

Introduction:

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LCAP Year: 2015-2016

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 the information was 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
April 10 th , 2015 Community Meeting:	The Chief Operations Officer attended a meeting of the Inland Empire Minority Led Resources Development Coalition and provided information on RJA’s LCAP. Additionally, the COO took this opportunity to announce, hand out flyers, and personally invite members of this community coalition to the upcoming LCAP meetings.
April 21 st , 2015 Parent/Community Meeting Moreno Valley	The Chief Operations Officer, Javier Hernandez presented a power point overview of the LCFF and LCAP and how REAL Journey Academies will be adopting its planning and budgeting process to meet the new requirements of the LCFF/LCAP. Programs and services currently being offered, and their effectiveness in achieving student outcomes were discussed as well as strategies, programs and services to improve student achievement. A handout published by the California State PTA to provide

	<p>information on LCAP was distributed to all participants. Additionally, the eight state priorities handout was handed out and discussed. Attendees were encouraged to provide feedback and input for each priority. Participants were also given information on how to access our online survey to help us determine goals, actions, and budget priorities for our schools. The presentation and all materials were provided in Spanish and English.</p>
<p>April 22nd, 2015 Parent/Community Meeting San Bernardino</p>	<p>The Chief Operations Officer, Javier Hernandez presented a power point overview of the LCFF and LCAP and how REAL Journey Academies will be adopting its planning and budgeting process to meet the new requirements of the LCFF/LCAP. Programs and services currently being offered, and their effectiveness in achieving student outcomes were discussed as well as strategies, programs and services to improve student achievement. A handout published by the California State PTA to provide information on LCAP was distributed to all participants. Additionally, the eight state priorities handout was handed out and discussed. Attendees were encouraged to provide feedback and input for each priority. Participants were also given information on how to access our online survey to help us determine goals, actions, and budget priorities for our schools. The presentation and all materials were provided in Spanish and English.</p>
<p>April 28th, 2015 Parent/Community Meeting Fontana</p>	<p>The Chief Operations Officer, Javier Hernandez presented a power point overview of the LCFF and LCAP and how REAL Journey Academies will be adopting its planning and budgeting process to meet the new requirements of the LCFF/LCAP. Programs and services currently being offered, and their effectiveness in achieving student outcomes were discussed as well as strategies, programs and services to improve student achievement. A handout published by the California State PTA to provide information on LCAP was distributed to all participants. Additionally, the eight state priorities handout was handed out and discussed. Attendees were encouraged to provide feedback and input for each priority.</p>

	Participants were also given information on how to access our online survey to help us determine goals, actions, and budget priorities for our schools. The presentation and all materials were provided in Spanish and English.
May 5 th , 2015 Parent Advisory Council/ ELAC	The School Principal and the Chief Operations Officer engaged the Parent Advisory and the English Learner Advisory Councils. A power Point presentation offered an overview of the LCFF and LCAP and how REAL Journey Academies will be adopting its planning and budgeting process to meet the new requirements of the LCFF/LCAP. Programs and services currently being offered, and their effectiveness in achieving student outcomes were discussed as well as strategies, programs and services to improve student achievement. A handout published by the California State PTA to provide information on LCAP was distributed to all participants. Additionally, the eight state priorities handout was handed out and discussed. Attendees were encouraged to provide feedback and input for each priority. Participants were also given information on how to access our online survey to help us determine goals, actions, and budget priorities for our schools. The presentation and all materials were provided in Spanish and English.
April-May 15, 2015 School site Engagement	Principals at all sites engaged school staff at their standing weekly meetings to ask for feedback and input on each of the eight priorities. Staff was asked to go online and complete the survey to help us establish school goals, actions, and budget priorities. Additionally, all classrooms were visited by the Assistant Principal or the Principal to inform students of the LCAP and to ask them for their input by completing our online student survey.
Annual Update:	Annual Update: At the conclusion of the six meetings with our stakeholders, and multiple surveys of our community members, parents, teachers, and students, several reoccurring themes were identified. These themes are reflected in the goals, actions, services and expected measurable outcomes identified

on REAL Journey Academies Local Accountability Plan. Common themes from the surveys and meetings include:

1. Classroom reduction in all classes
2. Increase instructional support
3. Increase access to instructional technology
4. Increase parent education by hiring a full time parent coordinator
5. Teacher training
6. Increase after school/extracurricular programming
7. Offer more class electives
8. Offer foreign language instruction
9. Increase STEM instruction
10. More support for English Learners
11. Increase college and career awareness/readiness

Developed goals, proposed actions and services as well as the expected measurable outcomes and budgeted expenditures are all reflective of the community responses from our community meetings as well as from the surveys.

Data from the stakeholder Engagement Surveys is available at:

<http://www.surveymonkey.com/results/>

Highlighted data information includes:

- 70% of students agree or strongly agree that RJA prepares students for future college career paths
- 58% of students agree or strongly agree that RJA provides them with sufficient access to instructional materials and technology
- 71.5% of students agree or strongly agree

	<ul style="list-style-type: none"> • that they felt safe while at school 85% of parents agree or strongly agree that RJA schools provide a good quality education for all students • 71.5% of parents agree that RJA schools prepares students for successful college and career paths • 43% of parents agree or strongly agree that RJA schools provided numerous avenues of effective home to school communication • 57% of parents agree or strongly agree that RJA schools encourages parental involvement • 71% of teachers agree or strongly agree that opportunities for professional growth and learning are made available to them • 74% of teachers agree or strongly agree that RJA encourages parental participation • 71% of teachers agree or strongly agree that RJA is implementing California State Standards effectively
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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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites 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 school sites 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 school sites 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 school sites 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 school sites 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 school sites?
- 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 school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Align student learning to State- adopted standards supported by materials, instruction, assessment, and technology in a safe and clean environment	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3__ 4__ 5__ 6_ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Stakeholders identified needs for continued professional development; instructional materials aligned to the State Standards; technology materials, training support, and upgrades; and safe, clean, effective learning environments.		
Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	All Students	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Maintain 100% fully credentialed teachers • 95% of teachers will complete intensive training to support the instructional program • Provide every student in each subgroup with books, materials and/or technology aligned with California Standards as appropriate. • Increase by 100 the number of computers assigned individually for learning in classrooms • Maintain 0% mis-assigned teachers • Maintain California Standards (CS) aligned instructional materials • School facilities will be maintained in a manner that ensures that they are clean, safe and functional as specified in subdivision (d) of Education Code Section 17002. • Ensure that English learners develop proficiency as a result of explicit English language development instruction and alignment of ELD standards and ELA standards, SDAIE research-based instructional strategies, personalized instruction, integrated curriculum and supplemental instruction when necessary. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
In 2015-2016 teachers of college prep or core classes will demonstrate subject area competency and will have completed or be engaged in an induction program.	All sites	<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) _____	BTSA \$50,000

<p>In 2015-2016, RJA will advertise teacher job openings widely in order to ensure an adequate pool of candidates and screen prospective candidates for possession of appropriate credentials.</p>	<p>All sites</p>	<p><input checked="" type="checkbox"/> 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>5800: Professional/ Consulting Services & Other Operating Expenses \$33,800 Job fairs</p>
<p>In 2015-16, a designated administrator will review credentialing and course assignments annually including reminders for renewals due at intervals prior to expiration with compliance reporting to the CEO.</p>	<p>All sites</p>	<p><input checked="" type="checkbox"/> 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>2400: Clerical, Technical, & Office Staff Salaries \$4,500</p> <p>2300: Classified Supervisors' & Administrator s' Salaries \$12,200</p> <p>3000-3999: Employee Benefits \$1,278</p>

