Concentration 1000-1999 Certificated Salaries (CEO) |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--------------------------|-------------------------|---|-------------------------------|
| | | 2000-2999 Classified Salaries 3000-3999 Benefits | 3000-3999 Associated Benefits |

Action 1d

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---|--|
| 1d. Maintenance issues will be addressed in a timely manner. | 1d. Maintenance issues were addressed in a timely manner. | \$2,500 LCFF Base, Categorical, and Other State Revenue 2300 Classified Staff (COO) | \$12,000 \$1,300 LCFF Supplemental & Concentration 2300 Classified Staff (COO) 3000-3999 Associated Benefits |

Action 1e

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|--|
| 1e. Facility issues will be addressed proactively before they become larger problems. | 1e. Facility issues were addressed proactively before they become larger problems. | Funded in Action 1d LCFF Base, Categorical, and Other State Revenue 2300 Classified Staff (COO) | Funded in Action 1d LCFF Supplemental & Concentration 2300 Classified Staff (COO) 3000-3999 Associated Benefits |

Action 1f

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| <p>1f. A maintenance log will be developed to track the initial work order through to completion, which will be reviewed monthly by the Principal.</p> | <p>1f. A maintenance log was developed to track the initial work order through to completion, which was reviewed monthly by the Principal.</p> | <p>Funded in Action 1f LCFF Base, Categorical, and Other State Revenue 2300 Classified Staff (COO)</p> | <p>Funded in Action 1d LCFF Supplemental & Concentration 2300 Classified Staff (COO) 3000-3999 Associated Benefits</p> |

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 school received \$75,000 in donated renovations, which were used to create a Zen Garden, School Library and Kitchenette, and to improve the playground structure. In addition, the interior of the core facility was redesigned, including new paint and flooring. The overall effect has been creation of a warm and welcoming school environment.

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

- **Facility** – As detailed above, extensive work was undertaken in Year One that resulted in a warm and welcoming school environment.
- **Credentialing** - In response to family demand, the school made the decision during the summer prior to opening to offer all grades TK - 6. This required additional hiring, late in the hiring season. One classroom teacher who was hired is currently teaching on an emergency credential, as a result, but it being supported in getting appropriate credentialing moving forward.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures occurred, due to an increased initial enrollment that increased both revenue and expenditures. Core shifts in **Goal 1** are as follows: Additional classified personnel time was allocated to Supplemental & Concentration funding, to support successful preparation of the facility and launch of the school in Year One.

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.

Actions 1d, 1e, and 1f will be combined into a single action.

Expenditure allocated across the actions by a percent of FTE for personnel responsible for implementation.

All other metrics and actions shall remain the same.

Goal 2

Goal 2: CRETE will ensure that a CCSS aligned curriculum and broad course of study are in place to support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 2 Implementation of State Standards, 4 Pupil Achievement, 7 Course Access

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

100% of English Language Arts (ELA) and Mathematics curriculum is aligned to the CCSS.

MET - 100% of English Language Arts (ELA) and Mathematics curriculum is aligned to the CCSS.

100% of students have access to the program outlined in the charter

MET - 100% of students have access to the program outlined in the charter

Expected

Actual

| | |
|--|---|
| Students will meet or exceed growth targets set by the state on the CAASPP in ELA (comparable assessments for students with special needs), overall and for all statistically significant subgroups. | NOTE: Due to internal factors that have since been remedied, CRETE's 2017-18 California School Dashboard does not reflect any state assessment data nor ratings for the local indicators. |
| School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education. | NOTE: The State's Accountability System has changed. The 2020-21 LCAP will reflect applicable metrics based on new assessments. |
| The EL progress/ reclassification rate will be equal to or higher than previous year, as measured by the CELDT /ELPAC. | 100% of English Learners demonstrated progress on ELPAC |
| The reclassification rate will be equal to or higher than that of the district | MET – 77.8% Reclassification Rate |
| 85% or more of parents surveyed will indicate that they received referrals to appropriate external services and supports for their children/families as needed. | MET - 100% of parents surveyed who indicated that they received referrals to appropriate external services and supports for their children/families as needed |

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 2a

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|---|
| 2a. Faculty will utilize Common Core-aligned texts and instructional materials to design lessons and pacing guides that include opportunities for students to engage in critical thinking tasks and differentiated instruction as they master State content standards. | 2a. Faculty utilized Common Core-aligned texts and instructional materials to design lessons and pacing guides that included opportunities for students to engage in critical thinking tasks and differentiated instruction as they mastered State content standards. | Funded in Action 5a LCFF Base, Categorical, and Other State Revenue 1000-1999 Certificated Salaries 2000-2999 Classified Salaries 3000-3999 Benefits | \$2,780 \$306 LCFF Base, Categorical, and Other State Revenue 1100 Certificated Salaries (Teachers) 3000-3999 Associated Benefits |

Action 2b

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| 2b. Teachers will participate in summer and ongoing professional development on the implementation of CCSS and new CCSS aligned assessments. | 2b. Teachers participated in summer and ongoing professional development on the implementation of CCSS and new CCSS aligned assessments. | \$20,000 LCFF Supplemental & Concentration 1300 Certificated Staff (CEO) | \$3,333 \$367 LCFF Supplemental & Concentration 1000-1999 Certificated Staff (CEO) 3000-3999 Associated Benefits |

Action 2c

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---|---|
| 2c. Administration will ensure all teachers are highly qualified and receive comprehensive and ongoing professional development throughout the year to provide intervention support and differentiate instruction based on student benchmark data. | 2c. Administration ensured all teachers met credentialing qualifications and received comprehensive and ongoing professional development throughout the year to provide intervention support and differentiate instruction based on student benchmark data. | Funded in Action 2b LCFF Supplemental & Concentration 1300 Certificated Staff (CEO) | \$2,160 LCFF Supplemental & Concentration 5810 EL/SPED Specialist |

Action 2d

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| 2d. Teachers will collaborate in a PLC to continuously learn and refine their own instructional practice to realize student achievement goals. | 2d. Teachers collaborated in a PLC to continuously learn and refine their own instructional practice to realize student achievement goals. | Funded in Action 2b LCFF Supplemental & Concentration 1300 Certificated Staff (CEO) | \$13,899 \$1,529 LCFF Supplemental & Concentration 1100 Certificated Salaries (Teachers) |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--------------------------|-------------------------|-----------------------|-------------------------------|
| | | | 3000-3999 Associated Benefits |

Action 2e

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---|---|
| 2e. The school will implement the LAUSD English Learner Master Plan. | 2e. The school implemented the LAUSD English Learner Master Plan. | \$21,600 LCFF Supplemental & Concentration 2200 Classified Staff (SPED/EL Consultant) | \$4,320 LCFF Supplemental & Concentration 5810 EL/SPED Specialist |

Action 2f

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| 2f. The school will provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement for ELs | 2f. The school provided highly qualified and experienced teachers with appropriate EL authorization, who in turn continuously monitored instruction and achievement for ELs. | Funded in Action 2e LCFF Supplemental & Concentration 2200 Classified Staff (SPED/EL Consultant) | \$15,120 LCFF Supplemental & Concentration 5810 EL/SPED Specialist |

