

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Laurel Tree Charter School **Contact :**Brenda Sutter, Lead Teacher, (707)822-5626 **LCAP Year:** July 1, 2016- June 30, 2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>We send out a parent survey in February 2014. The first draft of the LCAP was developed by two of our teachers in February 2014 based on staff discussions and input. The Administrative Team (all full-time employees) revised the draft and added to it. A draft of our LCAP was reviewed at the May Board Meeting on May 12th and solicited input. The Lead Teacher synthesized all input and finalized our proposed LCAP in May. The Administrative Team reviewed parent input and revised the LCAP at Staff Retreat in June. A public hearing was held on June 23rd, 2014 A Board Meeting for final approval of our LCAP was held on June 30, 2014</p>	<p><i>The first draft was based on teacher input and the parent survey. The Admin Team further refined and revised that first draft. Our Board asked us to better define the goal" All students will make academic progress" and add "safety" to the facilities goal. They also wanted us to include more about physical and emotional well-being of students. The Parent Volunteer Group wanted us to include healthy eating and knowledge of where food comes from and hot to create healthy meals into one of our goals. This led to the formation of our fifth goal that incorporates students' health and well-being. The Administrative Team did not make any major changes in June, only minor edits.</i></p>
<p>Annual Update 2013-14: Staff Reviewed LCAP Goals at the mid-year staff retreat (January 2014). We assessed progress and created a to-do list to meet goals still in progress. Staff participated in a year-long self-review for our WASC Accreditation. Our findings were incorporated into suggestions for new LCAP goals. We reviewed current LCAP goals and the findings of our self-study with both the Board (February) and the Parent Volunteer Group (February). We asked for input from both groups for the revision of and creation of new LCAP goals. We had a community potluck on Sunday, March 1st. We had about forty people come to the meeting. We posted and discussed current LCAP goals and new goals based on our self-study. We solicited "Other Ideas" and posted those as well. We gave all parents and community members three stickers and asked them to "vote" with their stickers to help us prioritize goals.</p>	<p>Annual Update 2014-15: The findings from our WASC Accreditation Team (March 2015) validated the findings of our self-study. We incorporated those findings, parent/board/community member ideas, and our original goals (with some revisions) into our new LCAP goals for 2015. <i>Goal 7 is a direct result of input from the community at our March 1st meeting. Goals 4,5, and 6 are in response to WASC findings.</i> Annual Update 2015-16: Staff worked on updating LCAP goals at our annual summer staff retreat (June 2015), and again at the January Retreat (2016). A parent survey was sent out in March of 2016 and results included in the revisions shared with the Board at the April board meeting. Parent Advisory Group reviewed revisions and gave further input at the March meeting.</p>

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

Instructions:

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

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL:	1. Students will attend school regularly.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	ADA data shows that our current attendance rate in 2014-15 was <u>92%</u> . Increasing our attendance rate meets the required metric for School Engagement (5).			
Goal Applies to:	Schools:	Laurel Tree Charter School		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	Increase attendance to 94%			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Outreach and parent education in September about the importance of attendance, and review of our attendance policies.	All	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		\$300 for mailing \$1,000.00 for stipend
		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
We will pay a \$1,000 stipend to an employee for tracking and organizing Independent Study packets for students who are out for three days or more, and for sending out truancy letters on a monthly basis.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Increase Attendance to 95%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Outreach and parent education in September about the importance of attendance, and review of our attendance policies.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$300.00 for mailing
We will pay a \$1,000 stipend to an employee for tracking and organizing Independent Study packets for students who are out for three days or more, and for sending out truancy letters on a monthly basis.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,000.0 for stipend

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Increase attendance rates to 96%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Outreach and parent education in September about the importance of attendance, and our attendance policies.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$300.00 for mailing
	All	<input checked="" type="checkbox"/> ALL	\$1,000.0