<p>In 2015-16, all teachers will take part in Project-Based Learning (PBL) professional development, refresher trainings or orientation that provide up to date California Standards aligned instructional strategies and practices.</p>	<p>All sites</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>5200: Travel & Conference PD personnel \$10,000</p>
<p>In 2015-16, review professional development goals and PBL course and workshop offerings annually as they pertain to California Standards alignment as part of Professional Development and Goal setting conferences with staff.</p>	<p>All sites</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>5200: Travel & Conference Directors \$10,000</p>
<p>In 2015-2016 provide teacher professional development and collaboration aligned with strategic initiatives based on all formative and summative student assessment results:</p> <ul style="list-style-type: none"> ● Develop and refine common assessments and pacing guides in K-8 aligned to standards ● Implement new ELA/ELD Frameworks ● Differentiated instructional strategies ● NGSS and Mathematics implementation 	<p>All sites</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>1300: Certificated Teachers' Salaries \$ 138,369 Directors 3000-3999: Employee Benefits \$16,377</p>
<p>In 2015-2016 administration will annually review course assessment results and acquire and update materials for each enrolled student, ensuring that standards-aligned materials are available for use in class and to take home, as it suits the nature of the programs implemented in Math, Science, History- Social Sciences and English Language Arts, including English language development for English learners.</p>	<p>All sites</p>	<p><input 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)_____</p>	<p>4000-4999: Books & Supplies \$5,000 5000-5999: Services & Other Operating</p>

			Expenditures LA, Math and Sci curriculum at \$160,000
Ensure that teachers implement instruction in ways that give English learners access to English language development standards.	All sites	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1300: Certificated Supervisors' & Administrator s' Salaries \$3,500 PD, Conf. 3000-3999: Employee Benefits \$426
In 2015-2016 school facilities will be inspected three times annually by PAC (Parent Advisory Committee) and administration and corrections made as needed.	All sites	<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)_____	1300: Certificated Supervisors' & Administrator s' Salaries \$30,000 2200: Classified Support Salaries \$36,960

3000-3999:
Employee
Benefits
\$6,481

LCAP Year 2: 2016-2017

Expected Annual
Measurable
Outcomes:

- Maintain 100% fully credentialed teachers
- 95% of teachers will complete intensive training to support the instructional program
- Provide every student in each subgroup with books, materials and/or technology aligned with California Standards as appropriate.
- Increase by 100 the number of computers assigned individually for learning in classrooms
- Maintain 0% mis-assigned teachers
- Maintain California Standards (CS) aligned instructional materials
- School facilities will be maintained in a manner that ensures that they are clean, safe and functional as specified in subdivision (d) of Education Code Section 17002.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
In 2016-2017 all teachers of college prep or core classes will demonstrate subject area competency and will have completed or be engaged in an induction program.	All sites	<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)_____	BTSA \$50,000
In 2016-2017, RJA will advertise teacher job openings widely in order to ensure an adequate pool of candidates and screen prospective candidates for possession of appropriate		<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	5800: Professional/ Consulting Services &

credentials.		<input type="checkbox"/> Other Subgroups:(Specify)_____	Other Operating Expenses \$34,476
In 2016-17, a designated administrator will review credentialing and course assignments annually including reminders for renewals due at intervals prior to expiration with compliance reporting to the CEO.	All sites	<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)_____	2400: Clerical, Technical, & Office Staff Salaries \$4,590 2300: Classified Supervisors' & Administrators' Salaries \$12,444 3000-3999: Employee Benefits \$1,304
In 2016-17, all teachers will take part in Project-Based Learning (PBL) professional development, refresher trainings or orientation that provide up to date California Standards aligned instructional strategies and practices.	All sites	<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)_____	5200: Travel & Conference \$10,200
In 2016-17, review professional development goals and PBL course and workshop offerings	All sites	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	5200: Travel &