Action 2g

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|---|
| 2g. New teacher assistance and support (BTSA) will be provided, specifically relating to ELs. | 2g. New teacher assistance and support (BTSA) was provided, specifically relating to ELs. | Funded in Action 2e LCFF Supplemental & Concentration 2200 Classified Staff (SPED/EL Consultant) | Funded in Action 2e LCFF Supplemental & Concentration 5810 EL/SPED Specialist |

Action 2h

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| 2h. Students will be provided with access to a broad course of study (English, Math, Social Studies, Science, Health/PE, visual/performing arts) as outlined in the charter petition. | 2h. Students were provided with access to a broad course of study (English, Math, Social Studies, Science, Health/PE, visual/performing arts) as outlined in the charter petition. | Funded in Action 2b LCFF Supplemental & Concentration 1300 Certificated Staff (CEO) | Funded in Action 5a LCFF Base, Categorical & Other Revenues 1100 Certificated Salaries (Teachers) |

Action 2i

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| 2i. Crete will establish partnerships with health and dental clinics, counseling services, food banks, housing organizations and more to support students and their families. | 2i. Crete established partnerships with health and dental clinics, counseling services, food banks, housing organizations and more to support students and their families. | \$40,000 LCFF Supplemental & Concentration 2300 Director of Wellness | \$16,330 \$1,845 LCFF Supplemental & Concentration 2300 Director of Wellness 3000-3999 Associated Benefits |

Action 2j

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---|---|
| [2j]. All staff will receive comprehensive training on identifying student with psychosocial, health or other needs (including food, clothing, etc.) and internal policies and for providing referrals for coordinating services for families. | 2j. All staff received comprehensive training on identifying students with psychosocial, health or other needs (including food, clothing, etc.) and internal policies for providing referrals for coordinating services for families. | Funded in Action 2i LCFF Supplemental & Concentration 2300 Director of Wellness | \$1,814 \$205 LCFF Supplemental & Concentration 2300 Director of Wellness 3000-3999 Associated Benefits |

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.

Highlights on implementation of Goal 2 are as follows:

- Professional Development - The school developed and implemented the CRETE Teaching Framework, which provides clear standards across five domains to ensure consistency across classrooms. Teachers engaged in weekly observation and feedback with an instructional coach as well as weekly professional development sessions to support implementation. All teachers are returning.
- ELD - All of the selected core curriculum has Integrated ELD supports built in. Teachers leverage a variety of GLAD strategies to further support language development, such as Cognitive Content Dictionaries and Pictorial Input Charts, across all grades. Word rich environments in every classroom further complement this work.
- Robust Partnerships - The school has developed extensive partnerships in order to provide every service detailed in the petition starting in Year one, including medical, dental, vision, and mental health. There are four therapists on site, one social worker, one psychologist, and a registered nurse. Additional partnerships were formed to enrich students' lives, from donations of Halloween costumes to Holiday presents for every student.

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

Highlights on effectiveness of Goal 2 are as follows:

- As detailed above, Professional Development was successful in supporting a shared understanding of the Teaching Framework, strategies for supporting English Language Development were integrated into curriculum to support all students (there are no students designated as English Learners at this time), and robust partnerships were forged that provided students and their families with extensive wrap around services.
- In the coming school year, we will work to continue building consistency of practice across classrooms, so students have a shared experience over time.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures occurred, due to an increased initial enrollment that increased both revenue and expenditures. Core shifts in Goal 2 are as follows:

- Certificated and classified staff costs, as well as professional contract, were increased to meet the needs of our increased enrollment and then distributed across actions as a percent of their FTE.

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.

The following changes will be made to Goal 2:

- Actions 2e and 2f are being combined into a single action.
- Expenditures are allocated across actions by a percent of FTE for personnel responsible for implementation.

All other Actions and Measures will continue as written.

Goal 3

Goal 3: Crete will engage families as partners in school life and their child(s) education

State and/or Local Priorities addressed by this goal:

State Priorities: 3 Parent Involvement

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Teachers and school leaders will conduct one-on-one family meetings/home visits over the summer and start of the school year with 50% of new families by December 1 and 80% by the end of the year.

MET - Teachers and school leaders conducted one-on-one family meetings/home visits with 100% of new families.

Crete will increase parent participation at conferences by 5% over the previous year until the goal of 100% participation is met.

MET - 98% parent participation at conferences

Expected

Actual

Crete will increase parent participation at education workshops and school events by 5% over the previous year until the goal of 90% participation is met.

MET – 90% parent participation at education workshops

The percent of parents who respond positively on the Annual Stakeholder Satisfaction Surveys will be 85% or higher.

MET – 100% parents who responded positively on the Annual Stakeholder Satisfaction Survey

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 3a

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| 3a. A family orientation, Back to School Night, Parent-Teacher Conferences, and Parent Education Workshops will be held to help engage families in school life and their child's learning. | 3a. A family orientation, Back to School Night, Parent-Teacher Conferences, and Parent Education Workshops were held to help engage families in school life and their child's learning. | Funded in Action 5a LCFF Base, Categorical, and Other State Revenue 1000-1999 Certificated Salaries 2000-2999 Classified Salaries 3000-3999 Benefits | \$9,140 \$1,005 LCFF Supplemental & Concentration 1100 Certificated Salaries (Teachers) 3000-3999 Associated Benefits |

Action 3b

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|---|
| 3b. A School Site Council (SSC) and English Learner Advisory Committee (ELAC) will be developed, with facilitation provided to support composition and participation. | 3b. A School Site Council (SSC) is in development, with facilitation being provided to support composition and participation. The school does not have a large enough population of ELs to require an ELAC. | Funded in Action 5a LCFF Base, Categorical, and Other State Revenue | \$667 \$73 LCFF Supplemental & Concentration |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--------------------------|-------------------------|--|--|
| | | 1000-1999 Certificated Salaries 2000-2999 Classified Salaries 3000-3999 Benefits | 1000-1999 Certificated Salaries (CEO) 3000-3999 Associated Benefits |

Action 3c

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---|---|
| 3c. Regular newsletters will be provided to parents of upcoming events, resources, and workshops both via email and hardcopy form (in English, Spanish and other languages as needed). | 3c. Regular newsletters were provided to parents on upcoming events, resources, and workshops both via email and hardcopy form (in English, Spanish and other languages as needed). | \$40,000 (Funds Actions 4a, 4b, and 4c as well) LCFF Supplemental & Concentration 2000-2999 Classified Staff (Office Assistant) | \$8,000 \$904 LCFF Supplemental & Concentration 2300 Classified Staff (COO) 3000-3999 Associated Benefits |

Action 3d

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| 3d. Training will be provided to teachers, staff, and parents on the use of digital communication tools. | 3d. Training was provided to teachers, staff, and parents on the use of digital communication tools. | Funded in Action 5a LCFF Base, Categorical, and Other State Revenue 1000-1999 Certificated Salaries 2000-2999 Classified Salaries 3000-3999 Benefits | \$8000 \$904 LCFF Supplemental & Concentration 2300 Classified Staff (COO) 3000-3999 Associated Benefits |

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.

