

**Introduction:** LEA: Riverside County Education Academy    Contact Santos Campos, Principal [scampos@rcoe.us](mailto:scampos@rcoe.us) (951) 826-4902    LCAP Year: 2016-2017

Riverside County Education Academy is Military Charter School which serves students grade 9-12. We currently have two locations, one in Moreno Valley and one in Indio. Our Moreno Valley school serves 250 students and our Indio school is currently at 53 students. We hope to increase that number to 100 students in the 206-2017 school year. 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 the information was made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP								
<p>Staff, parents, and students were involved in the process for developing the 2015-16 LCAP. Meetings were held in April 2015. Stakeholders and students reviewed data in:</p> <ul style="list-style-type: none"> <li>• California High School Exit Exam (CAHSEE) pass and proficiency rates;</li> <li>• Early Assessment Program (EAP) results;</li> <li>• Graduation rates; and</li> <li>• Highly Qualified Teacher (HQT) data.</li> </ul> <p>For the 2015-2016 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"> <li>• Continue to work on increasing student achievement.</li> <li>• Continue to work on increasing College and Career readiness.</li> <li>• Continue to work on increasing High School Graduation rates.</li> <li>• Continue to maintain staffing of Highly Qualified Teachers.</li> <li>• Add Field Trips and other Educational Experiences.</li> <li>• Continue to work on increasing student engagement opportunities.</li> <li>• Continue to work on increasing extended learning opportunities.</li> <li>• Continue with social worker on campus.</li> </ul>
Student Achievement	Student Activities								
Instructional Strategies	Course Access								
Parental Involvement	School Climate								
Technology Access									

	<ul style="list-style-type: none"> <li>• Expand AVID with Tutors.</li> <li>• Expand professional development opportunities with core teachers.</li> <li>• Add CIF sports for student participation.</li> <li>• Expand monitoring student attendance and implement means to address habitual attendance problems and tardiness.</li> </ul>
<p><b>Annual Update:</b></p> <p>Staff, parents, and students were involved in the review and analysis of the LCAP Annual Update at meetings that began in October 2015 through April 2016. Stakeholders and students reviewed qualitative data which included English-Language arts and math pass and proficiency rates in the CAASPP test.</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><b>Annual Update:</b></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"> <li>• Continue the intervention program but explore other modalities to expose the students to prepare for CAASPP testing.</li> <li>• Expand approval of A-G classes.</li> <li>• Expand the AP offerings for students.</li> <li>• Expand AVID offerings and hire tutors for AVID.</li> <li>• Continue the practice of offering PSAT for students in grades 9-10.</li> <li>• Expand the implementation of Common Core State Standards (CCSS) through staff development opportunities and implementation of integrated math 1 &amp; 2.</li> <li>• Continue practice of allowing teacher collaboration time.</li> <li>• Expand the monitoring of attendance to inform parents in a timely manner of any attendance problems.</li> <li>• Expand opportunities for students to obtain credit recovery opportunities to include summer school.</li> </ul> <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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

**Schools:** Identify the 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where are these expenditures found in the LEA's budget?



GOAL:	Ensure that all students have access and enrollment in required course of study to graduate college and career ready.		Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7_x 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	RCEA needs to prepare students to be college and career ready. Through the enrollment in appropriate 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 challenges that prepare them for post-secondary options Provide student with access to advance placement classes through teacher preparation and increase the offerings of AP classes. We will prepare students to maximize their performance in state testing. 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			
Goal Applies to:	Schools:	Charter Wide		
	Applicable Pupil Subgroups:	All Students		
<b>LCAP Year 1: 2016-2017</b>				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Teachers will write additional A-G courses as new class offerings are added to curriculum</li> <li>• Increase CAASPP ELA and Math results by 2 percentile points in each band from 2014-2015</li> <li>• Increase results in EAP by 2 percentile points in each band from 2014-2015.</li> <li>• Increase the percentage of students scoring 3 or above on the AP test.</li> <li>• Increase the offerings of AP classes by two courses</li> <li>• CELDT results of students scored at a level of Early Advanced or above will increase by 2 percentile points.</li> <li>• Establish baseline reclassification rate for students taking the CELDT.</li> <li>• Maintain 100% Highly qualified teachers.</li> <li>• Monitor and Maintain 1:1 student textbook ratio.</li> </ul>			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Teachers will create new curriculum for A-G approval as needed. Teachers will review approved curriculum to make addendums as needed.</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/>_x_ALL OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>No Fiscal Impact</p>
<p>Staff will attend the UC A-G Conference to get current information about writing A-G courses and receive updates on any changes to the writing or submitting process.</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/>_x_ALL OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>\$1,400</p>
<p>School will review elective courses and submit curriculum for A-G approval under section G college preparatory electives.</p> <p>All students grades (9-10) will be enrolled in intervention classes for English Language Arts or Mathematics, as appropriate.</p> <p>Teachers will review pacing guides to ensure the curriculum being taught is aligned with what students should know on the Smarter Balance test.</p> <p>Science teachers will begin working on the Next Generation Science Standards and create new science class sequence. Every 9<sup>th</sup> grader will be enrolled in Biology.</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/>_x_ALL OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>No Fiscal Impact</p>
	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/>_x_ALL OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>\$7,500</p>
	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/>_x_ALL OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>No Fiscal Impact</p>
	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/>_x_ALL OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>No Fiscal Impact</p>