<p>annually as they pertain to California Standards alignment as part of annual Professional Development and Goal setting conferences with staff.</p>		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<p>Conference 10,200</p>
<p>In 2016-2017 provide teacher professional development and collaboration aligned with strategic initiatives based on all formative and summative student assessment results:</p> <ul style="list-style-type: none"> ● Develop and refine common assessments and pacing guides in K-8 aligned to standards ● Implement new ELA/ELD Frameworks ● Differentiated instructional strategies ● NGSS and Mathematics implementation 	<p>All sites</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>1300: Certificated Supervisors' & Administrators' Salaries \$141,136</p> <p>3000-3999: Employee Benefits \$16,704</p>
<p>In 2016-2017 administration will annually review course assessment results and acquire and update materials for each enrolled student, ensuring that standards-aligned materials are available for use in class and to take home, as it suits the nature of the programs implemented in Math, Science, History- Social Sciences and English Language Arts, including English language development for English learners.</p>	<p>All sites</p>	<input 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)_____	<p>4000-4999: Books & Supplies \$5,100</p> <p>5000-5999: Services & Other Operating</p>

			Expenditures LA, Math and Science curriculum \$160,000
In 2016-2017 school facilities will be inspected three times annually by PAC (Parent Advisory Committee) and administration and corrections made as needed.	All sites	<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)_____	1300: Certificated Supervisors' & Administrator s' Salaries \$30,600 2200: Classified Support Salaries \$37,699 3000-3999: Employee Benefits \$6,611

<p>Ensure that teachers implement instruction in ways that give English learners access to English language development standards.</p>		<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1300: Certificated Supervisors' & Administrators' Salaries \$3,570 3000-3999: Employee Benefits \$435</p>
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LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Maintain 100% fully credentialed teachers • 95% of teachers will complete intensive training to support the instructional program • Provide every student in each subgroup with books, materials and/or technology aligned with California Standards as appropriate. • Increase by 100 the number of computers assigned individually for learning in classrooms • Maintain 0% mis-assigned teachers • Maintain California Standards (CS) aligned instructional materials • School facilities will be maintained in a manner that ensures that they are clean, safe and functional as specified in subdivision (d) of Education Code Section 17002. 		
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>In 2017-2018 all teachers of college prep or core</p>	<p align="center">All sites</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p align="center">BTSA</p>

<p>classes will demonstrate subject area competency and will have completed or be engaged in an induction program.</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>\$50,000</p>
<p>In 2017-2018, RJA will advertise teacher job openings widely in order to ensure an adequate pool of candidates and screen prospective candidates for possession of appropriate credentials.</p>	<p>All sites</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>5800: Professional/ Consulting Services & Other Operating Expenses \$35,166</p>
<p>In 2017-18, a designated administrator will review credentialing and course assignments annually including reminders for renewals due at intervals prior to expiration with compliance reporting to the CEO.</p>	<p>All sites</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>2400: Clerical, Technical, & Office Staff Salaries \$4,682</p> <p>2300: Classified Supervisors' & Administrator s' Salaries \$12,693</p> <p>3000-3999: Employee Benefits \$1,331</p>

<p>In 2017-18, all teachers will take part in Project-Based Learning (PBL) professional development, refresher trainings or orientation that provide up to date California Standards aligned instructional strategies and practices.</p>	<p>All sites</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>5200: Travel & Conference \$10,404</p>
<p>In 2017-18, review professional development goals and PBL course and workshop offerings annually as they pertain to California Standards alignment as part of annual Professional Development and Goal setting conferences with staff.</p>	<p>All sites</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>5200: Travel & Conference 10,404</p>
<p>In 2017-2018 administration will annually review course assessment results and acquire and update materials for each enrolled student, ensuring that standards-aligned materials are available for use in class and to take home, as it suits the nature of the programs implemented in Math, Science, History- Social Sciences and English Language Arts, including English language development for English learners.</p>	<p>All sites</p>	<p><input 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)_____</p>	<p>4000-4999: Books & Supplies \$5,202</p> <p>5000-5999: Services & Other Operating Expenditures LA, Math and Science Curriculum \$160,000</p>
<p>In 2017-2018 school facilities will be inspected three times annually by PAC (Parent Advisory</p>	<p>All sites</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>1300: Certificated</p>