Highlights on implementation of Goal 3 are as follows:

- Family Support - After enrollment, every family met with a case worker or social worker for an initial intake meeting. A needs assessment was conducted, then families were connected with resources they needed such as legal services, employment opportunities, and professional services.
- Family Engagement - A variety of events and activities were held, that brought families into the life of the school. This included a Fall Fest, Thanksgiving Feast, and Christmas/Winter Celebration as well as regular coffees with the Principal and an LCAP meeting

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

Highlights on effectiveness of Goal 3 are as follows:

- Family Support - Families regularly accessed support, through the school's multiple partnerships.
- SSC - While the SSC was formed in Year One, it will require continued support with facilitation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures occurred, due to an increased initial enrollment that increased both revenue and expenditures. Core shifts in Goal 3 are as follows:

- Certificated and classified staff costs, as well as professional contract, increased to meet the needs of our increased enrollment and ensure a successful launch and first year of operation.

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.

The following changes will be made to Goal 3:

· Expenditures are allocated across actions by a percent of FTE for personnel responsible for implementation.
Actions and Measures will continue as written.

Goal 4

Goal 4: Crete will create a positive school climate and culture that supports student development across dimensions.

State and/or Local Priorities addressed by this goal:

State Priorities: 5 Pupil Engagement, 6 School Climate

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

4a. Attendance rate will be 95% or higher.

MET - 2018-19 Schoolwide internal Attendance rate was 90.5%
· FRL – 92%
· EL – 95%
· SPED – 88%
· Latino – 92%

4b. The Chronic Absenteeism Rate will be lower than the previous year.

MET – 2018-19 Schoolwide internal calculation of Chronic Absenteeism Rate was 27%
· FRL – 27%
· EL – 1.5%
· SPED – 5.1%
· Latino – 8%

4c. Suspension rate will be lower than the average rate of surrounding schools.

MET – 2018-19 Schoolwide Suspension rate was 3.6% per the LAUSD Data Set

4d. Expulsion rate will be lower than the average rate of surrounding schools.

MET - Expulsion rate was 0%

Expected

Actual

4e. Expulsion rate will be consistent with the MCD.

MET - Expulsion rate was 0%

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 4a

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|---|
| 4a. The Principal will conduct daily, monthly and quarterly reviews of attendance to identify trends in absenteeism and share these with the Office Manager. | 4a. The Principal conducted daily, monthly and quarterly reviews of attendance to identify trends in absenteeism and shared these with the Director of Operations. | Funded in Actions 2b and 3c LCFF Base, Categorical, and Other State Revenue 1000-1999 Certificated Staff 2000-2999 Classified Staff | \$1,375 \$151 LCFF Supplemental & Concentration 1300 Certificated Staff (Dean of Students) 3000-3999 Associated Benefits |

Action 4b

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| 4b. The Principal and Office Manager will monitor student attendance and communicate with families on the importance of attendance. | 4b. The Principal and Director of Operations monitored student attendance and communicated with families on the importance of attendance. | Funded in Action 3c LCFF Supplemental & Concentration 2000-2999 Classified Staff | Funded in Action 4a LCFF Supplemental & Concentration 1300 Certificated Staff (Dean of Students) 3000-3999 Associated Benefits |

Action 4c

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|---|
| 4c. Parent outreach and communications will stress the importance of attendance and arriving to school on time each day. | 4c. Parent outreach and communications stressed the importance of attendance and arriving to school on time each day. | Funded in Action 3c LCFF Supplemental & Concentration 2000-2999 Classified Staff | Funded in Action 4a LCFF Supplemental & Concentration 1300 Certificated Staff (Dean of Students) 3000-3999 Associated Benefits |

Action 4d

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--|---|
| 4d. Restorative Justice practices will be used to minimize suspensions and keep kids in school. | 4d. Restorative Justice practices were used to minimize suspensions and keep kids in school. | \$13,750 LCFF Supplemental & Concentration 2200 Classified Staff (Dean of Culture) | \$11,000 \$1,210 \$25,000 \$2,750 LCFF Supplemental & Concentration 1300 Certificated Staff (Dean of Students) 3000-3999 Associated Benefits 2300 Classified Staff (Assistant Dean of Students) 3000-3999 Associated Benefits |

Action 4e

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| <p>4e. Teachers will receive support and training in best practices regarding positive behavioral support, classroom management, and crisis intervention.</p> | <p>4e. Teachers received support and training in best practices regarding positive behavioral support, classroom management, and crisis intervention</p> | <p>Funded in Action 2i LCFF Supplemental & Concentration 2000-2999 Classified Staff</p> | <p>\$1,375 \$151 LCFF Supplemental & Concentration 1300 Certificated Staff (Dean of Students) 3000-3999 Associated Benefits</p> |

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.

Highlights on implementation of Goal 4 are as follows:

- Attendance - Given CRETE's target population, providing transportation to and from school is a necessary support for students and their families. The school provided transportation for 65 students over the course of the school year. To further support attendance, monthly assemblies were held to recognize students with awards given to students who secured full attendance that month. Students were able to earn rewards such as popcorn and pizza parties for securing multiple months of full attendance, with a trip to Disneyland awarded to all students with full attendance for the complete school year.
- School Culture - A strong school culture was developed, centered on the CRETE core values of Character, Responsibility, Equality, Teachability, and Excellence. Each core value was a focus for two months, explicitly taught in the classrooms and reinforced across school settings. Students were able to earn CRETE "dollars" for exhibiting the core values, which they could redeem on Fridays at the school store. A mindfulness practice was in place, beginning each school day with mindfulness and positive affirmations. Intervention services were available for students as needed, as well as preventive maintenance. The Deans of Culture worked with students, mentoring and building positive relationships. Finally, events were held throughout the school year to instill a culture of academics, including a science fair and spelling bee.

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

Highlights on effectiveness of Goal 4 are as follows:

- School Culture – CRETE developed a strong school culture, as detailed above.
- Attendance – CRETE will continue to work to strengthen attendance to support students' achievement and well-being.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures occurred, due to an increased initial enrollment that increased both revenue and expenditures. Core shifts in Goal 4 are as follows:

- Transportation costs were allocated to support attendance.
- Expenditures are allocated across actions by a percent of FTE for personnel responsible for implementation.

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.

The following changes will be made to Goal 4:

- Actions 4a, 4b, and 4c will be combined into a single action.
- Expenditures are allocated across actions by a percent of FTE for personnel responsible for implementation.

Actions and Measures will continue as written.

Goal 5

Goal 5: Crete Academy is an operationally-sound organization with the capacity to carry out goals 1-4.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 Basic Services

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis.

Actual

Annual LCFF budget revenue and expenses were aligned and accounted for.

