

Introduction: LEA: Riverside County Education Academy Contact Santos Campos, Principal scampos@rcoe.us (951) 826-4902 LCAP Year: 2015-2016

Riverside County Education Academy is Military Charter School which serves students grade 9-12. We are a small school our current capacity is 200 students. In the 2015-16 school year, we hope to increase our attendance to 250 students. We are a military academy and not a boot camp our students are in a college and career going educational environment.

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP								
<p>Staff, parents, and students were involved in the process for developing the 2015-18 LCAP. Meetings were held in April 2015. Stakeholders and students reviewed data in:</p> <ul style="list-style-type: none"> • California High School Exit Exam (CAHSEE) pass and proficiency rates; • Early Assessment Program (EAP) results; • Graduation rates; and • Highly Qualified Teacher (HQT) data. <p>For the 2013-2014 school year.</p> <p>Stakeholders participated in online surveys. 133 responses were collected. Stakeholders were asked questions about the following topics</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Student Achievement</td> <td style="width: 50%;">Student Activities</td> </tr> <tr> <td>Instructional Strategies</td> <td>Course Access</td> </tr> <tr> <td>Parental Involvement</td> <td>School Climate</td> </tr> <tr> <td>Technology Access</td> <td></td> </tr> </table>	Student Achievement	Student Activities	Instructional Strategies	Course Access	Parental Involvement	School Climate	Technology Access		<p>After meeting with the stakeholders and collecting the results of the online surveys, the following priorities were defined and were expanded or added to the 2015-16 LCAP.</p> <ul style="list-style-type: none"> • Continue to work on increasing student achievement. • Continue to work on increasing College and Career readiness. • Continue to work on increasing High School Graduation rates. • Continue to maintain staffing of Highly Qualified Teachers. • Add Field Trips and other Educational Experiences. • Continue to work on increasing student engagement opportunities. • Continue to work on increasing extended learning opportunities. • Continue with social worker on campus. • Expand AVID with Tutors. • Expand professional development opportunities
Student Achievement	Student Activities								
Instructional Strategies	Course Access								
Parental Involvement	School Climate								
Technology Access									

	<p>with core teachers.</p> <ul style="list-style-type: none"> • Add CIF sports for student participation. • Expand monitoring student attendance and implement means to address habitual attendance problems and tardiness.
<p>Annual Update:</p> <p>Staff, parents, and students were involved in the review and analysis of the LCAP Annual Update at meetings that began in October 2013 through April 2015. Stakeholders and students reviewed qualitative data which included CAHSEE results English-Language arts and math pass and proficiency rates.</p> <p>Stakeholders and students were afforded the opportunity to take an online survey as well as engage in discussions about the progress of the implementation of actions in the LCAP Annual Updated. Stakeholders provide feedback at the meetings.</p>	<p>Annual Update:</p> <p>Stakeholders suggested the following additions/changes through the LCAP review process for expansion or added to the 2015-16 LCAP</p> <ul style="list-style-type: none"> • Continue the CAHSEE intervention program but explore other modalities to expose the students to prepare for CAHSEE. • Expand the process of approving A-G classes. • Expand the AP offerings for students. • Expand AVID offerings and hire tutors for AVID. • Continue the practice of offering PSAT for students in grades 9-10. • Expand the implementation of Common Core State Standards (CCSS) through staff development opportunities and implementation of integrated math 1 & 2. • Continue practice of allowing teacher collaboration time. • Expand the monitoring of attendance to inform parents in a timely manner of any attendance problems. • Expand opportunities for students to obtain credit recovery opportunities to include summer school. <p>Expand the offerings in remedial math and ELA.</p>

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the

additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

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

GOAL:	Students need to graduate college and career ready and ensure all students have access and enrollment in required courses of study.	Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7_x 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	RCEA Needs to prepare students to be college and career ready. We need to ensure that we are implementing programs that will preparing our students to be ready for college and career opportunities by ensuring they are enrolled in classes that will prepare them for college. We want to ensure students are enrolled in A-G approved courses that provide students with the rigor and challenge that prepare them for post-secondary options. We will prepare students to maximize their performance in state testing. Provide student with access to advance placement classes through teacher preparation and increase the offerings of AP classes. We want to make sure our ELL students are making strides towards being proficient through instructional strategies that help students perform better in their CELDT testing by establishing a baseline reclassification rate and incorporating targeted strategies to address their needs. We want to make sure our teachers area highly qualified while maintaining the proper ratio so all students have access to instructional materials
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Goal Applies to:	Schools: Charter Wide
	Applicable Pupil Subgroups: All Students