<p>We plan to pay a \$1,000 stipend to an employee for tracking and organizing Independent Study packets for students who are out for three days or more, and for sending out truancy letters on a monthly basis.</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		
<p>GOAL:</p>	<p>2. The school building will be a healthy, safe, sustainable, energy efficient and inviting place to learn.</p>	<p>Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2__ 3_ <input checked="" type="checkbox"/> 4__ 5_ 6_ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify <u>Permaculture and Sustainability</u></p>	
<p>Identified Need :</p>	<p>Tests in 2014-15 showed high levels of mold in our building due to high humidity. Staff and parents expressed concern over safety of the school layout and its proximity to the freeway. Redwood Energy Audits identified areas of energy inefficiency. A parent and teacher committee met with Greenway Project Management over the course of a year to look at what we want in a school site and decide whether we could achieve that at this site or whether we need to find a new site. It was decided unanimously that we would solve the immediate health and safety concerns in the first year and then focus on finding a new site for the long term. Staff, students and the WASC Visiting committee identified needing to increase the internet capability at the school. This goal meets the required metric of Basic Services (1) by making sure facilities are in good repair. It meets the required metric of Parental Involvement (3) by including parents and community in the planning process for creating a new school. It meets the required metric of School Climate (6) by focusing on improving both the health and safety of the school environment.</p>		
<p>Goal Applies to:</p>	<p>Schools: <u>Laurel Tree Charter School</u> Applicable Pupil Subgroups: <u>All</u></p>		
<p>LCAP Year 1:2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Maintenance of humidity levels in our building of between 40 and 60 percent. Design a school that is healthy, safe, sustainable, energy efficient and inviting place to learn. Begin building.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
	<p>All</p>	<p><u>_x_ ALL</u></p>	<p>\$1,000</p>

Continue monitoring humidity levels		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Continue working with Greenway and our parent group to find and build our new site.	All	<input checked="" type="checkbox"/> ALL	\$10,000.00
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Include plans for effective infrastructure for internet service in our new site plans	All	<input checked="" type="checkbox"/> ALL	0
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
	All	<input checked="" type="checkbox"/> ALL	
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	We will move into our new school that represents our vision: a healthy, safe, sustainable, energy efficient and inviting place to learn.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	All	<input checked="" type="checkbox"/> ALL	10,000.00

Continue working with Greenway and our parent group to finish the project.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Make sure that internet capability is sufficient in our new building	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
Involve our students and parents in continuing to develop our new site as a welcoming and sustainable educational space.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Do a final assessment of this goal to determine if we have met all components of the goal.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
	All	<input checked="" type="checkbox"/> ALL	0

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

GOAL:	3. We will provide intervention for all students who do not demonstrate a year’s growth in targeted areas of schoolwide critical learner needs as measured by our schoolwide testing, administered three times a year.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need : Teacher observation was responsible for choosing the first areas of targeted growth in the first year. WASC review validated the need for improving our monitoring of student learning. The assessment that we adopt will help us to continue identifying critical academic needs to add to our targeted areas. This goal meets the required metric of Student Achievement (4) by creating on-going assessment for all students, and a plan by which instruction and intervention can be modified in response to that assessment.

Goal Applies to:	Schools: Laurel Tree Charter School Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Students will continue to show a year’s growth in targeted areas. We will provide specific intervention for all students not demonstrating a year’s growth. <u>One teacher will be paid for with supplemental concentration funds in order to keep classes small and meet the needs of all students.</u>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Administrative Team will continue to use I-Ready assessment plan/program that annually assesses student outcome data in both English and Mathematics.	Charter Wide	__ALL	\$5,000
		OR: <input type="checkbox"/> xLow Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		__ALL	\$0

<p>The assessment will be administered three times a year to monitor student growth. We will use the data to identify critical academic needs and add to the targeted areas of school wide growth.</p>	<p>Charter Wide</p>	<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>The Administrative Team will modify resources and support in response to that data. Students performing below grade level and not making adequate growth to achieve grade level will be provided with additional support. (Small group RST, aide support in classroom, reteaching, additional Resource Teacher) An afterschool math support for high school students will be continue to be provided.</p>	<p>Charter Wide</p>	<p>__ALL</p> <hr/> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$25,000 Cost of additional part time Resource Teacher \$34,000 Cost of two aides. Afterschool math support \$5,635.00</p>
<p><u>In order to keep class sizes small and meet the needs of all students, one teacher and their benefits will be hired with supplemental concentration funds.</u></p>	<p><u>Charter wide</u></p>	<p><u>X Low income pupils</u></p>	<p><u>\$60,000</u></p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will continue to show a year's growth in targeted areas. We will provide specific intervention for all students not demonstrating a year's growth.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>The assessment will be administered three times a year to monitor student growth. We will use the data to identify critical academic needs and add to the targeted areas of school wide growth.</p>	<p>Charter Wide</p>	<p>__ALL</p> <hr/> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0</p>

