

Introduction:

LEA: Alder Grove Charter School **Contact (Name, Title, Email, Phone Number):** Jennifer A. Allen-San Giovanni, Director, aldergrove@sbcglobal.net, (707) 268-0854 **LCAP Year:** 2016-17

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
The School Leadership Team (SLT) meets monthly. It is made up of teachers and parents. They have regularly (Jan. Feb. March, April) reviewed goals, added information and discussed ways to get data supporting goals.	Addition of metric to address the number of high school students concurrently enrolled
The Governance Council, similar to a school board, has been updated on progress and asked for input 3 times during the year.	Safety training for all staff based on survey information
A parent information session was held March 15, 2016 at school.	Addition of mandatory reading support groups for below grade level second graders

<p>Surveys were developed and given to staff, parents and students. Meeting with SPED and Math teacher to discuss services to SEPD students.</p>	<p>Teacher survey used to create professional development opporutniies Redesign of SPED high school math class based on SPED and math teacher input</p>
<p>Annual Update: Input from teacher/parent group at Leadership team meetings monthly (Jan. Feb. March). Input from Governance Council at monthly meetings. Staff input at teacher group meetings monthly. Monthly teacher groups in the 15-16 school year focus on creating a-g classes, implementing parent training,developing opportunities for students to volunteer, job shadow and complete internships, and reviewing and revising safety plans. These teacher work groups come directly from the goals outlined in last year’s LCAP.</p>	<p>Annual Update: Additions to plan based on input: Input from meetings, especially School Leadership Team led to the additional action steps in 2016-17 LCAP.</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).

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	To enable all students to reach high standards in math, reading and writing	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
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Identified Need :	metrics: LGL and CAASSP scores
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Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	

LCAP Year 1: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric Math and Reading-scores on Let's Go Learn online assessment</p> <p>API-three year average: 716</p> <p>CAASP: ELA 3rd grade: 30% met or exceeded 4th grade: 27% 5th grade: 38% 6th grade: 33% 7th grade: 57% 8th grade: 50% 11th grade: 51% all grades: 41%</p> <p>MATH 3rd grade: 25% met or exceeded 4th grade: 25% 5th grade: 20% 6th grade: 29% 7th grade: 41% 8th grade: 16% 11th grade: 22% all grades: 24%</p> <p>Let's Go Learn: Students who were continuously enrolled for the 2015-16 school year who participated in Academic Support: Students scoring proficiency or advanced in Reading Comprehension: fall:39.2% spring: 60.7% Students scoring proficiency or advanced in Overall Math: fall:11.1% spring: 16.7%</p> <p>attendance rate: 14-15: 99.5% chronic absenteeism rate: 14-15: 8.37%</p> <p>Outcome Let's Go Learn: average gain for 16-17 school year: 2 grade levels in reading comprehension and 1 grade levels in overall math for low academic students who used the instructional tool for 6+ months</p> <p>Raise % of met or exceeded on CAASP to 33% for each grade level and maintain above 40% for all grade levels in ELA</p> <p>Raise % of met or exceeded on CAASP to 25% for each grade level and 25% for all grade levels in Math</p> <p>Increase participation rate on CAASP to 95% or above for every grade level and sub group</p>
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Maintain attendance rate at 99% + for 16-17 Maintain chronic absenteeism rate at less than 10% for 16-17			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Purchase and train all teachers in using: Let's Go Learn (LGL)online assessment tool Add Math lab hours Train all teachers in Khan Academy	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.1 Let's Go Learn: online assessment and instruction in reading and math 0001-0999: Unrestricted: Locally Defined Title I \$13,000 Math Lab hours: 30 total hours weekly 1000-1999: Certificated Personnel Salaries \$31,500 benefits as part of salary 3000-3999: Employee Benefits \$18,000 train teachers in Khan Academy \$100
1.2 Continue with Read Naturally and add as needed reading support for all student reading below grade level	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	I.2 Increase hours as needed based on increased enrollment 1000-1999: Certificated Personnel Salaries Title I \$25,000 Purchase Read Live software and materials for Read Naturally 4000-4999: Books And Supplies Supplemental and Concentration \$7,000
1.3 Continue Step up to Writing for students identified at lowest 30% of students in writing skills,	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.3 Increase hours as needed based on increased enrollment 1000-1999: Certificated Personnel Salaries Title I \$11,000 materials for writing 4000-4999: Books And Supplies Base \$2,000
1.4 Add Writing lab with workshops, mini lessons and one on one help available for all students for writing	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils	1.4 two hours added