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Teachers will write additional A-G courses as new class offerings are added to curriculum • CAHSEE pass rate will increase by 2% • Maintain the current level of API based on 2014-15 results • Maintain 100% participation rate in EAP test and used data from 2014-2015 as baseline data. • Establish baseline data for percentage of students scoring 3 or above on the AP test. Increase the offerings of AP classes. • CELDT Proficiency establish goals based upon baseline data from 2014-2015 and increase that percentage by 2%. • Establish baseline reclassification rate for students taking the CELDT. • Maintain 100% Highly qualified teachers. • Monitor and Maintain 1:1 student textbook ratio.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will create new curriculum for A-G approval.	Charter 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)_____	No Fiscal Impact
Staff will go to the UC A-G Conference to get information about writing A-G courses and get updates on any changes to the writing or submitting process.	Charter 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)_____	\$1,400
<p>All students grades (9-10) taking the CAHSEE were enrolled in Revolution prep online CAHSEE prep course.</p> <p>All students needing to pass the CAHSEE in grades 11-12 will have the opportunity to go through a CAHSEE boot camp. Students will be given test prep strategies and will be counseled on the results of previous test to discuss areas where the student struggled.</p> <p>Teacher in-service on test data interpretation. Teachers need to be able to identify areas of growth and strengths and adjust the curriculum to meet the needs of the students.</p>	Charter 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)_____	\$7,500
All students needing to pass the CAHSEE in grades 11-12 will have the opportunity to go through a CAHSEE boot camp. Students will be given test prep strategies and will be counseled on the results of previous test to discuss areas where the student struggled.	Charter 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)_____	No Fiscal Impact
Teacher in-service on test data interpretation. Teachers need to be able to identify areas of growth and strengths and adjust the curriculum to meet the needs of the students.	Charter 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)_____	\$10,000

Use staff development days to:

- review student data
- create benchmark assessment that mimic the rigor of state testing
- assess the results from the benchmark assessment

Math Teachers will have access to a Math Coach to work with them on developing Integrated Math 1

English 10 and English 11 teachers will review the results of the smarter balance testing and determine student deficiencies and incorporate lesson to address student's area of growth.

AVID Conference for new teacher and AVID teachers to develop AVID strategies to be incorporated school wide.

AVID tutors to assist AVID students with class work and preparation for college.

Send teachers to AP training for English Literature, English Language and US History.

Purchase supplemental material to prepare students for AP World History and English Language.

Charter Wide

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

No Fiscal Impact

Charter Wide

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

No Fiscal Impact

Charter Wide

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

No Fiscal Impact

Charter Wide

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

\$22,000

Charter Wide

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

\$18,000

Charter Wide

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

\$4,500

Charter Wide

ALL
OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient

\$9,000

		<input type="checkbox"/> Other Subgroups:(Specify)_____	
Send Staff to training for CELDT.	Charter 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)_____	\$1,000
Staff will administer and coordinate CELDT testing.	Charter 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)_____	\$1,000
Staff to hold individual student conferences prior to CELDT to review what they need to review their progress and how they can reclassify and the benefits of being reclassified.	Charter Wide	<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)_____	\$1,000
Staff will collaborate to review test data and determine students that meet requirements of reclassification.	Charter Wide	<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)_____	\$1,000
Reward students who have been reclassified with an awards ceremony.	Charter Wide	<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)_____	\$500
Purchase Rosetta Stone software to provide support for English Language Development specifically for our students designated as a 1 or a 2.	Charter Wide	<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)_____	\$500
Continue to monitor staff qualifications for highly qualified teachers	Charter 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	No Fiscal Impact

Purchase textbooks to replenish lost or stolen textbooks to maintain the 1:1 student textbook ratio.	Charter Wide	__ Other Subgroups:(Specify)_____	\$10,000
		<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Teachers will write additional A-G courses as new class offerings are added to curriculum • CAHSEE pass rate will increase by 2% • Maintain the current level of API based on 2014-15 results • Maintain 100% participation rate in EAP test and used data from 2014-2015 as baseline data. • Establish baseline data for percentage of students scoring 3 or above on the AP test. Increase the offerings of AP classes. • CELDT Proficiency establish goals based upon baseline data from 2014-2015 and increase that percentage by 2%. • Establish baseline reclassification rate for students taking the CELDT. • Maintain 100% Highly qualified teachers. • Monitor and Maintain 1:1 student textbook ratio.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will create new curriculum for A-G approval as needed. Teachers will review approved curriculum to make addendums as needed.	Charter Wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	No Fiscal Impact
Staff will go to the UC A-G Conference to get	Charter	<input checked="" type="checkbox"/> ALL	

<p>information about writing A-G courses and get updates on any changes to the writing or submitting process.</p>	<p>Wide</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>\$1,400</p>
<p>School will review elective courses and submit curriculum for A-G approval under section G college preparatory electives.</p>	<p>Charter 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>No Fiscal Impact</p>
<p>All students grades (9-10) taking the CAHSEE were enrolled in Revolution prep online CAHSEE prep course.</p>	<p>Charter 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>\$7,500</p>
<p>All students needing to pass the CAHSEE in grades 11-12 who did not pass the CAHSEE in grade 10 will be enrolled in Revolution Prep.</p>	<p>Charter 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>No Fiscal Impact</p>
<p>All students needing to pass the CAHSEE in grades 11-12 will have the opportunity to go through a CAHSEE boot camp. Students will be given test prep strategies and will be counseled on the results of previous test to discuss areas where the student struggled.</p>	<p>Charter 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>No Fiscal Impact</p>
<p>English Teachers in grades 9 and 10 will incorporate CAHSEE strategies to implemented in their pacing guides to provide students with exposure to CAHSEE prompt questions to be utilized as a quick write or warm up activity.</p>	<p>Charter 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>No Fiscal Impact</p>

Math Teachers will have access to a Math Coach to work with them on developing Integrated Math 2.