<p>Administrative Team will continue to use a formal assessment plan/program that annually assesses student outcome data in both English and Mathematics.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000</p>
<p>The Administrative Team will modify resources and support in response to that data. Students performing below grade level and not making adequate growth to achieve grade level will be provided with additional support. (Small group RST, aide support in classroom, reteaching, additional Resource Teacher)</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$25,000 Cost of additional part time Resource Teacher \$34,000 Cost of two aides.</p>
<p>LCAP Year 3: 2018-19</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Students will continue to show a year's growth in targeted areas. We will provide specific intervention for all students not demonstrating a year's growth.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Administrative Team will continue to use a formal assessment plan/program that annually assesses student outcome data in both English and Mathematics.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000</p>
<p>The assessment will be administered three times a year to monitor student growth. We will use the data to identify critical academic needs and add to the targeted areas of school wide growth.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0</p>
		<p><input type="checkbox"/> ALL</p>	<p>\$25,000</p>

<p>The Administrative Team will modify resources and support in response to that data. Students performing below grade level and not making adequate growth to achieve grade level will be provided with additional support. (Small group RST, aide support in classroom, reteaching, additional Resource Teacher)</p>	<p>Charter Wide</p>	<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Cost of additional part time Resource Teacher \$34,000 Cost of two aides.</p>
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<p>GOAL:</p>	<p>4. Teachers will integrate Common Core Standards in language arts and mathematics, and National Sustainability Standards into their teaching and into the measurement of student progress.</p>		<p>Related State and/or Local Priorities: 1__ 2x 3__ 4__ 5__ 6__ 7x 8x__ COE only: 9__ 10__ Local : Specify <u>Permaculture and Sustainability</u></p>	
<p>Identified Need :</p>	<p>Teachers identified this as a need at the last summer staff retreat. We want a more systematic way to make sure that both Common Core, and Permaculture Principles are being covered. WASC Review validated this finding. Parent input at the community meeting identified Permaculture and Sustainability as a high priority for them. This goal meets the required metric of CCSS Implementation (2) by providing a structure by which teachers can incorporate Common Core Standards into their planning, teaching, and assessment. It meets the required metric of Course Access (7) by making sure that all our students are in courses that are using Common Core and National Sustainability Standards. It meets the required metric of Other Student Outcomes (8) by providing a structure by which teachers can incorporate National Sustainability Standards into their planning, teaching, and assessment. Sustainability is a school-wide focus for us.</p>			
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Laurel Tree Charter School</p>		
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>		
<p>LCAP Year 1: 2016-17</p>				
<p>Expected Annual Measurable Outcomes:</p>	<p>Teachers will use check off lists to plan their units and assess student learning. This will be measured through teacher collaboration and discussion at weekly planning meetings, and on our assessments. There is a planning sheet for each class that allows teachers to show when standards are taught, assessed, and retaught. There is also a sheet for each student showing exposure to and mastery of standards. These standards will be used on report cards and other methods of assessment</p>			
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>	

<p>At Summer Staff Retreat, teachers will refine and revisit the system that allows them to easily track usage of Common Core English Standards in their lesson planning and their assessment (and onto Report Cards).</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0</p>
<p>At Summer Staff Retreat, teachers will refine and revisit the schoolwide system that allows them to easily track usage of Principles of Permaculture in their lesson planning and their assessment (and onto Report Cards).</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0</p>
<p>Purchase curriculum on permaculture, sustainability, mindfulness, or restorative justice. Purchase new text books that are Common Core aligned. CPM and Science and My Math Curriculum related materials, supplies, or experiences that support low income students in academic success.</p>	<p>All</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$6,000 \$4,000 \$4,500</p>
<p>LCAP Year 2: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Teachers will use check off lists to plan their units and assess student learning. This will be measured through teacher collaboration and discussion at weekly planning meetings, and on our assessments. There is a planning sheet for each class that allows teachers to show when standards are taught, assessed, and retaught. There is also a sheet for each student showing exposure to and mastery of standards. These standards will be used on report cards and other methods of assessment</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>0</p>