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 5a

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| 5a. Hire and develop a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP | 5a. Hired and developed a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP. | \$422,800 \$133,908 \$154,209 LCFF Base, Categorical, & Other State Revenue 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits | \$412,114 \$186,743 \$108,480 LCFF Base, Categorical, & Other State Revenue 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits |

Action 5b

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--------------------------|----------------------------------|
| 5b. Acquire and maintain non-classroom-based books, materials and supplies | 5b. Acquired and maintained non-classroom-based books, materials and | \$209,849 | \$245,525 |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---|---|
| necessary to support strong school operations. | supplies necessary to support strong school operations. | LCFF Base, Categorical, & Other State Revenue 4000-4999 Books, Supplies, Materials | LCFF Base, Categorical, & Other State Revenue 4000-4999 Books, Supplies, Materials |

Action 5c

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| 5c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support. | 5c. Provided coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support. | \$363,162 LCFF Base, Categorical, & Other State Revenue 5000-5999 Operating Expenses | \$488,518 LCFF Base, Categorical, & Other State Revenue 5000-5999 Operating Expenses |

Action 5d

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|--|
| 5d. Maintain depreciating capital as necessary to support strong school operations. | 5d. Maintained depreciating capital as necessary to support strong school operations. | \$6,818 LCFF Base, Categorical, & Other State Revenue 6000-6999 Capital | \$30,507 LCFF Base, Categorical, & Other State Revenue 6000-6999 Capital |

Action 5e

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| 5e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code. | 5e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code. | \$69,738 LCFF Base, Categorical, & Other State Revenue 7000-7999 Other Outgo | \$63,996 LCFF Base, Categorical, & Other State Revenue 7000-7999 Other Outgo |

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.

Highlights on implementation of Goal 5 are as follows:

- Launch - The school successful opened and operated, serving 135 students in TK – 6th grade.
- Operations – The school established systems, protocols, and procedures to ensure an effective operation in support of Goals 1 – 4.

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

Highlights on effectiveness of Goal 5 are as follows:

- Retention – All teachers will be returning next year, a sign of the strength of the school in supporting students, families, and staff.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures occurred, due to an increased initial enrollment that increased both revenue and expenditures.

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

Goal 5, as well as its Actions and Measures, will continue as written.

APPROVED

Stakeholder Engagement

LCAP Year: 2019–20

Involvement Process for LCAP and Annual Update

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

CRETE Academy engaged stakeholders in the annual review and analysis:

Families: Coffees with the Principal were held regularly to gather input from families on areas of the school program including those included in the LCAP. A survey was administered to gather additional feedback specific to the LCAP as well as an in-person community meeting.

Board of Directors: The Board of Directors regularly reviewed data on the school program, including goals and actions/services contained in the LCAP. The Board approved the LCAP at its regular meeting held on June 13, 2019.

NOTE: Based on feedback from the charter authorizer, the Board approved a revised LCAP for 2019-20 on January 29, 2020.

Impact on LCAP and Annual Update

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

Based on consultations with stakeholders, the LCAP was informed by the feedback from the following:

Families: Continuation of the actions to-date, in particular the school program and the extensive services for families. While families would also like a larger facility, that is not a strategic priority at this time. As enrollment increases and stabilizes, the Board may address the facility in future planning.

Board of Directors: Continuation of actions to-date and solidify the core program.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

UNCHANGED GOAL

Goal 1

Goal 1: Crete will ensure that basic services are in place to support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 Basic Services

Local Priorities: N/A

Identified Need:

Students deserve basic services, which are not always in place for the targeted student population and their families. These are necessary to lay the foundation for further goals.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|------------------------------|---------|---------|---------|
| 1a. 100% of core teachers will be appropriately assigned and credentialed in the subject areas and | 2017-18 will be the baseline | 100% | 100% | 100% |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|------------------------------|--------------------|--------------------|--------------------|
| for the pupils they are teaching. | | | | |
| 1b. 100% of all teachers and certificated staff will possess valid TB clearance. | 2017-18 will be the baseline | 100% | 100% | 100% |
| 1c. 100% of students, including all statistically significant subgroups, will have access to CCSS-aligned instructional materials for core courses and additional materials as outlined in the charter petition. | 2017-18 will be the baseline | 100% | 100% | 100% |
| 1d. Facilities will be in good, working order according to school and district standards. | 2017-18 will be the baseline | Good working order | Good working order | Good working order |

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 1a

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)

Location(s):

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

[Empty input box for Students to be Served]

[Empty input box for Location(s)]

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)

English Learners, Foster Youth, Low Income

Limited to Unduplicated Student Group(s)

All Schools

Actions/Services

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

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

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

NEW

MODIFIED (BUDGET SOURCE)

UNCHANGED

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1a. All Crete teachers' credentials will be properly checked by the Principal prior to the commencement of employment and at least quarterly required documentation will be kept on file.

1a. All Crete teachers' credentials will be properly checked by the Principal prior to the commencement of employment and at least quarterly required documentation will be kept on file.

1a. All Crete teachers' credentials will be properly checked by the Principal prior to the commencement of employment and at least quarterly required documentation will be kept on file.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---|---|
| Amount | Funded in Action 5a | \$1,000 \$113 | \$1,030 \$116 |
| Source | LCFF Base, Categorical, and Other State Revenue | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration |
| Budget Reference | 1000-1999 Certificated Salaries 2000-2999 Classified Salaries 3000-3999 Benefits | 1300 Certificated Salaries (CEO) 3000-3999 Associated Benefits | 1300 Certificated Salaries (CEO) 3000-3999 Associated Benefits |

Action 1b

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)

Location(s):

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

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)

English Learners, Foster Youth, Low Income

Limited to Unduplicated Student Group(s)

All Schools

Actions/Services

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

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

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

NEW

MODIFIED (BUDGET SOURCE)

UNCHANGED

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1b. Common Core-aligned texts and instructional materials (including online curriculum) will be purchased for all grade levels after careful review by staff.

1b. Common Core-aligned texts and instructional materials (including online curriculum) will be purchased for all grade levels after careful review by staff.

1b. Common Core-aligned texts and instructional materials (including online curriculum) will be purchased for all grade levels after careful review by staff.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|--|--|
| Amount | Funded in Action 5b | \$7,000 \$12,000 | \$7,210 \$12,360 |
| Source | LCFF Base, Categorical, and Other State Revenue | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration |
| Budget Reference | 4000-4999 Books, Supplies, & Materials | 4100 Core Curriculum 4300 Instructional Materials | 4100 Core Curriculum 4300 Instructional Materials |

Action 1c

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)

Location(s):

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

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))

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

NEW

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

MODIFIED (BUDGET SOURCE)

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

UNCHANGED

2017-18 Actions/Services

1c. The CEO will conduct reviews with the insurance provider to identify and address areas of risk.

2018-19 Actions/Services

1c. The CEO will conduct reviews with the insurance provider to identify and address areas of risk.

2019-20 Actions/Services

1c. The CEO will conduct reviews with the insurance provider to identify and address areas of risk.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---|---|
| Amount | Funded in Action 5a | \$1,000 \$113 | \$1,030 \$116 |
| Source | LCFF Base, Categorical, and Other State Revenue | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration |
| Budget Reference | 1000-1999 Certificated Salaries 2000-2999 Classified Salaries | 1300 Certificated Salaries (CEO) 3000-3999 Associated Benefits | 1300 Certificated Salaries (CEO) 3000-3999 Associated Benefits |

| | | | |
|------|--------------------|---------|---------|
| Year | 2017-18 | 2018-19 | 2019-20 |
| | 3000-3999 Benefits | | |

Action 1d

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)

Location(s):

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

| | |
|--|--|
| | |
|--|--|

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)

| | | |
|--|--|-------------|
| English Learners, Foster Youth, Low Income | Limited to Unduplicated Student Group(s) | All Schools |
|--|--|-------------|