<p>assignments</p>		<p><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>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,000</p>
<p>1.5 Students with disabilities will be instructed in executive functioning skills and basic algebra skills</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.5 add basic algebra class meeting twice per week and executive functioning class meeting twice per week, team taught by GE and RST</p> <p>1000-1999: Certificated Personnel Salaries Special Education \$4,977</p> <p>GE teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,977</p> <p>materials for classes 4000-4999: Books And Supplies Base \$1,000</p>
<p>1.6 Employ and maintain high quality teachers</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.6 Credentialed salaries: 1000-1999: Certificated Personnel Salaries Base \$1,479,904</p>
<p>1.7 Provide quality common core curriculum based on parent and teacher choice to all students as needed</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.7 (based on enrollment) 4000-4999: Books And Supplies Base \$395,104.89</p>
<p>1.8 Provide backpack and other school supplies as needed including access to technology either at school site or home, Reading, writing and math intervention with HQ teachers</p>	<p>School-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>student materials 4000-4999: Books And Supplies Title I \$10,000</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1.9 Reading, writing and math intervention with HQ teachers Reading, writing and math intervention with HQ teachers	School-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	teacher salary (if needed, currently, no EL students enrolled) \$5,000
1.10 Provide backpack and other school supplies as needed including access to technology either at school site or home	School-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	student materials (if needed, currently no foster youth enrolled) \$10,000
1.11 Weekly Math Performance Task Class for students in grades 6-7-8	School-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	math teacher salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000

LCAP Year 2: NA

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ All _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All _ OR: _ Low Income pupils _ English Learners _ Foster Youth	

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
LCAP Year 3: NA			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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

GOAL 2:	Increase parent skills and knowledge in order to facilitate student learning at home	Related State and/or Local Priorities: 1 2 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 7 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
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Identified Need : parents are primary educators

Goal Applies to: Schools: All
 Applicable Pupil Subgroups:

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Metric Progress measured by parent participation and feedback, parent survey results 2014-15: 81% of parents surveyed were encouraged to participate in parent workshops, events and groups 2015-16: 24 parents attended Spring Parent Workshop Outcome Increased parent participation and feedback on success of workshops and classes 2015-16: 90% of parents surveyed answered that they were encouraged to participate in parent workshops, events and groups Maintain 90% or higher for 2016-17 Maintain participation at Parent Workshops at 25 or more
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Twice a Year Day Long Parent Workshops Weekly Parent classes focusing on teaching math and reading at home (primary grades) Common Core Standards guides for parents Update curriculum guides for parents Online parent support Teacher salary of .065 FTE to facilitate, plan and		<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)	for the 17-18 school year to cover food, guest speakers, teacher time 0000: Unrestricted Base \$6000.00 Teacher salary for teaching workshops 1000-1999: Certificated Personnel Salaries Base \$7,500.00 Created during 14-15 school year: cost for printing 5900: Communications Base \$500 Tech director hours TBD as needed 2000-2999: Classified Personnel Salaries Base \$500.00 salary for teacher planning parent workshops 1000-1999: Certificated Personnel Salaries Base \$4,000.00

implement two day long parents workshops			
Additional resources added as needed based on parent and staff feedback			

LCAP Year 2: NA

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: NA

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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

GOAL 3:	To enable all High school students to be career/college ready at graduation	Related State and/or Local Priorities: 1 2 <input checked="" type="checkbox"/> 3 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
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Identified Need :