English and Social Studies teachers will begin collaborating on Common Core Units to be blended in English 2 and World History.

Teachers will review pacing guides to ensure the curriculum being taught is in line with what students should know on the smarter balance test.

Science teachers will begin working on the next Generation Science Standards and create new science class sequence every 9th grader will be enrolled in Biology.

ELA teachers will get in serviced on Learning strategies in reading and writing EAP context.

English 11 teachers will incorporate common assessment writing prompt to monitor student progress and assess student's writing.

AVID Conference for new teacher and AVID teachers to develop AVID strategies to be incorporated school wide.

Incorporate AVID writing strategies to prepare students for EAP.

Charter
Wide

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

\$10,000

Charter
Wide

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

No Fiscal
Impact

Charter
Wide

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

No Fiscal
Impact

Charter
Wide

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

No Fiscal
Impact

Charter
Wide

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

\$22,000

AVID tutors to assist AVID students with class work and preparation for college.	Charter 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) _____	\$18,000
Send teachers to AP training for US History and English Language and Biology.	Charter 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) _____	\$4,500
Purchase supplemental material to prepare students for AP English Literature and US History AP classes.	Charter 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) _____	\$9,000
Purchase textbooks and classroom supplies for 2 new AP Classes.	Charter 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) _____	\$10,000
Send Staff to training for CELDT.	Charter Wide	<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) _____	\$1,000
Pay for additional staff to administer and coordinate CELDT testing.	Charter Wide	<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) _____	\$1,000
Pay staff additional time to have individual student conferences prior to CELDT to review what they need to review their progress and how	Charter Wide	<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	\$1,000

<p>they can reclassify and the benefits of being reclassified. Staff will collaborate to review test data and determine students that meet requirements of reclassification.</p>	<p>Charter Wide</p>	<p>___ Other Subgroups:(Specify)_____</p> <p>___ ALL OR: ___ Low Income pupils ___ x English Learners ___ Foster Youth ___ x Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>\$10,000</p>
<p>Reward students who have been reclassified with an awards ceremony.</p>	<p>Charter Wide</p>	<p>___ ALL OR: ___ Low Income pupils ___ x English Learners ___ Foster Youth ___ x Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>\$500</p>
<p>Students who are designated at a 1 or a 2 in their CELDT test will be scheduled in an English Language Development class where the Rosetta Stone program will be used as a support to their language development curriculum.</p>	<p>Charter Wide</p>	<p>___ ALL OR: ___ Low Income pupils ___ x English Learners ___ Foster Youth ___ x Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>\$600</p>
<p>Continue to monitor staff qualifications.</p>	<p>Charter Wide</p>	<p>___ x ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>No Fiscal Impact</p>
<p>Purchase textbooks to replenish lost or stolen textbooks to maintain the 1:1 student textbook ratio.</p>	<p>Charter Wide</p>	<p>___ x ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>\$10,000</p>

LCAP Year 3: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Teachers will write additional A-G courses as new class offerings are added to curriculum • CAHSEE pass rate will increase by 2%
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- Maintain the current level of API based on 2014-15 results
- Maintain 100% participation rate in EAP test and used data from 2014-2015 as baseline data.
- Establish baseline data for percentage of students scoring 3 or above on the AP test. Increase the offerings of AP classes.
- CELDT Proficiency establish goals based upon baseline data from 2014-2015 and increase that percentage by 2%.
- Establish baseline reclassification rate for students taking the CELDT.
- Maintain 100% Highly qualified teachers.
- Monitor and Maintain 1:1 student textbook ratio.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will create new curriculum for A-G approval as needed. Teachers will review approved curriculum to make addendums as needed.	Charter 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) _____	No Fiscal Impact
Staff will go to the UC A-G Conference to get information about writing A-G courses and get updates on any changes to the writing or submitting process.	Charter 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) _____	\$1,400
School will review elective courses and submit curriculum for A-G approval under section G college preparatory electives.	Charter 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) _____	No Fiscal Impact
All students grades (9-10) taking the CAHSEE were enrolled in Revolution prep online CAHSEE prep course.	Charter	<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	\$7,500

All students needing to pass the CAHSEE in grades 11-12 who did not pass the CAHSEE in grade 10 will be enrolled in Revolution Prep.

All students needing to pass the CAHSEE in grades 11-12 will have the opportunity to go through a CAHSEE boot camp. Students will be given test prep strategies and will be counseled on the results of previous test to discuss areas where the student struggled.