Actions/Services

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

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

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

| | | |
|-----|--|------------------|
| NEW | MODIFIED (ACTION & BUDGET SOURCE) | UNCHANGED |
|-----|--|------------------|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|--|---|---|
| 1d. Maintenance issues will be addressed in a timely manner. | 1d. The facility will be properly maintained, with issues addressed proactively and in a timely manner. A | 1d. The facility will be properly maintained, with issues addressed proactively and in a timely manner. A |
|--|---|---|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

maintenance log will be kept and reviewed on a regular basis by the Principal to support this work.

maintenance log will be kept and reviewed on a regular basis by the Principal to support this work.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$2,500 | \$8,000 \$904 \$20,554 | \$8,240 \$931 \$21,170 |
| Source | LCFF Base, Categorical, and Other State Revenue | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration |
| Budget Reference | 2300 Classified Staff (COO) | 2300 Classified Staff (COO) 3000-3999 Associated Benefits 2000-2999 Classified Staff (Bus Driver) 5811 Student Transportation | 2300 Classified Staff (COO) 3000-3999 Associated Benefits 2000-2999 Classified Staff (Bus Driver) 5811 Student Transportation |

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

UNCHANGED GOAL

Goal 2

Goal 2: Crete will ensure that a CCSS aligned curriculum and broad course of study are in place to support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 2 Implementation of State Standards, 4 Pupil Achievement, 7 Course Access

Local Priorities: N/A

Identified Need:

Students must acquire mastery of basic skills, as well as have access to a broad range of study in order to be fully prepared to have choice in college, career, and life.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|------------------------------|------------------------------|------------------------------|------------------------------|
| 2a. 100% of English Language Arts (ELA) and Mathematics curriculum is aligned to the CCSS. | 2017-18 will be the baseline | 100% | 100% | 100% |
| 2b. 100% of students have access to the program outlined in the charter | 2017-18 will be the baseline | 100% | 100% | 100% |
| 2c. Students will meet or exceed growth targets set by the state on the CAASPP in ELA (comparable assessments for students with special needs), overall and for all statistically | 2017-18 will be the baseline | Meet or exceed growth target | Meet or exceed growth target | Meet or exceed growth target |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|------------------------------|--|--|--|
| significant subgroups. | | | | |
| 2d. Students will meet or exceed growth targets set by the state on the CAASPP in Math (comparable assessments for students with special needs), overall and for all statistically significant subgroups. | 2017-18 will be the baseline | Meet or exceed growth target | Meet or exceed growth target | Meet or exceed growth target |
| 2e. School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education. | 2017-18 will be the baseline | Meet | Meet | Meet |
| 2f. The EL progress/reclassification rate will be equal to or higher than previous year, as measured by the CELDT/ELPAC | 2017-18 will be the baseline | Equal or higher than the previous year | Equal or higher than the previous year | Equal or higher than the previous year (ELPAC) |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|------------------------------|---------|---------|---------|
| 2g. 85% or more of parents surveyed will indicate that they received referrals to appropriate external services and supports for their children/families as needed | 2017-18 will be the baseline | 85% | 85% | 85% |

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 2a

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)

Location(s):

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

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)

English Learners, Foster Youth, Low Income

Limited to Unduplicated Student Group(s)

All Schools

Actions/Services

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

NEW

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

UNCHANGED

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

UNCHANGED

2017-18 Actions/Services

2a. Faculty will utilize Common Core-aligned texts and instructional materials to design lessons and pacing guides that include opportunities for students to engage in critical thinking tasks and differentiated instruction as they master State content standards.

2018-19 Actions/Services

2a. Faculty will utilize Common Core-aligned texts and instructional materials to design lessons and pacing guides that include opportunities for students to engage in critical thinking tasks and differentiated instruction as they master State content standards.

2019-20 Actions/Services

2a. Faculty will utilize Common Core-aligned texts and instructional materials to design lessons and pacing guides that include opportunities for students to engage in critical thinking tasks and differentiated instruction as they master State content standards.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | Funded in Action 5a | \$3,844 \$423 | \$3,959 \$436 |
| Source | LCFF Base, Categorical, and Other State Revenue | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration |
| Budget Reference | 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits | 1100 Certificated Staff (Teachers) 3000-3999 Benefits | 1100 Certificated Staff (Teachers) 3000-3999 Benefits |

Action 2b

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)

Location(s):

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

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)

English Learners, Foster Youth, Low Income

Limited to Unduplicated Student Group(s)

All Schools

Actions/Services

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

NEW

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

UNCHANGED

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

UNCHANGED

2017-18 Actions/Services

2b. Teachers will participate in summer and ongoing professional development on the implementation of CCSS and new CCSS aligned assessments.

2018-19 Actions/Services

2b. Teachers will participate in summer and ongoing professional development on the implementation of CCSS and new CCSS aligned assessments.

2019-20 Actions/Services

2b. Teachers will participate in summer and ongoing professional development on the implementation of CCSS and new CCSS aligned assessments.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|----------|------------------|------------------|
| Amount | \$20,000 | \$5,000 \$565 | \$5,150 \$582 |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-----------------------------------|--|--|
| Source | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration |
| Budget Reference | 1300 Certificated Staff (CEO) | 1300 Certificated Staff (CEO) 3000-3999 Associated Benefits | 1300 Certificated Staff (CEO) 3000-3999 Associated Benefits |

Action 2c

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)

Location(s):

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

| | |
|--|--|
| | |
|--|--|

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)

| | | |
|--|--|-------------|
| English Learners, Foster Youth, Low Income | Limited to Unduplicated Student Group(s) | All Schools |
|--|--|-------------|

Actions/Services

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

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

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

| | | |
|------------|------------------|------------------|
| NEW | UNCHANGED | UNCHANGED |
|------------|------------------|------------------|

2017-18 Actions/Services

2c. Crete will ensure all teachers are highly qualified and receive comprehensive and ongoing professional development throughout the year to provide intervention support and differentiate instruction based on student benchmark data.

2018-19 Actions/Services

2c. Crete will ensure all teachers are highly qualified and receive comprehensive and ongoing professional development throughout the year to provide intervention support and differentiate instruction based on student benchmark data.

2019-20 Actions/Services

2c. Crete will ensure all teachers are highly qualified and receive comprehensive and ongoing professional development throughout the year to provide intervention support and differentiate instruction based on student benchmark data.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-----------------------------------|---|---|
| Amount | Funded in Action 2b | \$2,500 | \$2,575 |
| Source | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration |
| Budget Reference | 1300 Certificated Staff (CEO) | 5810 Contract Provider (EL/SPED Specialist) | 5810 Contract Provider (EL/SPED Specialist) |

Action 2d

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)

Location(s):

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

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))

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

NEW

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

UNCHANGED

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

UNCHANGED

2017-18 Actions/Services

2d. Teachers will collaborate in a PLC to continuously learn and refine their own instructional practice to realize student achievement goals.

2018-19 Actions/Services

2d. Teachers will collaborate in a PLC to continuously learn and refine their own instructional practice to realize student achievement goals.

2019-20 Actions/Services

2d. Teachers will collaborate in a PLC to continuously learn and refine their own instructional practice to realize student achievement goals.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-----------------------------------|---|---|
| Amount | Funded in Action 2b | \$19,796 \$2,178 | \$19,796 \$2,178 |
| Source | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration |
| Budget Reference | 1300 Certificated Staff (CEO) | 1100 Certificated Staff (Teachers) 3000-3999 Associated Benefits | 1100 Certificated Staff (Teachers) 3000-3999 Associated Benefits |

Action 2e

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)

Location(s):

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

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)

English Learners, Foster Youth, Low Income

Limited to Unduplicated Student Group(s)

All Schools

Actions/Services

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

NEW

2017-18 Actions/Services

2e. Implement the LAUSD English Learner Master Plan.