Goal Applies to:	Schools:	All Applicable Pupil Subgroups:
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LCAP Year 1: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p> <p>Student feedback, percent participation, percentage of UC/CSU eligible graduates, Internship progress measured by success of students in placement, employee and student feedback, number of classes submitted and approved by UC system for a-g inclusion, attendance rates</p> <p>Career/college readiness course completion: 2% in 14/15, 15% in 15/16</p> <p>Percent of high school students who complete at least one college course: 19% during 15-16</p> <p>Internship/apprenticeship participation: 3% in 14-15, 4.6% in 15-16</p> <p>Job Shadow participation: 1.5% in 14/15, 3.3% in 15/16</p> <p>Volunteer 40+ hours during school year: 3.8% in 14/15, 9.3% in 15/16</p> <p>4-Year cohort Graduation Rate: 2013: 74%, 2015: 80.5%,</p> <p>4-year cohort high school drop out rate: 2013: 16%, 2015: 10%</p> <p>12.8% of 13/14 grads met CSU requirements, 37.2% 14/15 grades met CSU requirements</p> <p>a-g class enrollment data is not available until end of 15-16, no approved a-g classes before 15-16 school year</p> <p>Outcome</p> <p>5% Increased enrollment in a-g approved classes, (based on 15-16 as first data year)</p> <p>5% increase to 20% of enrolled high school students in participation in career readiness course or internship</p> <p>Increase percentage of high school students who complete at least one college course from 19% to 20%</p> <p>Internship/apprenticeship participation: increase to 6% in 16/17</p> <p>Job Shadow participation: increase to 4.5% in 16/17</p> <p>Volunteer 40+ hours during school year: increase to 10.5% in 16/17</p> <p>Maintain 4-year cohort graduation rate at 80% for 16/17</p> <p>Maintain 4-year cohort high school drop out rate at 10% or lower for 16/17</p> <p>Maintain 35%+ of graduates meeting CSU requirements</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Internship program</p> <p>Career awareness</p> <p>a-g classes</p> <p>College counseling</p> <p>Career/college readiness (CCR) required course</p> <p>Develop pre-placement training component and placement</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>College/Career counselor .6 FTE 1000-1999: Certificated Personnel Salaries Base \$51,000</p> <p>travel and conference for career/college counselor 0000: Unrestricted Base \$2,000.00</p> <p>teacher salary to teach career/college readiness class 1000-1999: Certificated Personnel Salaries Base \$8,000.00</p> <p>career/college readiness books/materials 4000-4999: Books And Supplies Base \$5,000.00</p> <p>Teacher Work Group 0000: Unrestricted Base \$5,000.00</p> <p>College of the Redwoods tuition and fees 0000: Unrestricted</p>

<p>protocol for student internships</p> <p>Purchase books for students to enroll concurrently in community college</p> <p>Pay tuition and fees for students to enroll in community college course, both for credit and not for credit</p>			<p>Base \$5000.00</p> <p>Books and materials for college courses 4000-4999: Books And Supplies Base \$4000</p>
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LCAP Year 2: NA

<p>Expected Annual Measurable Outcomes:</p>			
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<p>_ All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	

LCAP Year 3: NA

<p>Expected Annual Measurable Outcomes:</p>			
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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

GOAL 4:	All teachers who serve high school students will be HQ in the four core areas by the start of the 2016-17 school year	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 5 6 7 8 COE only: 9 10 Local : Specify
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Identified Need :

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Metric Percentage of teachers who are HQ in all courses taught 63% of teachers who have high school students are HQ in all four core areas 15-16 school year 100% of course are monitored by HQ teachers Outcome Continue to monitor for compliance with new hires 100% of teachers who have high school students are HQ in all four core areas 16-17 school year
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All teachers serving high school students will complete VPSS courses in the areas that they are not HQ in.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	As needed based on new hires, teachers wanting to serve high school students: estimate \$4000.00 Review and verify that all high school teachers HQ in all four core areas

LCAP Year 2: NA			
Expected Annual Measurable Outcomes:	Metric Percentage of teachers who are HQ in all courses taught		
	Outcome Continue to monitor for compliance with new hires		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3: NA			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	To enable all students to reach high standards in math, reading and writing		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All	-----		
	Applicable Pupil Subgroups:	-----		
Expected Annual Measurable Outcomes:	Metric Math and Reading-scores on Let's Go Learn online assessment Attendance rates have been 95%+ Outcome 80% of continually enrolled students will score higher after one full year of enrollment as evidenced by Let's Go Learn assessment Maintain 95%+ attendance rates	Actual Annual Measurable Outcomes:	Let's Go Learn: average gain for 14-15 school year: 1.9 grade levels in reading comprehension and .65 grade levels in overall math (15-16 data not available yet) for low academic students who used the instructional tool for 6+ months Attendance =99% as of P2 2015-16	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1.1 Purchase and train all teachers in using: Let's Go Learn (LGL)online assessment tool Add Math lab hours Train all teachers in Khan Academy	1.1 Increase hours as needed based on increased enrollment LGL \$13,000 Math lab Techer salary: (.8 FTE) \$50,000	Math lab increased to 30 hours per week Added approximately 20 math tutor hours per week as needed for one on one instruction Lets go Learn Assessment/Instruction	\$50,000 for math lab teacher 1000-1999: Certificated Personnel Salaries \$17,500 for tutoring 2000-2999: Classified Personnel Salaries Title I \$13,000 for assessment program 0001-0999: Unrestricted: Locally Defined Base	