<p>Committee) and administration and corrections made as needed.</p>		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<p>Supervisors' & Administrators' Salaries \$31,212</p> <p>2200: Classified Support Salaries \$38,453</p> <p>3000-3999: Employee Benefits \$6,743</p>
<p>Ensure that teachers implement instruction in ways that give English learners access to English language development standards.</p>	<p>All sites</p>	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<p>1300: Certificated Supervisors' & Administrators' Salaries \$3,641</p> <p>3000-3999: Employee Benefits \$444</p>
<p>In 2017-2018 provide teacher professional development and collaboration aligned with</p>	<p>All sites</p>	<input checked="" type="checkbox"/> ALL OR:	<p>1300: Certificated</p>

<p>strategic initiatives based on all formative and summative student assessment results:</p> <ul style="list-style-type: none"> • Develop and refine common assessments and pacing guides in K-8 aligned to standards • Implement new ELA/ELD Frameworks • Differentiated instructional strategies • NGSS and Mathematics implementation 	<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>Supervisors' & Administrator s' Salaries \$143,959</p> <p>3000-3999: Employee Benefits \$17,038</p>
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<p>GOAL:</p>	<p>Ensure that students demonstrate annual academic growth and proficiency so that they advance each grade level prepared for the next grade level.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7 X 8 X COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Need :</p>	<p>Stakeholder input, CMO data, and RJA mission</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All Schools</p>
<p>Applicable Pupil Subgroups:</p>	<p>All Students</p>	
<p style="text-align: center;">LCAP Year 1: 2015-2016</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • All students and numerically significant subgroups will advance toward proficiency with a 5% increase toward the Proficient Level on SBAC each year until proficiency has been reached • Maintain an EL reclassification rate of 20% or higher • Increase implementation of project based learning • Increase by 15% the number of students reading at grade level each year • Increase writing proficiency in Language Arts to meet California Standards • Increase the use California assessment requirements in Math and Language Arts 	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
In 2015-2016 teachers will continue to provide challenging, project-based curriculum which reflects California State standards with two significant projects each year	All sites	<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)_____	Materials costs: \$25,000
In 2015 -2016 schools will provide opportunities for professional development and collaborative time for teachers to analyze and respond to student data on a school wide and subgroup basis.	All sites	<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)_____	1100: Certificated Teachers' Salaries \$ 215,488 Illuminate: 3000-3999: Employee Benefits \$26,246
In 2015-2016 Adjust instruction needed throughout the school year and, using curriculum-mapping techniques, plan for future curriculum in response to performance data school wide and by subgroup.	All sites	<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)_____	1300: Certificated Supervisors' & Administrator s' Salaries \$81,113 1100: Certificated Teachers'

			Salaries \$215,488 3000-3999: Employee Benefits \$36,126
In 2015-2016 teachers will utilize software intervention reading and literacy programs to support increases in student achievement	All sites	<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)_____	4300: Materials & Supplies \$15,000 Edmentum:
In 2015-2016 plan a clear, standards-based curriculum in ELD and across the curriculum, designing formative assessments that yield data for adjusting according to students' individual needs while procuring adequate instructional resources.	All sites	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	4000-4999: Books & Supplies, Tech \$10,000
In 2015-2016 students will be taught using full immersion techniques in ELD/SDAIE strategies and across the curriculum, adjusting instruction to meet individual needs, and using additional instructional resources as needed whenever students are identified as requiring this approach.	All sites	<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)_____	4000-4999: Books& Supplies \$15,000
In 2015-2016 teachers will support student writing by implementing targeted writing strategies that focus on individual attainment.	All sites	<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)_____	4300: Materials & Supplies \$5,000

In 2015-2016 teachers will use state level assessment items as models of thinking and practice to support student understanding	All sites	<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)_____	1100: Certificated Teachers' Salaries 3000-3999: Employee Benefits
In 2015-2016 teachers will implement best practices using technology in the classroom.		<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)_____	4300: Materials & Supplies