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

MODIFIED (ACTION & BUDGET SOURCE)

2018-19 Actions/Services

2e. The school will implement the LAUSD English Learner Master Plan, with highly qualified and experienced teachers with appropriate EL authorization continuously monitoring instruction and achievement for ELs.

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

UNCHANGED

2019-20 Actions/Services

2e. The school will implement the LAUSD English Learner Master Plan, with highly qualified and experienced teachers with appropriate EL authorization continuously monitoring instruction and achievement for ELs.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---|---|
| Amount | \$21,600 | \$5,000 | \$5,150 |
| Source | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration |
| Budget Reference | 2200 Classified Staff (SPED/EL Consultant) | 5810 Contract Provider (EL/SPED Specialist) | 5810 Contract Provider (EL/SPED Specialist) |

Action 2f

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)

Location(s):

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

| | |
|--|--|
| | |
|--|--|

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)

| | | |
|--|--|-------------|
| English Learners, Foster Youth, Low Income | Limited to Unduplicated Student Group(s) | All Schools |
|--|--|-------------|

Actions/Services

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

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

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

| | | |
|--|------------|------------------|
| | NEW | UNCHANGED |
|--|------------|------------------|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2f. The school will implement a robust Response to Intervention (RTI) program to support student academic, social, emotional, and physical well-being.

2f. The school will implement a robust Response to Intervention (RTI) program to support student academic, social, emotional, and physical well-being.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|--|--|
| Amount | | \$17500 \$55377 \$5478 \$40000 | \$18025 \$57038 \$5642 \$50000 |
| Source | | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration |
| Budget Reference | | 5810 Contract Provider (EL/SPED Specialist) 2100 Instructional Aides 3000-3999 Associated Benefits 5000-5999 Special Education Encroachment | 5810 Contract Provider (EL/SPED Specialist) 2100 Instructional Aides 3000-3999 Associated Benefits 5000-5999 Special Education Encroachment |

Action 2g

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)

Location(s):

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

[Empty text box for Students to be Served]

[Empty text box for Location(s)]

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)

English Learners, Foster Youth, Low Income

Limited to Unduplicated Student Group(s)

All Schools

Actions/Services

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

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

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

NEW

UNCHANGED

UNCHANGED

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2g. Provide new teacher assistance and support (BTSA), specifically relating to ELs.

2g. Provide new teacher assistance and support (BTSA), specifically relating to ELs.

2g. Provide new teacher assistance and support (BTSA), specifically relating to ELs.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|---------------------|---------------------|---------------------|
| Amount | Funded in Action 2e | Funded in Action 2e | Funded in Action 2e |

| | | | |
|------------------|--|---|---|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Source | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration |
| Budget Reference | 2200 Classified Staff (SPED/EL Consultant) | 5810 Contract Provider (EL/SPED Specialist) | 5810 Contract Provider (EL/SPED Specialist) |

Action 2h

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)

Location(s):

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

| | |
|--|--|
| | |
|--|--|

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)

| | | |
|--|--|-------------|
| English Learners, Foster Youth, Low Income | Limited to Unduplicated Student Group(s) | All Schools |
|--|--|-------------|

Actions/Services

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

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

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

| | | |
|------------|------------------|------------------|
| NEW | UNCHANGED | UNCHANGED |
|------------|------------------|------------------|

2017-18 Actions/Services

2h. All students, including all subgroups, will have access to a broad course (English, Math, Social Studies, Science, Health/PE, visual/performing arts) outlined in the charter petition.

2018-19 Actions/Services

2h. All students, including all subgroups, will have access to a broad course (English, Math, Social Studies, Science, Health/PE, visual/performing arts) outlined in the charter petition.

2019-20 Actions/Services

2h. All students, including all subgroups, will have access to a broad course (English, Math, Social Studies, Science, Health/PE, visual/performing arts) outlined in the charter petition.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Amount | Funded in Action 2b | Funded in Action 5a | Funded in Action 5a |
| Source | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration |
| Budget Reference | 1300 Certificated Staff (CEO) | 1000-1999 Certificated Staff | 1000-1999 Certificated Staff |

Action 2i

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)

[Empty text box for student selection]

Location(s):

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

[Empty text box for location selection]

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))

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

NEW

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

UNCHANGED

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

UNCHANGED

2017-18 Actions/Services

2i. Crete will establish partnerships with health and dental clinics, counseling services, food banks, housing organizations and more to support students and their families

2018-19 Actions/Services

2i. Crete will establish partnerships with health and dental clinics, counseling services, food banks, housing organizations and more to support students and their families

2019-20 Actions/Services

2i. Crete will establish partnerships with health and dental clinics, counseling services, food banks, housing organizations and more to support students and their families

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-----------------------------------|--|--|
| Amount | \$40,000 | \$16,330 \$1,845 | \$16,819 \$1,900 |
| Source | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration |
| Budget Reference | 2300 Director of Wellness | 2300 Director of Wellness 3000-3999 Associated Benefits | 2300 Director of Wellness 3000-3999 Associated Benefits |

Action 2j

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)

Location(s):

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

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)

English Learners, Foster Youth, Low Income

Limited to Unduplicated Student Group(s)

All Schools

Actions/Services

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

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

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

NEW

UNCHANGED

UNCHANGED

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2j. All staff will receive comprehensive training on identifying student with psychosocial, health or other needs (including food, clothing, etc.) and internal policies and for providing referrals for coordinating services for families.

2j. All staff will receive comprehensive training on identifying student with psychosocial, health or other needs (including food, clothing, etc.) and internal policies and for providing referrals for coordinating services for families.

2j. All staff will receive comprehensive training on identifying student with psychosocial, health or other needs (including food, clothing, etc.) and internal policies and for providing referrals for coordinating services for families.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-----------------------------------|--|--|
| Amount | Funded in Action 2i | \$1,814 \$205 | \$1,869 \$211 |
| Source | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration |
| Budget Reference | 2300 Director of Wellness | 2300 Director of Wellness 3000-3999 Associated Benefits | 2300 Director of Wellness 3000-3999 Associated Benefits |

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

UNCHANGED GOAL

Goal 3

Goal 3: Crete will engage families as partners in school life and their child(s) education.