English Teachers in grades 9 and 10 will incorporate CAHSEE strategies to implemented in their pacing guides to provide students with exposure to CAHSEE prompt questions to be utilized as a quick write or warm up activity.

Algebra and Geometry incorporate CAHSEE strategies to implement in their pacing guides to provide students with exposure to CAHSEE prompt questions to be utilized as a warm up activity.

Math teachers will have access to a Math Coach to work with them on developing Integrated Math 3.

English and Social Studies teachers will begin collaborating on Common Core Units to be blended in English 3 classes and US History classes by grade level.

Wide

Other Subgroups:(Specify) _____

Charter Wide

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

No Fiscal Impact

Charter Wide

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

No Fiscal Impact

Charter Wide

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

\$10,000

Teachers will review pacing guides to ensure the curriculum being taught is in line with what students should know on the smarter balance test.

Science teachers will begin working on the next Generation Science Standards and implement the Integrated Science classes.

English 10 teachers will English 11 teachers will incorporate common assessment writing prompt to monitor student progress and assess student's writing.

English 11 teachers will incorporate common assessment writing prompt to monitor student progress and assess student's writing.

Students who struggle in the common assessment writing prompt will be put in an intervention class to focus on writing.

AVID Conference for new teacher and AVID teachers to develop AVID strategies to be incorporated school wide.

Incorporate AVID writing strategies to prepare students for EAP.

AVID tutors to assist AVID students with class work and preparation for college.

Charter Wide

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

No Fiscal Impact

Charter Wide

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

No Fiscal Impact

Charter Wide

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

No Fiscal Impact

Charter Wide

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

\$22,000

Charter Wide

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

\$18,000

Send teachers to AP training for Biology and Environmental Science.	Charter Wide	<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)_____	\$4,500
Purchase supplemental material to prepare students for AP Biology and AP Environmental.	Charter Wide	<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)_____	\$9,000
Purchase textbooks and classroom supplies for 2 new AP Classes.	Charter Wide	<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)_____	\$10,000
Send Staff to training for CELDT	Charter Wide	<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)_____	\$1,000
Staff will administer and coordinate CELDT testing.	Charter Wide	<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)_____	\$1,000
Staff with have additional time to have individual student conferences prior to CELDT to review	Charter Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	\$1,000

what they need to review their progress and how they can reclassify and the benefits of being reclassified.

Staff will collaborate to review test data and determine students that meet requirements of reclassification.

Reward students who have been reclassified with an awards ceremony.

Continue to use Rosetta Stone in their English Language Development class as a support for students and we will make program available to parents / guardians to support English Language Development at home.

Continue to monitor staff qualifications.

Purchase textbooks to replenish lost or stolen textbooks to maintain the 1:1 student textbook ratio.

Charter Wide

Charter Wide

Charter Wide

Charter Wide

Charter Wide

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 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)_____

\$1,000

\$500

\$600

No Fiscal Impact

\$10,000

GOAL:	Improve Student Engagement and School Climate Outcomes.		Related State and/or Local Priorities: 1 <u>x</u> 2__ 3__ 4 <u>x</u> 5 <u>x</u> 6 <u>x</u> 7__ 8 <u>x</u> COE only: 9__ 10__ Local : Specify _____	
Identified Need :	In an effort to have students better connected to school, our process of establishing need led us to looking at 5 variables to help students better connect with our school. We identified maintaining and upkeep of our facility. We wanted to improve student outcome by focusing on student attendance and looking at strategies to improve student attendance. We looked at our discipline and focused on reducing suspension rates through a proactive approach of appealing to students social emotional needs. We wanted to impact our graduation rates and focus on getting students the resources to stay on track for graduation as well as giving them resources through credit recovery to allow for students to make up credits. All stakeholders agreed that students need resources in co-curricular activities to establish connections with students and the school. We looked at various resources to address this need.			
Goal Applies to:	Schools:	Charter-Wide		
	Applicable Pupil Subgroups:	All Students		
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • School Facility in good repair and Williams compliant • Increase student attendance by 2% • Decrease student suspensions by 2% • Increase graduation rates by 2% • Establish and increase the participation rate of students participating in co-curricular activities 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Continue to use allocated funds for repair and maintenance to maintain facilities in good repair.	Charter Wide	<u>x</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____		\$20,000

Hire a building and grounds personnel at Indio location.	RCEA Indio	<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 checked="" type="checkbox"/> _Other Subgroups:(Specify) <u>Indio campus</u>	\$20,000
Hire a part time clerk in Moreno Valley site to monitor attendance and be a liaison with parents of student who demonstrate habitual patterns in attendance and tardies.	Charter 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) <u></u>	\$20,000
Continue to provide parents with student information system with portal access to monitor student attendance.	Charter 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) <u></u>	\$7,000
Implement SART process to provide students and parents with an intervention to discuss strategies to assist student with maintaining positive attendance patterns.	Charter 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) <u></u>	No Fiscal Impact
Continue to renew contract for Intern Social Worker to allow students' access to another adult resource to counsel students and provide group resources in the area of anger management.	Charter 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) <u></u>	\$7,000
Provide students with classroom presentation on Anti-Bullying campaign and peer intervention.	Charter 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) <u></u>	No Fiscal Impact
School wide orientation for students and parents to go over school rules and expectations. Teachers will go over student handbook to review	Charter 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) <u></u>	No Fiscal Impact