Review, modify and use system to demonstrate coverage of Common Core standards throughout the year.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Review, modify and use system to demonstrate coverage of principles of permaculture throughout the year.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
Purchase curriculum on permaculture, sustainability, mindfulness, or restorative justice. Purchase new text books that are Common Core aligned. Curriculum related materials, supplies, or experiences that support low income students in academic success.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5000.00 \$5,000.00 \$5,000.00

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Teachers will use check off lists to plan their units and assess student learning. This will be measured through teacher collaboration and discussion at weekly planning meetings, and on our assessments. There is a planning sheet for each class that allows teachers to show when standards are taught, assessed, and retaught. There is also a sheet for each student showing exposure to and mastery of standards. These standards will be used on report cards and other methods of assessment		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	All	<input checked="" type="checkbox"/> ALL	0

Review, modify and use system to demonstrate coverage of Common Core standards throughout the year.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Review, modify and use system to demonstrate coverage of principles of permaculture throughout the year.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
Purchase curriculum on permaculture, sustainability, mindfulness, or restorative justice. Purchase new text books that are Common Core aligned. Curriculum related materials, supplies, or experiences that support low income students in academic success.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4000 \$5,000 \$5,000

GOAL:	5. Improve Teacher Evaluation and Professional Development	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>Sustainability and Permaculture</u>
Identified Need :	We identified this need through our WASC self-study. The findings of the WASC Review Committee confirmed it. It was one of their recommendations. This goal meets the required metric of Basic Services (1) by improving the professional development and evaluation of our teachers, thus improving the quality of our teachers and their teaching.	
Goal Applies to:	Schools: Laurel Tree Charter School	

Applicable Pupil Subgroups: All			
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<p>All staff will be evaluated yearly using a system that incorporates peer review, CSTP, staff generated goals, and clearly outlined job expectations.</p> <p>A professional development plan will be developed and implemented by the staff, based on goals developed by the Administrative Team and identified areas of critical need for the school.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The Administrative Team will review and refine the evaluation tool during the summer staff retreat. They will use it to assess all teachers during the first half of the school year.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
Teacher goals will be written to be used in both the evaluation process and for the development of professional development plan for the school.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
<p>At the summer staff retreat, teachers will create a professional development plan based on teacher goals and interests, and on the LCAP goals and identified critical learner needs.</p> <p>Duties and expectations for all staff positions will be reviewed and amended yearly. These duties and expectations will be included in yearly contracts, and they will be part of the basis for evaluation.</p>		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,000
LCAP Year 2: 2017-18			

<p>Expected Annual Measurable Outcomes:</p>	<p>All staff will be evaluated yearly using a system that incorporates peer review, staff generated goals, and clearly outlined job expectations. A professional development plan will be developed and implemented by the staff, based on goals developed by the Administrative Team and identified areas of critical need for the school.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>The Administrative Team will review and refine the evaluation tool during the summer staff retreat. They will use it to assess all teachers during the first half of the school year.</p> <p>Teacher goals will be written to be used in both the evaluation process and for the development of professional development plan for the school.</p>		<p><input checked="" type="checkbox"/>_x_ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>0</p>
<p>At the summer staff retreat, teachers will create a professional development plan based on teacher goals and interests, and on the LCAP goals and identified critical learner needs.</p> <p>Duties and expectations for all staff positions will be reviewed and amended yearly. These duties and expectations will be included in yearly contracts, and they will be part of the basis for evaluation.</p>		<p><input checked="" type="checkbox"/>_x_ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>3,000</p>
<p>LCAP Year 3: 2018-19</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>All staff will be evaluated yearly using a system that incorporates peer review, staff generated goals, and clearly outlined job expectations. A professional development plan will be developed and implemented by the staff, based on goals developed by the Administrative Team and identified areas of critical need for the school.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>The Administrative Team will review and refine the evaluation tool during the summer staff retreat. They will use it to assess all teachers during the first half of the school year.</p> <p>Teacher goals will be written at staff retreat. Those goals will be used in both the evaluation process and to create a cohesive professional development plan for the school.</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0</p>
<p>At the summer staff retreat, teachers will create a professional development plan based on teacher goals and interests, and on the LCAP goals and identified critical learner needs.</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>3,000</p>
<p>Duties and expectations for all staff positions will be reviewed and amended yearly. These duties and expectations will be included in yearly contracts, and they will be part of the basis for evaluation.</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