<p>Scope of Service School-wide</p>		<p>Scope of Service</p>	
<p>X 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>X 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>1.2 Continue with Read Naturally and add as needed reading support for all student reading below grade level</p>	<p>1.2 Increase hours as needed based on increased enrollment Reading Teacher Salary: (.5 FTE) \$30,000</p>	<p>Added two extra hours of Reading support as needed</p>	<p>\$30,000 for Reading Teacher Salary \$3,750 for added hours 1000-1999: Certificated Personnel Salaries Title I</p>
<p>Scope of Service School-wide</p>		<p>Scope of Service</p>	
<p>X 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>X 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>1.3 Continue Step up to Writing for students identified at lowest 30% of students in writing skills,</p>	<p>1.3 Increase hours as needed based on increased enrollment Writing Teacher: (.2 FTE) \$12,000</p>		<p>\$12,000 1000-1999: Certificated Personnel Salaries Title I</p>
<p>Scope of Service School-wide</p>		<p>Scope of Service</p>	
<p>X All OR: <input type="checkbox"/> Low Income pupils</p>		<p>X All OR: <input type="checkbox"/> Low Income pupils</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>1.4 Add Writing lab with workshops, mini lessons and one on one help available for all students for writing assignments</p>	<p>1.4 Increase hours as needed based on increased enrollment Writing Lab: (.2 FTE) \$12,000</p>	<p>4 hour a week writing lab added</p>	<p>\$3,750 1000-1999: Certificated Personnel Salaries Base</p>
<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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>1.5 Facilities in good repair</p>	<p>1.5 Maintenance salary (6 hours a day) \$24,000 Materials and supplies \$34,000</p>		<p>\$24,000 salary 2000-2999: Classified Personnel Salaries Base \$30,000 materials 5000-5999: Services And Other Operating Expenditures Base</p>
<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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) 	