school rules and expectation.			
Continue to renew student information system to allow parents access to student progress.	Charter 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)_____	\$6,000
Continue to renew credit recovery program APEX to allow students to make up credits during the school year.	Charter 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)_____	\$19,000
Continue practice of review transcripts with students in grades 10-12.	Charter 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)_____	No Fiscal Impact
Provide extended learning opportunities in the summer for students to obtain additional credits. Priority will be given to students in grade 11-12. Staff will be hired to provide students instruction.	Charter 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)_____	\$7,000
School will participate in CIF Sports in Football, volleyball, B/G Basketball, B/G soccer, baseball and softball.	Charter 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)_____	\$10,000
Establish clubs on campus to connect students with various cultures, interest, college and careers. Students would participate in various field trips and activities to expose students to post-secondary community organizations.	Charter 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)_____	\$7,000

LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • School Facility in good repair and Williams compliant • Increase student attendance by 2% • Decrease student suspensions by 2% • Increase graduation rates by 2% • Increase the participation rate of students participating in co-curricular activities by 2% 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue to use allocated funds for repair and maintenance to maintain facilities in good repair.</p>	<p>Charter 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>\$20,000</p>
<p>Maintain part time clerk to monitor attendance and be a liaison with parents of student who demonstrate habitual patterns in attendance and tardies.</p>	<p>Charter 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>\$20,000</p>
<p>Continue to provide parents with parent portal access in our student information system so they can monitor student attendance.</p>	<p>Charter 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>No Fiscal Impact</p>
<p>Continue SART process to provide students and parents with an intervention to discuss strategies to assist student with maintaining positive attendance patterns.</p>	<p>Charter 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>No Fiscal Impact</p>

Continue to renew contract for Intern Social Worker to allow students access to another adult resource to counsel students and provide group resources in the area of anger management.	Charter 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)_____	\$7,000
Continue with classroom presentation on Anti-Bullying campaign and peer intervention. We will invite guest speakers for school wide activities during the Anti Bullying Month (September).	Charter 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)_____	No Fiscal Impact
Review disciplinary data to determine staff development as it pertains to positive support for students.	Charter 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)_____	No Fiscal Impact
Continue to have school wide orientation for students and parents to go over school rules and expectations.	Charter 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)_____	No Fiscal Impact
Continue to renew student information system to allow parents access to student progress.	Charter 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)_____	\$6,000
Continue to renew credit recovery program APEX to allow students to make up credits during the school year.	Charter 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)_____	\$19,000
Continue practice of review transcripts with students in grades 10-12.	Charter 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)_____	No Fiscal Impact

Provide extended learning opportunities in the summer for students to obtain additional credits. Priority will be given to students in grade 11-12. Staff will be hired to provide students instruction.	Charter 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)_____	\$7,000
School will continue to support CIF Sports in Football, volleyball, B/G Basketball, B/G soccer, baseball and softball.	Charter 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)_____	\$10,000
School will continue to support clubs on campus to connect students with various cultures, interest, college and careers. Students would participate in various field trips and activities to expose students to post-secondary community organizations.	Charter 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)_____	\$7,000

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • School Facility in good repair and Williams compliant • Increase student attendance by 2% • Decrease student suspensions by 2% • Increase graduation rates by 2% • Increase the participation rate of students participating in co-curricular activities by 2% 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to use allocated funds for repair and maintenance to maintain facilities in good repair.	Charter 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)_____	\$20,000
Maintain a part time clerk to monitor attendance and be a liaison with parents of student who demonstrate habitual patterns in attendance and tardies.	Charter 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)_____	\$20,000

Continue to provide parents with parent portal access in our student information system so they can monitor student attendance.	Charter 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)_____	No Fiscal Impact
Continue SART process to provide students and parents with an intervention to discuss strategies to assist student with maintaining positive attendance patterns.	Charter 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)_____	No Fiscal Impact
Continue to renew contract for Intern Social Worker to allow students access to another adult resource to counsel students and provide group resources in the area of anger management.	Charter 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)_____	\$7,000
Continue with classroom presentation on Anti-Bullying campaign and peer intervention. We will invite guest speakers for school wide activities during the Anti Bullying Month (September).	Charter 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)_____	No Fiscal Impact
Determine the need for students social emotional development as it pertains to disciplinary infractions and provide support in those areas.	Charter 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)_____	No Fiscal Impact
Continue to review disciplinary data to determine staff development as it pertains to positive support for students.	Charter 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)_____	No Fiscal Impact
Continue to have school wide orientation for students and parents to go over school rules and expectations.	Charter 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)_____	No Fiscal Impact