GOAL:	Related State and/or Local Priorities:
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6. Closely monitor LTCS's budget to ensure appropriate state guidelines are met relating to the mandated reserve requirements

1_ 2__ 3__ 4__ 5__ 6__ 7__ 8__
 COE only: 9__ 10__
 Local : Specify Sustainability and Permaculture

Identified Need : WASC Self-Study and Areas of Critical Need. This goal meets the required metric of Basic Services (1) by ensuring the fiscal stability of our school.

Goal Applies to: Schools: Laurel Tree Charter School
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: We will have a 6% reserve at the end of the year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
We will create a separate reserve and budget for 3% of our current budget to be set aside.		<input checked="" type="checkbox"/> ALL	\$30,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: We will have a 9% reserve at the end of the year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input checked="" type="checkbox"/> ALL	\$30,000

We will add another 3% to our reserve	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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LCAP Year 3: 2018-19			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
We will add an additional 3% to our reserve fund.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$40,000

GOAL:	7. Pursue grant funding in order pay for enrichment programs (arts, music, languages), to improve our aftercare program and to add a before care program.	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>Sustainability and Permaculture</u>
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Identified Need :	Parents identified this as a strong priority at our Community Meeting. This goal meets the required metric of Parental Involvement (3) and Student Engagement (5) by responding to parent requests for enrichment opportunities that would increase their students' engagement and interest at school.		
Goal Applies to:	Schools:	Laurel Tree Charter School	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Our grant writer will find and apply for 5 to 10 grants within the school year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
We will hire a grant writer for 5 hours a week. The Lead Teacher will work with the grant writer in finding and applying for one or more grants each month.		<input checked="" type="checkbox"/> ALL	\$2,500
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Our grant writer will find and apply for 5 to 10 grants within the school year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> ALL	2,500

<p>We will hire a grant writer for 5 hours a week. The Lead Teacher will work with the grant writer in finding and applying for one grant each month.</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Our grant writer will find and apply for 5 to 10 grants within the school year.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>We will hire a grant writer for 5 hours a week. The Lead Teacher will work with the grant writer in finding and applying for one grant each month.</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>2,500</p>

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL from prior year LCAP:	Goal 1 - Students will attend school regularly.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Laurel Tree Charter School		
Expected Annual Measurable Outcomes:	ADA of 93%	Actual Annual Measurable Outcomes:	96% as measured by our P-1	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	

<p>a. We will update and streamline our attendance policies and procedures, making them more user friendly for both staff and parents. We will mail these out in with the Laurel Tree A-Z at the beginning of the year and post on our website</p> <p>b. We will clearly define our attendance goals and educate parents. We will reward good attendance monthly. Attendance will be reflected on report cards.</p> <p>c. .</p> <p>d. Monthly truancy letters will be mailed home in accordance with our policy.</p>	<p>\$1000 for updating and streamlining.</p> <p>\$500 for reward prizes</p>	<p>a. We did update and streamline our attendance policies and procedures, making them more user friendly by utilizing a new student information system (SIS).</p> <p>b. We outlined attendance goals for parents. We did not reward good attendance monthly.</p> <p>c. We did create a more useable work packet system, but need more work on it. More staff time was dedicated to follow up and collection of work packets, but the system is still not functioning smoothly and efficiently. We still need to regularly send out monthly truancy notices.</p>	<p>\$3208.00 for a new Student Information System \$0.00We chose not to purchase rewards.</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We will continue to mail out our attendance policy in our beginning of year mailings and we will continue to post attendance on the report cards. We also plan on providing a stipend to the staff person(s) who assemble and track the independent study packets and send the monthly truancy letters.</p>		