State and/or Local Priorities addressed by this goal:

State Priorities: 3 Parent Involvement

Local Priorities: N/A

Identified Need:

Families must be engaged and empowered, to be true partners in their child's education and the life of the school.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|------------------------------|------------------------------|---------|---------|
| 3a. Teachers and school leaders will conduct one-on-one family meetings/home visits over the summer and start of the school year with 50% of new families by December 1 and 80% by the end of the year. | 2017-18 will be the baseline | 80% | 80% | 80% |
| 3b. Crete will increase parent participation at conferences by 5% over the previous year until the goal of 100% participation is met (2017-18 will be baseline year). | 2017-18 will be the baseline | 2017-18 will be the baseline | +5% | +5% |
| 3c. Crete will increase parent participation at education workshops and school events by 5% over the previous year until the goal of 90% | 2017-18 will be the baseline | 2017-18 will be the baseline | +5% | +5% |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|------------------------------|---------|---------|---------|
| participation is met (2017-18 will be baseline year). | | | | |
| 3d. The percent of parents who respond positively on the Annual Stakeholder Satisfaction Surveys will be 85% or higher. | 2017-18 will be the baseline | 85% | 85% | 85% |

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 3a

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)

Location(s):

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

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)

English Learners, Foster Youth, Low Income

Limited to Unduplicated Student Group(s)

All Schools

Actions/Services

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

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

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

NEW

MODIFIED

UNCHANGED

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3a. Crete will host family orientation, Back to School Night, Parent-Teacher Conferences, and Parent Education Workshops to help engage families in school life and their child's learning.

3a. Crete will host family orientation, Back to School Night, Parent-Teacher Conferences, and Parent Education Workshops to help engage families in school life and their child's learning.

3a. Crete will host family orientation, Back to School Night, Parent-Teacher Conferences, and Parent Education Workshops to help engage families in school life and their child's learning.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---|---|
| Amount | Funded in Action 5a | \$10,597 \$1,166 | \$10,915 \$1,201 |
| Source | LCFF Base, Categorical, and Other State Revenue | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration |
| Budget Reference | 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits | 1100 Certificated Staff (Teachers) 3000-3999 Associated Benefits | 1100 Certificated Staff (Teachers) 3000-3999 Associated Benefits |

Action 3b

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)

Location(s):

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

[Empty selection box for Students to be Served]

[Empty selection box for Location(s)]

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)

English Learners, Foster Youth, Low Income

Limited to Unduplicated Student Group(s)

All Schools

Actions/Services

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

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

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

NEW

MODIFIED

UNCHANGED

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3b. Crete will establish a School Site Council (SSC), English Learner Advisory Committee (ELAC), and facilitate parent selection and participation.

3b. Crete will establish a School Site Council (SSC), English Learner Advisory Committee (ELAC), and facilitate parent selection and participation.

3b. Crete will establish a School Site Council (SSC), English Learner Advisory Committee (ELAC), and facilitate parent selection and participation.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|---------------------|------------------|------------------|
| Amount | Funded in Action 5a | \$1,000 \$113 | \$1,030 \$116 |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Source | LCFF Base, Categorical, and Other State Revenue | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration |
| Budget Reference | 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits | 1300 Certificated Staff (CEO) 3000-3999 Associated Benefits | 1300 Certificated Staff (CEO) 3000-3999 Associated Benefits |

Action 3C

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)

Location(s):

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

| | |
|--|--|
| | |
|--|--|

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)

| | | |
|--|--|-------------|
| English Learners, Foster Youth, Low Income | Limited to Unduplicated Student Group(s) | All Schools |
|--|--|-------------|

Actions/Services

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

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

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

| | | |
|------------|------------------|------------------|
| NEW | UNCHANGED | UNCHANGED |
|------------|------------------|------------------|

2017-18 Actions/Services

3c. Crete will provide regular newsletters to parents of upcoming events, resources, and workshops both via email and hardcopy form (in English, Spanish and other languages as needed).

2018-19 Actions/Services

3c. Crete will provide regular newsletters to parents of upcoming events, resources, and workshops both via email and hardcopy form (in English, Spanish and other languages as needed).

2019-20 Actions/Services

3c. Crete will provide regular newsletters to parents of upcoming events, resources, and workshops both via email and hardcopy form (in English, Spanish and other languages as needed).

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|--|--|
| Amount | \$40,000 (Funds Actions 4a, 4b, and 4c as well) | \$8,000 \$904 | \$8,240 \$931 |
| Source | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration |
| Budget Reference | 2000-2999 Classified Staff (Office Assistant) | 2300 Classified Staff (COO) 3000-3999 Associated Benefits | 2300 Classified Staff (COO) 3000-3999 Associated Benefits |

Action 3d

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)

Location(s):

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

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))

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

NEW

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

MODIFIED (BUDGET SOURCE)

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

UNCHANGED

2017-18 Actions/Services

3d. Training will be provided to teachers, staff, and parents on the use of digital communication tools.

2018-19 Actions/Services

3d. Training will be provided to teachers, staff, and parents on the use of digital communication tools.

2019-20 Actions/Services

3d. Training will be provided to teachers, staff, and parents on the use of digital communication tools.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | Funded in Action 5a | \$8,000 \$904 | \$8,240 \$931 |
| Source | LCFF Base, Categorical, and Other State Revenue | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration |
| Budget Reference | 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits | 2300 Classified Staff (COO) 3000-3999 Associated Benefits | 2300 Classified Staff (COO) 3000-3999 Associated Benefits |

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

UNCHANGED GOAL

Goal 4

Goal 4: Crete will create a positive school climate and culture that supports student development across dimensions.

State and/or Local Priorities addressed by this goal:

State Priorities: 5 Pupil Engagement, 6 School Climate

Local Priorities:

Identified Need:

Students must have their social and emotional needs met under Maslow’s hierarchy, in order to be prepared and active students.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|-------------------------------|--|--|--|
| 4a. Attendance rate will be 95% of higher. | 2017-18 will be the baseline. | 95% | 95% | 95% |
| 4b. The Chronic Absenteeism Rate will be lower than the previous year. | 2017-18 will be the baseline. | 2017-18 will be the baseline. | Lower than previous year | Lower than previous year |
| 4c. Suspension rate will be lower than the average rate of | 2017-18 will be the baseline. | Lower than average rate of surrounding schools | Lower than average rate of surrounding schools | Lower than average rate of surrounding schools |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|-------------------------------|--|--|--|
| surrounding schools. | | | | |
| 4d. Expulsion rate will be lower than the average rate of surrounding schools. | 2017-18 will be the baseline. | Lower than average rate of surrounding schools | Lower than average rate of surrounding schools | Lower than average rate of surrounding schools |
| 4e. Expulsion rate will be consistent with the MCD. | 2017-18 will be the baseline. | Consistent with the MCD | Consistent with the MCD | Consistent with the MCD |

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 4a

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)

Location(s):

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

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)

English Learners, Foster Youth, Low Income

Limited to Unduplicated Student Group(s)

All Schools

Actions/Services

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

NEW

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

MODIFIED (ACTION & BUDGET SOURCE)

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

UNCHANGED

2017-18 Actions/Services

4a. The Principal will conduct daily, monthly and quarterly reviews of attendance to identify trends in absenteeism and share these with the Office Manager.

2018-19 Actions/Services

4a. The Principal and Office Manager will actively monitor student attendance, communicate with families on the importance of attendance and arriving to school on time each day, and support families in removing obstacles to regular attendance as needed, including provision of transportation.