Continue to renew student information system to allow parents access to student progress.	Charter 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)_____	No Fiscal Impact
Continue to renew credit recovery program APEX to allow students to make up credits during the school year.	Charter 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)_____	\$19,000
Continue practice of review transcripts with students in grades 10-12.	Charter 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)_____	No Fiscal Impact
Provide extended learning opportunities in the summer for students to obtain additional credits. Priority will be given to students in grade 11-12. Staff will be hired to provide students instruction.	Charter 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)_____	\$7,000
School will continue to support CIF Sports in Football, volleyball, B/G Basketball, B/G soccer, baseball and softball.	Charter 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)_____	\$10,000
School will continue to support clubs on campus to connect students with various cultures, interest, college and careers. Students would participate in various field trips and activities to expose students to post-secondary community organizations.	Charter 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)_____	\$7,000

GOAL:	Increase parental communication and engagement and through use of bilingual services provide materials in English and Spanish.	Related State and/or Local Priorities: 1__ 2__ 3__ <input checked="" type="checkbox"/> 4__ 5__ 6__ <input checked="" type="checkbox"/> 7__ 8__ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Identified Need : Parents are an important part of the education of the student. Our goal is to increase parental involvement by surveying parents and what services or resources they would like to see the school offer parents. We also wanted to see if our efforts are being reflected in parent participation. We want to monitor parent attendance and continue to talk with our parents to see what we can do to increase parent attendance at all school meetings

Goal Applies to:	Schools: Charter-Wide	Applicable Pupil Subgroups: All Students
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Develop annual survey to gage parental engagement, involvement and satisfaction • Establish a baseline for attendance at parent meetings and parental events.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop survey to gage parental interest and needs assessment of resources for parents to assist their child's academic and social / emotional development.	Charter 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)_____	\$1,500
Purchase an automated parental notification system that engages parents with their child's education while providing communication in English and Spanish.	Charter 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)_____	\$7,500
Continue to updated and provide resources for parent on our Parent Tab of the school web site. Provide parents with monthly newsletter to engage parents with school activities and resources.	Charter 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)_____	\$5,000

Monitor parent attendance at all meetings to gage parental involvement in meetings.	Charter 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)_____	No Fiscal Impact
Use automated parental notification system to inform and confirm parental attendance to all school meetings.	Charter 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)_____	\$1,500

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Set goals based upon survey to gage parental engagement, involvement and satisfaction Parental attendance will increase by 2% at parent meetings and parental events. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Based upon results of the survey partnerships will be formed with community organizations that will provide these services to our parents.	Charter 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)_____	\$5,000
Continue the automated parental notification system that engages parents with their child's education while providing communication in English and Spanish.	Charter 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)_____	\$7,500
Continue to update and provide resources for parent on our Parent Tab of the school web site. Provide parents with monthly newsletter to engage parents with school activities and resources.	Charter 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)_____	\$1,500

Continue to monitor parent attendance at all meetings to gage parental involvement in meetings.	Charter 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)_____	No Fiscal Impact
Continue to use the automated parental notification system to inform and confirm parental attendance to all school meetings.	Charter 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)_____	\$1,500

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes	<ul style="list-style-type: none"> Set goals based upon survey to gage parental engagement, involvement and satisfaction Parental attendance will increase by 2% at parent meetings and parental events. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continuing parental resources as needed and establishing a parent support group.	Charter 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)_____	\$5,000
Continue the automated parental notification system that engages parents with their child's education while providing communication in English and Spanish.	Charter 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)_____	\$7,500
Continue to updated and provide resources for parent on our Parent Tab of the school web site. Provide parents with monthly newsletter to engage parents with school activities and resources.	Charter 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)_____	\$1,500
Continue to monitor parent attendance at all	Charter	<input checked="" type="checkbox"/> All OR:	No Fiscal

meetings to gage parental involvement in meetings.	Wide	<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)_____	Impact
Use phone the automated parental notification system to inform and confirm parental attendance to all school meetings.	Charter 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)_____	\$1,500

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?