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 2 - The school building will be a healthy, safe, sustainable, energy efficient and inviting place to learn.</p>		<p>Related State and/or Local Priorities: 1__x 2__ 3__x 4__ 5__x 6__x 7__ 8__x COE only: 9__ 10__ Local : Specify _____</p>		
<p>Goal Applies to:</p>		<p>Schools:</p>	<p>Laurel Tree Charter School</p>		
		<p>Applicable Pupil Subgroups:</p>	<p>All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Reduction of moisture levels indoors to between 40-60% Retesting for mold Change filters for HVAC monthly Acquisition of funding for a new site for future building</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Moisture levels are at 55% Mold levels have been retested. We have received a loan guarantee of 4.2 million dollars from Charter School Capital.</p>		
<p>LCAP Year: 2015-16</p>					
<p>Planned Actions/Services</p>			<p>Actual Actions/Services</p>		
		<p>Budgeted Expenditures</p>			<p>Estimated Actual Annual Expenditures</p>
<p>a. Mold retesting has been done. Much the same results as last time. Humidity remains between 40-60% b. We will work with Greenway to find funding for our new school. c. We will improve the air quality in our building by changing the filters in our HVAC system monthly.</p>		<p>\$10,000 for Greenway</p>	<p>a. Done b. Done c. On-going.</p>		<p>\$10,000 for Greenway</p>

Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We have made most of the changes that we can to the current building and while we continue to monitor for building health, we are now shifting our energies to looking for a new site where we can build to fit our vision. We have acquired a pre-approval on a loan from Charter Capital and are actively seeking a new site to purchase or lease.				

Original GOAL from prior year LCAP:	Goal 3 -Students will continue to show a year’s growth in targeted areas. We will provide specific intervention for all students not demonstrating a year’s growth.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Laurel Tree Charter School	
	Applicable Pupil Subgroups: All	

<p>Expected Annual Measurable Outcomes:</p>	<p>Administrative Team will adopt a formal assessment plan/program that annually assesses student outcome data in both English and Mathematics</p> <p>The assessment will be administered three times a year to monitor student growth. We will use the data to identify critical academic needs and add to the targeted areas of school wide growth.</p> <p>The Administrative Team will modify resources and support in response to that data. Students performing below grade level and not making adequate growth to achieve grade level will be provided with additional support. (Small group RST, aide support in classroom, reteaching, additional Resource Teacher)</p> <p>An afterschool math support for high school students will be hired</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Adopted and used I-Ready on all students 1-12th grade three times during the year. Used mid-year results to reallocated staffing and support services to any student not on-track for a year's growth. An additional half time Resource Teacher was hired and he provided after school math support for high school students.</p>
<p>LCAP Year: 2015-16</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 4 - Teachers will integrate Common Core and Principles of Sustainability into their teaching and into the measurement of student progress.</p>		<p>Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7_x 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Laurel Tree Charter School</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	
	<p>At Summer Staff Retreat, teachers will create or select a schoolwide system that allows them to easily track usage of Common Core English Standards in their lesson planning and their assessment (and onto Report Cards).At Summer Staff Retreat, teachers will create or select a schoolwide system that allows them to easily track usage of Principles of Permaculture in their lesson planning and their assessment (and onto Report Cards).</p> <p>Purchase curriculum on permaculture, sustainability, mindfulness, or restorative justice.</p> <p>Purchase new text books that are Common Core aligned. CC aligned I-Ready, CPM, Primary Math, Novels with Study Guides, Step up to Writing, Science Texts, Permaculture Curriculum, Khan Academy.</p> <p>Curriculum related materials and supplies that support low income students in academic success.</p>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> A. We created systems to easily track both Common Core standards in English and Math, as well as standards in Sustainability and Permaculture. B. Our primary report card assessed learning through Common Core standards. C. We purchased curriculum on sustainability, mindfulness, and restorative justices: With Eyes Wide Open, Nourish, Gaia’s Garden, D. We sent two staff members to get their Permaculture Certification at Occidental Arts and Ecology Center, and one to a week-long training in Restorative Justice. E. We purchased new Common Core aligned math texts for all high school and middle school math (College Preparatory Mathematics), New Biology texts and My Math Texts in primary. F. We purchased Rewards Curriculum and other related materials that support low income students in academic success.
<p>LCAP Year: 2015-16</p>			