1.6 Employ and maintain high quality teachers	1.6 Credentialed salaries: \$1,075,073.50	Teachers	\$1,075,073.50 1000-1999: Certificated Personnel Salaries Base																																
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School-wide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"><u>X</u> All</td> </tr> <tr> <td colspan="2" style="padding: 2px;">OR:</td> </tr> <tr> <td colspan="2" style="padding: 2px;"><input type="checkbox"/> Low Income pupils</td> </tr> <tr> <td colspan="2" style="padding: 2px;"><input type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2" style="padding: 2px;"><input type="checkbox"/> Foster Youth</td> </tr> <tr> <td colspan="2" style="padding: 2px;"><input type="checkbox"/> Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2" style="padding: 2px;"><input type="checkbox"/> Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	School-wide	<u>X</u> All		OR:		<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups: (Specify)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;"></td> </tr> <tr> <td colspan="2" style="padding: 2px;"><input type="checkbox"/> All</td> </tr> <tr> <td colspan="2" style="padding: 2px;">OR:</td> </tr> <tr> <td colspan="2" style="padding: 2px;"><input type="checkbox"/> Low Income pupils</td> </tr> <tr> <td colspan="2" style="padding: 2px;"><input type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2" style="padding: 2px;"><input type="checkbox"/> Foster Youth</td> </tr> <tr> <td colspan="2" style="padding: 2px;"><input type="checkbox"/> Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2" style="padding: 2px;"><input type="checkbox"/> Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service		<input type="checkbox"/> All		OR:		<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups: (Specify)		
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<input type="checkbox"/> Other Subgroups: (Specify)																																			
1.7 Provide quality common core curriculum based on parent and teacher choice to all students as needed	1.7 \$385,104.89	Common core curriculum and supplies	\$85,104.89 4000-4999: Books And Supplies Common Core Standards Implementation Funds \$300,00.00 4000-4999: Books And Supplies Supplemental																																
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School-wide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"><u>X</u> All</td> </tr> <tr> <td colspan="2" style="padding: 2px;">OR:</td> </tr> <tr> <td colspan="2" style="padding: 2px;"><input type="checkbox"/> Low Income pupils</td> </tr> <tr> <td colspan="2" style="padding: 2px;"><input type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2" style="padding: 2px;"><input type="checkbox"/> Foster Youth</td> </tr> <tr> <td colspan="2" style="padding: 2px;"><input type="checkbox"/> Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2" style="padding: 2px;"><input type="checkbox"/> Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	School-wide	<u>X</u> All		OR:		<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups: (Specify)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;"></td> </tr> <tr> <td colspan="2" style="padding: 2px;"><u>X</u> All</td> </tr> <tr> <td colspan="2" style="padding: 2px;">OR:</td> </tr> <tr> <td colspan="2" style="padding: 2px;"><input type="checkbox"/> Low Income pupils</td> </tr> <tr> <td colspan="2" style="padding: 2px;"><input type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2" style="padding: 2px;"><input type="checkbox"/> Foster Youth</td> </tr> <tr> <td colspan="2" style="padding: 2px;"><input type="checkbox"/> Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2" style="padding: 2px;"><input type="checkbox"/> Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service		<u>X</u> 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)		
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<input type="checkbox"/> Other Subgroups: (Specify)																																			
1.8 Provide backpack and other school supplies as needed including access to technology either at school site or home,	1.8 student materials \$10,000	Purchase of Chromebooks and back pack and supplies Maintenance of chromebooks-part of tech salary	\$12,000 0000: Unrestricted Base \$1,000 2000-2999: Classified Personnel Salaries Base																																
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1.9 Reading, writing and math intervention with HQ teachers	1.9 teacher salary (if needed, currently, no EL students enrolled) \$5,000	One EL students, partial; HQ teacher salary and materials	\$800 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$300-EL materials for two students 4000-4999: Books And Supplies Supplemental and Concentration
Scope of Service: School-wide <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1.10 Provide backpack and other school supplies as needed including access to technology either at school site or home	1.10 student materials (if needed, currently 1 foster youth enrolled) \$10,000	Backpack and school supplies	
Scope of Service: School-wide <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>1.11 Reading, writing and math intervention with HQ teachers</p> <p>1.12 Exit Exam prep on-line software</p>	<p>1.11 (teacher salary) \$5,000</p> <p>1.12 \$4,000.00</p>	<p>no exit exam prep since test was cancelled in the fall</p> <p>Five RFEL students enrolled as of census day</p> <p>Reading, math and writing intervention as needed</p>	<p>\$3000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>
<p>Scope of Service School-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" 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>Math lab will continue to be offered 30 hours per week. Writing lab will be 4 hours per week. Mandatory Reading Support for second graders scoring below a mid kindergarten level in reading will be added and continued for older students. A second Reading Support teacher will be added, .2 or .3 as needed, based on enrollment numbers. Kindergarten and first grade students will have voluntary Reading Support. Math Support for k-2 students will be added in a parent and student format to enable parents to help at home.</p>		

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

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

Original GOAL 2 from prior year LCAP:	Increase parent skills and knowledge in order to facilitate student learning at home		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:	Metric Progress measured by parent participation and feedback. Parent survey results Outcome Increased parent participation and feedback on success of workshops and classes	Actual Annual Measurable Outcomes:	Metric: 2014-15: 81% of parents surveyed were encouraged to participate in parent workshops, events and groups Outcome: 2015-16: 90% of parents surveyed were encouraged to participate in parent workshops, events and groups 2015-16: 24 parents attended Spring Parent Workshop	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Monthly Parent Workshops and Day Long Parent Workshops	for the 15-16 school year to cover food, guest speakers, printing \$5000.00	Two Full Day Parent Workshops were held with numerous sessions	teacher presneters 1000-1999: Certificated Personnel Salaries Base \$1200	
Weekly Parent classes focusing on teaching math and reading at home (primary grades)	Teacher salary for teaching workshops and teacher participation \$7,500.00	Teacher salary	food for workshops 0000: Unrestricted Base \$800	
	Created during 14-15 school year: cost for printing \$500	Food	paper and printing for hand outs and parent materials 5000-5999: Services And Other Operating Expenditures Base \$500	
Common Core Standards guides for parents	Created during 14-15 school year: cost for printing \$500	Printing	aides for child care 2000-2999: Classified Personnel Salaries Base	
	Tech director hours TBD as needed:	Classified salary (aides to do child care)		
		Tech support		