Original GOAL from prior year LCAP:	Students need to graduate college and career ready and ensure all students have access and enrollment in required courses of study.	Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6_x 7_x 8_x COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Riverside County Education Academy Moreno Valley Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> A. CAHSEE ELA/ Math- CAHSEE Pass rate will increase by 2% B. Creation of A-G courses - Teachers will write requirements for A through G courses. C. Maintain the current level of API D. EAP- 100% of all students in grade 11 will take the EAP Exam E. AP Classes- Identify and train teachers for AP classes in social studies and Spanish F. CELDT Proficiency- Based on CELDT results for 2013-14 baseline for percentage of students scoring proficient will be created. G. EL reclassification- Establish criteria for reclassification of students. H. Highly qualified teachers – Maintain 100% highly qualified teachers. I. All students have required text books- Monitor and maintain 1:1 student textbook ratio. J. All students have all required textbooks K. Implementation of common core state standards- English, math and social studies will be supported to fully implement through collaboration time and PS. 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> A. CAHSEE results of ELA were 46% and 55% in Math. We experienced a decrease in our pass rate. B. Currently RCEA has 14 classes that have been A-G approved C. API based on CST is not available will use new state API when it becomes available D. 100% of students in grade 11 took the EAP Exam E. 1 teacher was trained in AP World History and 1 teacher was trained in AP Spanish Literature. F. CELDT Proficiency being processed for baseline numbers G. RCEA has adopted RCOE reclassification process H. 100% of our staff are highly qualified teachers I. We continue to monitor and maintain 1:1 student textbook ratio. J. All students have access to required textbooks K. Implementation of 13 minimum days, Math teachers were trained in the summer of 2014. They continued to working during collaboration time. English department worked with an English Support Coach to implement English Common Core Curriculum. Coaching occurred in class and they worked during collaboration time.
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LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Revolution Prep CAHSEE Prep software. Students are assessed In ELA and Math and online lessons for ELA and Math are generated to prepare for CAHSEE.</p>	\$6,700	<p>Revolution Prep CAHSEE Prep software. Students are assessed In ELA and Math and online lessons for ELA and Math are generated to prepare for CAHSEE.</p>	\$5,098
<p>Scope of service: Charter Wide</p> <p><input checked="" type="checkbox"/>_x_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners</p> <p><input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient</p> <p><input type="checkbox"/>_Other Subgroups:(Specify)_____</p>		<p>Scope of service: Charter Wide</p> <p><input checked="" type="checkbox"/>_x_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners</p> <p><input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient</p> <p><input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	
<p>READ 180 Reading intervention Software Student enhance their reading skills through computer assisted learning</p>	\$2,950	<p>READ 180 Reading intervention Software Student enhance their reading skills through computer assisted learning</p>	\$2,950
<p>Scope of service: Charter Wide</p> <p><input checked="" type="checkbox"/>_x_ALL Charter wide</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners</p> <p><input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient</p> <p><input type="checkbox"/>_Other Subgroups:(Specify)_____</p>		<p>Scope of service: Charter Wide</p> <p><input checked="" type="checkbox"/>_x_ALL Charter wide</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners</p> <p><input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient</p> <p><input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	

LCAP Year: 2014-2015

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Teachers are paid extra duty stipend to write and submit A-G courses.		\$2,000	Sent a team of teachers to A-G conference to learn how to create A-G classes. Teachers became trainers for the staff and we incorporated writing A-G classes in our staff development days.		\$1,400
Scope of service:	Charter Wide		Scope of service:	Charter Wide	
<input checked="" type="checkbox"/> ALL Charter Wide			<input checked="" type="checkbox"/> ALL Charter wide		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide teachers with student / data information system to access student data. Program will allow teachers to creating short cycle assessment and benchmark test.		\$13,000	Provide teachers with student / data information system to access student data. Program will allow teachers to creating short cycle assessment and benchmark test.		\$13,000
Scope of service:	Charter Wide		Scope of service:	Charter Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Provide 2 teachers with AP training and extended time to work on developing an AP course curriculum in World History and Spanish.		\$13,000	Provide 2 teachers with AP training and extended time to work on developing an AP course curriculum in World History and Spanish.
Scope of service:	Charter Wide		Scope of service: Charter Wide
<input checked="" type="checkbox"/> ALL Charter wide			<input checked="" type="checkbox"/> ALL Charter wide
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
Math teachers will be trained on CCSS and work on developing curriculum Math teachers will be participating in summer staff development to work on common core Math strands.		\$8,000	Math teachers will be trained on CCSS and work on developing curriculum Math teachers will be participating in summer staff development to work on common core Math strands.
Scope of service:	Charter Wide		Scope of service: Charter Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
English Teachers will receive staff development training on Common Core and instructional Practices. English Instructional Coach will work with English teachers on EWR curriculum and various instructional strategies		\$4,000	English Teachers will receive staff development training on Common Core and instructional Practices. English Instructional Coach will work with English teachers on EWR curriculum and various instructional strategies
Scope of service:	Charter Wide		Scope of service: Charter Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Implement online computer assisted courses to allow students access to more course selection and credit recovery. Purchase site license for students to have access to online classes.		\$18,750	Implement online computer assisted courses to allow students access to more course selection and credit recovery. Purchase site license for students to have access to online classes.
Scope of service:	Charter Wide		Scope of service:
			Charter 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)_____			<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)_____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As a result of reviewing past progress, we want to expand on the services we offered students the previous year. We want to increase the amount of A-G approved classes. Continue to strategically address students taking the CASHEE in grades 10 and students in grades 11 and 12 who did not pass the CAHSEE. We took steps to expand teacher staff development time to collaborate to prepare in common core development and instructional strategies. We want to prepare students to become proficient writers for the EAP while addressing the needs of students taking the CELDT test and reclassifying students who are proficient.		