2019-20 Actions/Services

4a. The Principal and Office Manager will actively monitor student attendance, communicate with families on the importance of attendance and arriving to school on time each day, and support families in removing obstacles to regular attendance as needed, including provision of transportation.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---|---|
| Amount | Funded in Actions 2b and 3c | \$4,545 \$514 | \$4,681 \$529 |
| Source | LCFF Base, Categorical, and Other State Revenue | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration |
| Budget Reference | 1000-1999 Certificated Staff 2000-2999 Classified Staff | 1300 Certificated Staff (Dean of Students) 3000-1999 Associated Benefits | 1300 Certificated Staff (Dean of Students) 3000-1999 Associated Benefits |

Action 4b

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)

Location(s):

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

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)

English Learners, Foster Youth, Low Income

Limited to Unduplicated Student Group(s)

All Schools

Actions/Services

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

NEW

2017-18 Actions/Services

4b. Restorative Justice practices will be used to minimize suspensions and keep kids in school.

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

UNCHANGED

2018-19 Actions/Services

4b. Restorative Justice practices will be used to minimize suspensions and keep kids in school.

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

UNCHANGED

2019-20 Actions/Services

4b. Restorative Justice practices will be used to minimize suspensions and keep kids in school.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|--|--|
| Amount | \$13,750 | \$36,360 \$4,109 \$25,704 \$2,877 | \$37,451 \$4,232 \$26,475 \$2,963 |
| Source | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration |
| Budget Reference | 2200 Classified Staff (Dean of Culture) | 1300 Certificated Staff (Dean of Students) 3000-1999 Associated Benefits 2300 Classified Staff (Assistant Dean of Students) 3000-3999 Associated Benefits | 1300 Certificated Staff (Dean of Students) 3000-1999 Associated Benefits 2300 Classified Staff (Assistant Dean of Students) 3000-3999 Associated Benefits |

Action 4c

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)

Location(s):

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

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))

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

NEW

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

UNCHANGED

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

MODIFIED

2017-18 Actions/Services

4e. Teachers will receive support and training in best practices regarding positive behavioral support, classroom management, and crisis intervention.

2018-19 Actions/Services

4e. Teachers will receive support and training in best practices regarding positive behavioral support, classroom management, and crisis intervention.

2019-20 Actions/Services

4e. Teachers will receive support and training in best practices regarding positive behavioral support, classroom management, and crisis intervention.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-----------------------------------|---|---|
| Amount | Funded in Action 2i | \$4,545 \$514 | \$4,681 \$529 |
| Source | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration | LCFF Supplemental & Concentration |
| Budget Reference | 2000-2999 Classified Staff | 1300 Certificated Staff (Dean of Students) 3000-1999 Associated Benefits | 1300 Certificated Staff (Dean of Students) 3000-1999 Associated Benefits |

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

UNCHANGED GOAL

Goal 5

Goal 5: CRETE Academy is an operationally-sound organization with the capacity to carry out goals 1-4.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 Basic Services

Local Priorities: N/A

Identified Need:

Crete Academy must be a viable and sustainable institution in order to serve its students and families and achieve Goals 1-4.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---------------------------|-----------------------|-----------------------|-----------------------|
| Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis. | 2017-18 will be baseline. | Aligned and accounted | Aligned and accounted | Aligned and accounted |

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 5a

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)

Location(s):

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

All

All Schools

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)

Actions/Services

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

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

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

NEW

UNCHANGED

UNCHANGED

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

5a. Hire and develop a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP.

5a. Hire and develop a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP.

5a. Hire and develop a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$422,800 \$133,908 \$154,209 | \$442,150 \$181,075 \$130,200 | \$440,113 \$176,598 \$129,843 |
| Source | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue |
| Budget Reference | 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits | 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits | 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits |

Action 5b

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)

Location(s):

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

All

All Schools

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)

Actions/Services

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

NEW

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

UNCHANGED

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

UNCHANGED

2017-18 Actions/Services

5b. Acquire and maintain non-classroom-based books, materials and supplies necessary to support strong school operations.

2018-19 Actions/Services

5b. Acquire and maintain non-classroom-based books, materials and supplies necessary to support strong school operations.

2019-20 Actions/Services

5b. Acquire and maintain non-classroom-based books, materials and supplies necessary to support strong school operations.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$209,849 | \$147,100 | \$146,530 |
| Source | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue |
| Budget Reference | 4000-4999 Books, Supplies, Materials | 4000-4999 Books, Supplies, Materials | 4000-4999 Books, Supplies, Materials |

Action 5c

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):

All Schools

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)

Actions/Services

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

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

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

NEW

UNCHANGED

UNCHANGED

2017-18 Actions/Services

5c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.

2018-19 Actions/Services

5c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.

2019-20 Actions/Services

5c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|---|---|---|
| Amount | \$363,162 | \$345,048 | \$344,298 |
| Source | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue |

| | | | |
|------------------|------------------------------|------------------------------|------------------------------|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Budget Reference | 5000-5999 Operating Expenses | 5000-5999 Operating Expenses | 5000-5999 Operating Expenses |

Action 5d

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)

Location(s):

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

All

All Schools

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)

Actions/Services

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

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

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

NEW

UNCHANGED

UNCHANGED

2017-18 Actions/Services

5d. Maintain depreciating capital as necessary to support strong school operations.

2018-19 Actions/Services

5d. Maintain depreciating capital as necessary to support strong school operations.

2019-20 Actions/Services

5d. Maintain depreciating capital as necessary to support strong school operations.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$6,818 | \$30,507 | \$930,507 |
| Source | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue |
| Budget Reference | 6000-6999 Capital | 6000-6999 Capital | 6000-6999 Capital |

Action 5e

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):

All Schools

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)

Actions/Services

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

NEW

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

UNCHANGED

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

UNCHANGED

2017-18 Actions/Services

5e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.

2018-19 Actions/Services

5e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.

2019-20 Actions/Services

5e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$69,738 | \$89,184 | \$89,184 |
| Source | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue |
| Budget Reference | 7000-7999 Other Outgo | 7000-7999 Other Outgo | 7000-7999 Other Outgo |

APPROVED

BOARD APPROVED – January 29, 2020

REVISED 2019-20 LCAP

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019–20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 334,551

18.23 %

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).

As described in the LAUSD-approved charter petition, CRETE Academy seeks to serve high needs pupils in the XXXXX Community, particularly those families who are homeless, home- and/or food-insecure, and ethnic minorities. As such, the goals 1 through 4 and the actions and services therein are provided to the required level of need exhibited by English Learners, Foster Youth, and Low Income pupils.

For the 2019-20 academic year, Crete Academy expects to serve a student population that includes 85% unduplicated pupils. As such, funds are used in a schoolwide manner to improve and increase services for these students. Core areas of focus include:

- Additional School Administration, to support launching of school and implementation of program
- A Director of Wellness, to coordinate wrap around services for students and families
- A Dean of Students and Assistant Dean of Students, to ensure student safety and support use of Restorative Justice practices
- A Chief Operations Officer, to facilitate parent communication
- A SPED and EL Coordinator, to support specific services for these subgroups

CRETE Academy will increase or improve services for its targeted population via:

- Integrated wrap around services to support wellness for students and families
- A focus on restorative practices to ensure safety, and social emotional wellness

· A high-quality school program with a broad course of study, including interventions for English Learners and Students with Disabilities to ensure equal access, engagement and support.

APPROVED

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

- A. Statewide assessments;
- B. The 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;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

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

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

- A. Pupil suspension rates;

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

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

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

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

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

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

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

Local Priorities address:

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

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APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

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

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

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

(2) The total number of cohort members.

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

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

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

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

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

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

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

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

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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?