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • All students and numerically significant subgroups will advance toward proficiency with a 5% increase toward the Proficient Level on SBAC each year until proficiency has been reached • Maintain an EL reclassification rate of 20% or higher • Increase implementation of project based learning • Increase by 15% the number of students reading at grade level each year • Increase writing proficiency in Language Arts to meet California Standards • Increase the use California assessment requirements in Math and Language Arts
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
In 2016-2017 teachers will continue to provide challenging, project-based curriculum which reflects California State standards with three significant projects each 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)_____	4000-4999: Books & Supplies \$35,000

<p>In 2016 -2017 schools will provide opportunities for professional development and collaborative time for teachers to analyze and respond to student data on a school wide and subgroup basis.</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>1100: Certificated Teachers' Salaries \$ 219,798 Illuminate: 3000-3999: Employee Benefits \$26,771</p>
<p>In 2016-2017 Adjust instruction needed throughout the school year and, using curriculum-mapping techniques, plan for future curriculum in response to performance data school wide and by subgroup.</p>	<p>All sites</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>1300: Certificated Supervisors' & Administrator s' Salaries \$82,735 1100: Certificated Teachers' Salaries \$219,798 3000-3999: Employee Benefits \$36,849</p>

In 2016-2017 teachers will utilize software intervention reading and literacy programs to support increases in student achievement		<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)_____	5800: Professional/ Consulting Services & Operating Expenditures \$15,000
In 2016-2017 plan a clear, standards-based curriculum in ELD and across the curriculum, designing formative assessments that yield data for adjusting according to students' individual needs while procuring adequate instructional resources.	All sites	<input 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)_____	4300: Books and Supplies \$10,200
In 2016-2017 students will be taught using full immersion techniques in ELD/SDAIE strategies and across the curriculum, adjusting instruction to meet individual needs, and using additional instructional resources as needed whenever students are identified as requiring this approach.	All sites	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	4300: Books and Supplies \$10,200
In 2016-2017 teachers will use state level assessment items as models of thinking and practice to support student understanding		<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)_____	1100: Certificated Teachers' Salaries 3000-3999: Employee Benefits
In 2016-2017 teachers will support student writing by implementing targeted writing strategies that focus on individual attainment.	All sites	<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	4300: Books and Supplies \$5,100

		<input type="checkbox"/> Other Subgroups:(Specify) _____	
In 2016-2017 teachers will implement best practices using technology in the classroom.		<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) _____	1100: Certificated Teachers' Salaries 3000-3999: Employee Benefits 5800: Professional/ Consulting Services & Operating Expenditures

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • All students and numerically significant subgroups will advance toward proficiency with a 5% increase toward the Proficient Level on SBAC each year until proficiency has been reached • Maintain an EL reclassification rate of 20% or higher • Increase implementation of project based learning • Increase by 15% the number of students reading at grade level each year • Increase writing proficiency in Language Arts to meet California Standards • Increase the use California assessment requirements in Math and Language Arts
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
In 2017-2018 teachers will continue to provide	All sites		4300:

<p>challenging, project-based curriculum which reflects California State standards with four significant projects each year</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>Books & Supplies \$35,000</p>
<p>In 2017 -2018 schools will provide opportunities for professional development and collaborative time for teachers to analyze and respond to student data on a school wide and subgroup basis.</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>1100: Certificated Teachers' Salaries \$224,195</p> <p>3000-3999: Employee Benefits \$26,245</p>
<p>In 2017-2018 Adjust instruction needed throughout the school year and, using curriculum-mapping techniques, plan for future curriculum in response to performance data school wide and by subgroup.</p>	<p>All sites</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>1300: Certificated Supervisors' & Administrator s' Salaries \$ 84,390</p> <p>1100: Certificated Teachers' Salaries \$224,194</p> <p>3000-3999: Employee Benefits</p>