<p>Update curriculum guides for parents</p> <p>Online parent support</p> <p>Teacher work group led by teacher-leader to plan and implement parent workshops</p>	<p>\$1,000.00</p> <p>teacher leader stipend \$2000.00</p>	<p>Guest Presenters</p> <p>Teacher Leader Stipend</p>	<p>\$300</p> <p>tech support 2000-2999: Classified Personnel Salaries Base \$150-</p> <p>guest presenters 0000: Unrestricted Base \$800.00-</p> <p>teacher salary for planning 1000-1999: Certificated Personnel Salaries Base \$1500.00</p>
<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The addition of a parent and student math common core skills class for students in grades k-2, the continuation of the language arts parent and student class. The continuation of Two full Day Parent Workshops instead of single topic monthly workshops.</p>		

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

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

Original GOAL 3 from prior year LCAP:	To enable all High school students to be career/college ready at graduation	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	<p>Metric</p> <p>a) Student feedback, percent participation, b) percentage of UC/CSU eligible graduates, c) Internship progress measured by success of students in placement, employee and student feedback, d) number of classes submitted and approved by UC system for a-g inclusion, e) attendance rates</p> <p>Outcome</p> <p>a) Increase number of student taking career/college readiness five credit course b) Increase number of students meeting UC/CSU requirements met from 19% in the 13-14 school year to 20% in the 14-15 c) 5% increase in participation in career readiness course or internship d) Development, submission and approval of a-g approved classes, e) Maintain 95+% attendance rates</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Career/college readiness course completion: 2% in 14/15, 15% in 15/16</p> <p>UC/CSU requirements met =20.5% for 2014-15-15/16 data NA</p> <p>Internship/apprenticeship participation: 3% in 14-15, 4.6% in 15-16:</p> <p>Eleven classes have been approved as a-g classes by the UC system.</p> <p>Attendance= 99% at P2</p>	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Internship program	College/Career counselor .6 FTE \$48,000		College/Career Salary 1000-1999: Certificated Personnel Salaries Base \$48,650
Career awareness			
a-g classes			

<p>College counseling</p> <p>Career/college readiness (CCR) required course</p> <p>Develop pre-placement training component and placement protocol for student internships</p>			
<p>Scope of Service School-wide emphasis on students who are first in their family to attend college</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increase number of students who graduate with UC/CSU requirements met</p>	<p>HQ teachers, curriculum, depending on enrollment \$10,000.00</p>	<p>Salary for HQ teachers teaching on-site 2 day a week a-g approved classes</p>	<p>Salary for HQ teachers teaching on-site 2 day a week a-g approved classes 1000-1999: Certificated Personnel Salaries Base \$37,000</p>
<p>Scope of Service Schoolwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Develop, submit and get approved a-g</p>	<p>teacher stipends for creating</p>	<p>Eleven courses approved</p>	<p>stipend for writing and submitting</p>

<p>classes for all core areas</p>	<p>courses \$3500 teacher travel to a-g conference If needed, \$2000 teacher work group leader stipend \$1500</p>	<p>no conference attendance work group leader stipend books and materials for a-g classes</p>	<p>approved a-g courses 1000-1999: Certificated Personnel Salaries Base \$1925.00 teacher trainer in a-g course development 1000-1999: Certificated Personnel Salaries Base \$1500 books and materials for a-g classes 4000-4999: Books And Supplies Base \$350</p>
<p>Scope of Service Schoolwide</p> <hr/> <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>Scope of Service </p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Develop standards aligned requirements and course descriptions for high school students in PE: monthly teacher work group meetings</p>	<p>teacher work group leader stipend \$1500</p>	<p>teacher work group leader printing materials</p>	<p>teacher work group leader stipend 1000-1999: Certificated Personnel Salaries Base \$1500.00 printing 0000: Unrestricted Base \$250</p>
<p>Scope of Service Schoolwide</p> <hr/> <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>Scope of Service </p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing</p>	<p>Our goal for participation in internship/job shadow will be lower than 5% as this % seems unrealistic. We will add volunteer participation as a metric for growth. We will add % of kids who successfully complete at least one college course at community college or university as a metric.</p>		