Original GOAL from prior year LCAP:	Improve Student Engagement and School Climate Outcomes	Related State and/or Local Priorities: 1_x 2__ 3__ 4_x 5_x 6_x 7__ 8_x COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools:	Riverside County Education Academy Moreno Valley
	Applicable Pupil Subgroups:	ALL

Expected Annual Measurable Outcomes:	Attendance Rates	Actual Annual Measurable Outcomes:	Establish baseline data based upon attendance rate for the 2013-14 school year (89%).
	Suspension Rates		Establish baseline data based upon suspension rate for the 2013-14 school year (6%).
	Expulsion Rates		Establish baseline data based upon expulsion rate for the 2013-14 school year (0).
	Graduation rates		Establish baseline data based upon graduation rate for the 2013-14 school year (75%).

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Hire an office manager to work with families and positively impact school climate and student engagement. Monitor student attendance, provide parents with a contact at the school and act as community liaison. Parent portal for parents to access student data		\$72,000	After reviewing our goals, we noticed that we need to have clerical support dedicated towards monitoring student attendance. The office manager is dealing with various needs and responsibilities on the site and we need more time dedicated towards monitoring student attendance and communicating with families about potential attendance problems before they arise.		\$36,226
Scope of service:	Charter Wide		Scope of service:	Charter 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)_____			<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)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We are looking at taking steps to improve student attendance. Even though we experienced an increase in the overall student attendance we want to address issues within our student who are habitual tardies and students who had excessive absences and we did not catch this in time. We want to hire an attendance clerk to monitor student attendance and make sure sure parents are getting attendance letters and we have protocol to meet with families of habitual truant students to provide interventions and strategies			

Original GOAL from prior year LCAP:	Increase parental communication and engagement and through use of bilingual services provide materials in English and Spanish.	Related State and/or Local Priorities: 1__ 2__ 3__ <input checked="" type="checkbox"/> 4__ 5__ 6__ <input checked="" type="checkbox"/> 7__ 8__ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Riverside County Education Academy Moreno Valley
	Applicable Pupil Subgroups: ALL

Expected Annual Measurable Outcomes:	Parent Conference Attendance Rate establish baseline attendance for parent conferences	Actual Annual Measurable Outcomes:	Parent Conference Attendance Rates are being monitored and we have 78% attendance rate. We increased the amount of parent meetings we held this year versus last year. The meetings were as follows: <ul style="list-style-type: none"> • School wide Orientation • AVID Parent Meeting • Parent / Teacher Conference
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchased Student information system that will allow for parent portal access for parents to access student progress and attendance. Parents can monitor student progress and have communication with teacher about progress or they can call the office about any attendance concerns.	\$13,500	Purchased Student information system that will allow for parent portal access for parents to access student progress and attendance. Parents can monitor student progress and have communication with teacher about progress or they can call the office about any attendance.	\$4,500
Scope of service: Charter Wide		Scope of service: Charter Wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	

Contract with Riverside County Office of Education for Bilingual Services to provide us interpreters for meetings and they will convert documents and informational items for our Spanish Speaking population.		\$1,500	Riverside County Office of Education for Bilingual Services to provide us interpreters for meetings and they will convert documents and informational items for our Spanish Speaking population.	\$106
Scope of service:	Charter Wide		Scope of service:	Charter Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We need to get parenting classes to offer our parents resources to assist with their child at home and support their educational needs. We need to hire a part time attendance clerk to closely monitor attendance and provide interventions to improve attendance rates. We need to send letter home, implement a SART and SARB process to address habitual attendance students.		

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:

\$ 270,396

The Charter receiving supplemental and concentrating funding of \$270,396 in the 15-16 school year. 88.69 % of students we serve are low income, ELL and Foster Youth. Due to these high proportions of unduplicated students most of the supplemental and concentration dollars have been budgeted to be spent in a charter wide and /or school wide manner. Actions for all students are based upon the identified need of the targeted students so those students benefit from systemic reforms that result to ensure the monies are targeted with those groups in mind. Monies given for unduplicated students in low income, ELL and foster youth will be allocated to service these students.

The expenditures are focused on:

Increasing the educational experience at all grade levels in order to produce graduates with for college and career opportunities. Students will have access to AVID and Advance Placement classes while accessing A-G courses

1. Increasing the educational experience at all grade levels in order to produce graduates for college and career opportunities. Students will have access to AVID and Advance Placement classes while accessing A-G courses.
2. Maintain school environments that are safe in facilities that are kept up and encouraged to attend school to be successful.
3. Students will have access to well round educational experience through access co-curricular opportunities that promote college and career and educational efficacy of all students.
4. Promoting partnerships with parents through empowerment and education to assist them in becoming advocates for their students. Parents will be trained to support their students and in return create a support group for other parents to educate them.

- 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.

10.74	%
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The proportionality percentage for increased and improved services is reflected in providing additional monitoring and supports, enrichment opportunities and intervention for low income, foster youth, English Language Learners. Through a combination of staffing and programs RCEA provides training, support and guidance to teachers to impact the classroom and instruction. Professional development is focused on implementation of the common core as well as providing teachers with the strategies to impact the classroom and student learning. There will be additional emphasis on how to successfully engage student support of poverty in relation to these new standards and their schooling experience

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).