			\$37,585
In 2017-2018 teachers will utilize software intervention reading and literacy programs to support increases in student achievement	All sites	<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)_____	5800: Professional/ Consulting Services & Operating Expenditures \$15,000
In 2017-2018 plan a clear, standards-based curriculum in ELD and across the curriculum, designing formative assessments that yield data for adjusting according to students' individual needs while procuring adequate instructional resources.	All sites	<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)_____	4000-4999: Books and Supplies \$10,404
In 2017-2018 students will be taught using full immersion techniques in ELD/SDAIE strategies and across the curriculum, adjusting instruction to meet individual needs, and using additional instructional resources as needed whenever students are identified as requiring this approach.	All sites	<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)_____	4000-4999: Books and Supplies \$15,606
In 2017-2018 teachers will use state level assessment items as models of thinking and practice to support student understanding	All sites	<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)_____	1100: Certificated Teachers' Salaries 3000-3999: Employee Benefits

<p>In 2017-2018 teachers will support student writing by implementing targeted writing strategies that focus on individual attainment.</p>	<p>All sites</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>4000-4999: Books and Supplies \$5,202</p>
<p>In 2017-2018 teachers will implement best practices using technology in the classroom.</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>1100: Certificated Teachers' Salaries</p> <p>3000-3999: Employee Benefits</p> <p>5800: Professional/ Consulting Services & Operating Expenditures</p>

<p>GOAL:</p>	<p>Engage students, parents, staff, and community to promote educational growth opportunities</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6 X 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
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Identified Need :	Stakeholder input, survey results, and CMO data all indicate a continued need to engage parents, staff, and the community		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase by 10% attendance at monthly parent workshops • Increase by 10% the number of parents who engage college/career readiness events • Maintain 95% or above student attendance rates • Maintain an expulsion rate of less than 1% • Decrease the off-campus suspension rate by 10% • Increase parent volunteers by 10% • Maintain student-led conferencing once per year • Maintain a middle school dropout rate of <1%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
In 2015-2016 staff will promote attendance by ensuring that school is emotionally and physically safe and that classroom interactions are engaging and rewarding.	All sites	<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)_____	2200: Classified Support Salaries \$45,000 1300: Certificated Supervisors' & Administrator s' Salaries \$30,000

			3000-3999: Employee Benefits \$6,867
In 2015-2016 will provide middle school orientation to 100% of incoming students and will provide urgent remediation and intervention to at-risk middle school students	All sites	<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)_____	1100: Certificated Teachers' Salaries 3000-3999: Employee Benefits
In 2015-2016 create opportunities for Hispanic and African American parents and other parents of significant subgroups to organize and be represented on governance committees	All sites	<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)_____	1100: Certificated Teachers' Salaries 3000-3999: Employee Benefits
In 2015-2016 conduct annual stakeholder surveys to gather input and responses to educational and facilities issues including programs for unduplicated and English learner students.	All sites	<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)_____	1300: Certificated Supervisors' & Administrator s' Salaries \$6,000

			3000-3999: Employee Benefits \$731
In 2015-2016 will implement strategies designed to ensure a minimal rate of student suspension and expulsion for all grade levels.	All sites	<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)_____	4000-4999 Books & Supplies \$25,000
In 2015-2016 provide parents with quarterly attendance reports and inform parents of chronic absences.	All sites	<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)_____	2300: Classified Supervisors' & Administrator s' Salaries \$15,300 2400: Clerical, Technical, & Office Staff Salaries \$44,160 Illuminate? 3000-3999: Employee Benefits \$4,549

In 2015-2016 staff will provide interventions for students who are absent for more than ten days for any reason.		<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)_____	
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase by 10% attendance at monthly parent workshops • Increase by 10% the number of parents who engage college/career readiness events • Maintain 95% or above student attendance rates • Maintain an expulsion rate of less than 1% • Decrease the off-campus suspension rate by 10% • Increase parent volunteers by 10% • Maintain student-led conferencing once per year • Maintain a middle school dropout rate of <1%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
In 2016-2017 staff will promote attendance by ensuring that school is emotionally and physically safe and that classroom interactions are engaging and rewarding.	All sites	<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)_____	2200: Classified Support Salaries \$45,900 1300: Certificated Supervisors' & Administrator s' Salaries \$30,600 3000-3999:

			Employee Benefits \$7,004
In 2016-2017 will provide middle school orientation to 100% of incoming students and will provide urgent remediation and intervention to at-risk middle school students	All sites	<input checked="" 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)_____	1100: Certificated Teachers' Salaries 3000-3999: Employee Benefits
In 2016-2017 create opportunities for Hispanic and African American parents and other parents of significant subgroups to organize and be represented on governance committees	All sites	<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)_____	1100: Certificated Teachers' Salaries 3000-3999: Employee Benefits
In 2016-2017 conduct annual stakeholder surveys to gather input and responses to educational and facilities issues including programs for unduplicated and English learner students.	All sites	<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)_____	1300: Certificated Supervisors' & Administrator s' Salaries \$6,120 3000-3999: Employee Benefits \$746

<p>In 2016-2017 will implement strategies designed to ensure a minimal rate of student suspension and expulsion for all grade levels.</p>	<p>All sites</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>4300: Books and Supplies \$25,500</p>
<p>In 2016-2017 provide parents with quarterly attendance reports and inform parents of chronic absences.</p>	<p>All sites</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>2300: Classified Supervisors' & Administrators' Salaries \$15,606</p> <p>2400: Clerical, Technical, & Office Staff Salaries \$45,043</p> <p>3000-3999: Employee Benefits \$4,640</p>
<p>In 2016-2017 staff will provide interventions for students who are absent for more than ten days for any reason.</p>	<p>All sites</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>2300: Classified Supervisors' & Administrators' Salaries</p> <p>3000-3999: Employee</p>

			Benefits
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase by 10% attendance at monthly parent workshops • Increase by 10% the number of parents who engage college/career readiness events • Maintain 95% or above student attendance rates • Maintain an expulsion rate of less than 1% • Decrease the off-campus suspension rate by 10% • Increase parent volunteers by 10% • Maintain student-led conferencing once per year • Maintain a middle school dropout rate of <1% 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
In 2017-2018 staff will promote attendance by ensuring that school is emotionally and physically safe and that classroom interactions are engaging and rewarding.	All sites	<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)_____	2200: Classified Support Salaries \$46,818 1300: Certificated Supervisors' & Administrator s' Salaries \$31,212 3000-3999: Employee Benefits

			\$7,144
In 2017-2018 will provide middle school orientation to 100% of incoming students and will provide urgent remediation and intervention to at-risk middle school students	All sites	<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)_____	1100: Certificated Teachers' Salaries 3000-3999: Employee Benefits
In 2017-2018 create opportunities for Hispanic and African American parents and other parents of significant subgroups to organize and be represented on governance committees	All sites	<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)_____	1100: Certificated Teachers' Salaries 3000-3999: Employee Benefits
In 2017-2018 will implement strategies designed to ensure a minimal rate of student suspension and expulsion for all grade levels.	All sites	<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)_____	4300: Books and Supplies \$26,010
In 2017-2018 conduct annual stakeholder surveys to gather input and responses to educational and facilities issues including programs for unduplicated and English learner students.	All sites	<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)_____	1300: Certificated Supervisors' & Administrator s' Salaries \$6,242 3000-3999: Employee Benefits

			\$761
In 2017-2018 staff will provide interventions for students who are absent for more than ten days for any reason.		<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)_____	2300: Classified Supervisors' & Administrators' Salaries 3000-3999: Employee Benefits
In 2017-2018 provide parents with quarterly attendance reports and inform parents of chronic absences.	All sites	<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)_____	2300: Classified Supervisors' & Administrators' Salaries \$15,918 2400: Clerical, Technical, & Office Staff Salaries \$45,944 3000-3999: Employee Benefits

			\$4,733
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

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

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			
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			Related State and/or Local Priorities:
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GOAL from prior year LCAP:		1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
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LCAP Year: xxxx-xx

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Scope of service: <hr/> <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)_____		Scope of service: <hr/> <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)_____	
Scope of service: <hr/> <input type="checkbox"/> ALL OR:		Scope of service: <hr/> <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)_____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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:	\$842,327

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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.

11.31	%
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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).