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Curriculum related to Restorative Justice, Mindfulness, Permaculture	6,000	Eyes Wide Open, Gaia's Garden, Nourish, Permaculture curriculum	\$400.00 in book sets
Common Core Curriculum	4,000	New Common Core Texts Books in CPM, My Math, Science	\$6,478.00 for CPM Math Texts
Materials related to student success	4,500	Tickets to Ashland for all students.	\$802.02 Textbooks from McGraw Hill
			\$576.06 Handwriting Without Tears Textbooks
			\$4,645.00 Oregon Shakespeare Festival
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We will continue the process of aligning all our report cards and our on-line system with Common Core standards. We will continue to purchase curriculum that supports Common Core and Sustainability. We will continue to plan and provide high quality academic experiences for all our students, especially our low-income students. Our Summer Staff Retreat will continue to be the place that we do our major planning, align our units for the year with Common Core and Sustainability Standards.</p>
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<p>Original GOAL from prior year LCAP:</p>	<p>Goal 5 - Improve Teacher Evaluation and Professional Development</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: Laurel Tree Charter School</p>		
<p>Applicable Pupil Subgroups:</p>	<p>All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>All staff will be evaluated yearly using a system that incorporates peer review, CSTP, staff generated goals, and clearly outlined job expectations. A professional development plan will be developed and implemented by the staff, based on goals developed by the Administrative Team and identified areas of critical need for the school.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>We did complete evaluations, but it took us longer than the first half of the year. Our professional development plan needs more organization. We did a lot of great PD, and it was related to our goals, but it still didn't feel very organized. We will refine this next year.</p>
<p>LCAP Year: 2015-16</p>			

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Now that we have the system in place, our goal will be to refine and maintain it. We also need to increase funding for professional development.

Original GOAL from prior year LCAP:	Goal 6 - Closely monitor LTCS's budget to ensure appropriate state guidelines are met relating to the mandated reserve requirements	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Laurel Tree Charter School Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	We will set aside \$30,000 in a reserve.	Actual Annual Measurable Outcomes: We have set aside \$30,000 in a reserve	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Creating a reserve	\$30,000	Creating a reserve	\$30,000
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We plan to continue building our reserve a little each year.

Original GOAL from prior year LCAP:	Goal 7 - Pursue grant funding in order pay for enrichment programs (arts, music, languages), to improve our aftercare program and to add a before care program.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Laurel Tree Charter School	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Hire a grant writer to pursue funding.	Actual Annual Measurable Outcomes: We did hire a grant writer to pursue funding.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Grant writer	\$2,500	Grant writer	\$2,500
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>		<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>This was not as successful as we hoped. We need better collaboration between the Lead Teacher and our grant writer. Monthly check-ins need to be implemented. We plan to choose a few more targeted grants or directions for our grant writer to pursue during our Summer Staff Retreat and schedule monthly meetings.</p>		

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

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>126,101</u>
<p>Seventy-six students, (59%) are identified as low income. 27% of our students, regardless of income, have an Individualized Education Plan. To support those students we are using our supplemental LCAP funds to hire an additional half time Resource Teacher, we are hiring two aides to provide small-group support within the classroom, <u>paying for an additional teacher,</u> and an afterschool math support person for high school students. We will assess all students in identified areas of need three times a year and will provide additional support for students who are not making adequate progress.</p> <p>In addition to this, we are using our supplemental funds to improve the health and safety of our facilities, increase attendance rates for all students, implement Common Core standards and National Sustainability Standards into our units, improve our staff evaluation procedures and provide professional development opportunities tied to identified areas of need. We are also working to provide enrichment opportunities for all students based on parental input, and to increase our financial security by establishing a healthy reserve. All these goals are designed to create a school where the needs of all students are met and all students show growth and have academic success.</p>	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

14.29	%	The services provided in the LCAP for low income pupils have been increased and improved by purchasing a school-wide assessment system to monitor growth in mathematics and language arts three times a year (\$5,000); by providing two aides that allow smaller group, targeted instruction (\$34,000); by hiring an additional half-time resource teacher (\$25,000), by purchasing textbooks and curriculum related materials and supplies designed to help low income students achieve academic success (\$12,000), <u>by</u> and by providing intensive professional development in areas like Restorative Justice, STEAM, and Permaculture Training for our teachers, as well as providing whole school planning time. (\$7,000). This investment in our teaching staff and the culture of our school is especially relevant to supporting low income and struggling students.
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NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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