past progress and/or changes to goals?	
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 4 from prior year LCAP:	All teachers who serve high school students will be HQ in the four core areas by June 2016		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All	-----		
Applicable Pupil Subgroups:				
Expected Annual Measurable Outcomes:	Metric Percentage of teachers who are HQ in all courses taught Outcome 100% of teachers serving high school students will have HQ through VPSS by the end of the 2015-16 School year, Continue to monitor for compliance with new hires	Actual Annual Measurable Outcomes:	63% of teachers who have high school students are HQ in all four core areas 15-16 school year	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
All teachers serving high school students will complete VPSS courses in the areas that they are not HQ in. Review and verify that all high school teachers (including new hires) HQ in all four core areas	\$400.00 per VPSS course :(more or less if needed) \$4800.00	63% of teachers who have high school students are HQ in all four core areas 15-16 school year	VPSS courses for high school teachers 0000: Unrestricted Base \$9200.00	
Scope of Service	School-wide	Scope of Service		
X All OR: _ Low Income pupils		_ All OR: _ Low Income pupils		

<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Even though ESAA has changed this requirement, we will keep this goal as it is a benefit to students and teachers to complete these courses and become HQ in the subjects they are overseeing as independent study teachers by the start of the 15-16 school year..</p>		

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

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:	\$341,534
These funds will be used for salaries and materials to offer academic support services for low performing students schoolwide. We will have two Reading Support teachers totaling .71 FTE. More time can be added if needed based on enrollment. All students in grades 2 and up who score low on schoolwide assessments are required to participate in one hour a week, or more, or structured Reading Support on site. Math support in the form of onsite tutors and small group classes will also be mandated for students scoring low. The math support program combines 4 different HQ math teachers and 1 non-credentialed tutor equaling approximately 2.75 FTE. Writing support is offered in small group instruction and writing labs for students who demonstrate need on shcoolwide writing samples equaling .3 FTE.	

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.

10.4	%
2%	
Salaries for teachers to offer daily math lab support for all students, especially benefitting students with little parental support at home, one on one math and reading tutoring for students who are best served by this method	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	NA	NA	2016-17-NA Total
All Funding Sources	0.00	104,675.00	2,061,462.89	0.00	0.00	2,061,462.89
Base	0.00	104,675.00	1,976,508.89	0.00	0.00	1,976,508.89
Special Education	0.00	0.00	4,977.00	0.00	0.00	4,977.00
Supplemental and Concentration	0.00	0.00	20,977.00	0.00	0.00	20,977.00
Title I	0.00	0.00	59,000.00	0.00	0.00	59,000.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	NA	NA	2016-17-NA Total
All Expenditure Types	0.00	104,675.00	2,061,462.89	0.00	0.00	2,061,462.89
0000: Unrestricted	0.00	10,250.00	18,000.00	0.00	0.00	18,000.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	13,000.00	0.00	0.00	13,000.00
1000-1999: Certificated Personnel Salaries	0.00	93,275.00	1,605,358.00	0.00	0.00	1,605,358.00
2000-2999: Classified Personnel Salaries	0.00	300.00	500.00	0.00	0.00	500.00
4000-4999: Books And Supplies	0.00	350.00	424,104.89	0.00	0.00	424,104.89
5000-5999: Services And Other Operating Expenditures	0.00	500.00	0.00	0.00	0.00	0.00
5900: Communications	0.00	0.00	500.00	0.00	0.00	500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	NA	NA	2016-17- NA Total
All Expenditure Types	All Funding Sources	0.00	104,675.00	2,061,462.89	0.00	0.00	2,061,462.89
0000: Unrestricted	Base	0.00	10,250.00	18,000.00	0.00	0.00	18,000.00
0001-0999: Unrestricted: Locally Defined	Title I	0.00	0.00	13,000.00	0.00	0.00	13,000.00
1000-1999: Certificated Personnel Salaries	Base	0.00	93,275.00	1,550,404.00	0.00	0.00	1,550,404.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	0.00	4,977.00	0.00	0.00	4,977.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	0.00	13,977.00	0.00	0.00	13,977.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	36,000.00	0.00	0.00	36,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	NA	NA	2016-17- NA Total
2000-2999: Classified Personnel Salaries	Base	0.00	300.00	500.00	0.00	0.00	500.00
4000-4999: Books And Supplies	Base	0.00	350.00	407,104.89	0.00	0.00	407,104.89
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	0.00	7,000.00	0.00	0.00	7,000.00
4000-4999: Books And Supplies	Title I	0.00	0.00	10,000.00	0.00	0.00	10,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	500.00	0.00	0.00	0.00	0.00
5900: Communications	Base	0.00	0.00	500.00	0.00	0.00	500.00

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).