<p>ELA teachers will receive training on Learning strategies in reading and writing EAP context.</p> <p>English 11 teachers will incorporate common assessment writing prompts to monitor student progress and assess student's writing.</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>AVID Conference participation for new teacher and AVID teachers to develop AVID strategies to be incorporated school wide.</p> <p>Incorporate AVID writing strategies to prepare students for EAP.</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>\$22,000</p>
<p>AVID tutors to assist AVID students with class work and preparation for college.</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>\$18,000</p>
<p>Send teachers to AP training for US History and English Language and Biology.</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>\$4,500</p>
<p>Purchase supplemental material to prepare students for AP English Literature and US History AP classes.</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>\$9,000</p>
<p>Purchase textbooks and classroom supplies for two new AP Classes.</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>\$10,000</p>

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 extra duty for individual student conferences prior to CELDT to review student 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 CELDT 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) _____	\$10,000
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
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.	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) _____	\$600
Continue to monitor staff qualifications.	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: 2017-2018**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Teachers will write additional A-G courses as new class offerings are added to curriculum</li> <li>• Increase CAASPP ELA and Math results by 2 percentile points in each band from 2014-2015</li> <li>• Increase results in EAP by 2 percentile points in each band from 2014-2015.</li> <li>• Increase the percentage of students scoring 3 or above on the AP test.</li> <li>• Increase the offerings of AP classes by two courses</li> <li>• CELDT results of students scored at a level of Early Advanced or above will increase by 2 percentile points.</li> <li>• Establish baseline reclassification rate for students taking the CELDT.</li> <li>• Maintain 100% Highly qualified teachers.</li> <li>• Monitor and Maintain 1:1 student textbook ratio.</li> </ul>
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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 submit 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 attend the UC A-G Conference for information about writing A-G courses and receive updates on any changes to the writing or submission process.	Charter Wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	\$1,400

<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) will be enrolled in intervention classes for English Language Arts or Mathematics, as appropriate.</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>Math teachers will have access to a Math Coach to work with them on developing Integrated Math 3.</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>\$10,000</p>
<p>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.</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>Teachers will review pacing guides to ensure the curriculum being taught is aligned with the Smarter Balance test.</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>Science teachers will begin working on the Next Generation Science Standards and implement the Integrated Science classes.</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 10 teachers collaborate with English 11 teachers to incorporate common assessment writing prompt to monitor student progress and assess student's writing.</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>

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

Students who struggle with the common assessment writing prompt will be placed in an intervention class to focus on improving writing skills.

Attend 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.

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

Send teachers to AP training for Biology and Environmental Science.

Purchase supplemental materials to prepare students for AP Biology and AP Environmental.

Purchase textbooks and classroom supplies for 2 new AP Classes.

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  
 Other Subgroups:(Specify)\_\_\_\_\_

\$9,000

Charter  
Wide

ALL  
OR:  
 Low Income pupils  English Learners  
 Foster Youth  Redesignated fluent English proficient  
 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 student 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
Continue to monitor staff qualifications.	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
Purchase textbooks to replenish lost or stolen textbooks to maintain the 1:1 student textbook ratio.	Charter Wide	<input checked="" 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)_____	\$10,000



**LCAP Year 3: 2018-2019**

Expected Annual Measurable Outcomes:

- Teachers will write additional A-G courses as new class offerings are added to curriculum
- Increase CAASPP ELA and Math results by 2 percentile points in each band from 2014-2015
- Increase results in EAP by 2 percentile points in each band from 2014-2015.
- Increase the percentage of students scoring 3 or above on the AP test.
- Increase the offerings of AP classes by two courses
- CELDT results of students scored at a level of Early Advanced or above will increase by 2 percentile points.
- 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 attend the UC A-G Conference for 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) will be enrolled in intervention classes for English Language Arts or Mathematics, as appropriate.

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.

Teachers will review pacing guides to ensure the curriculum being taught is aligned with Smarter Balance test.

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

English 10 teachers will collaborate with English 11 teachers to 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

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

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

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.	Hire AVID tutors to assist AVID students with class work and preparation for college.	Send teachers to AP training for Biology and Environmental Science.	Purchase supplemental materials to prepare students for AP Biology and AP Environmental.	Purchase textbooks and classroom supplies for 2 new AP Classes.	Send Staff to training for CELDT.				Charter Wide	Charter Wide	Charter Wide	Charter Wide	Charter Wide	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)_____	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<input type="checkbox"/> 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)_____			\$22,000	\$18,000	\$4,500	\$9,000	\$10,000	\$1,000	
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<p>Staff will administer and coordinate CELDT testing.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,000</p>
<p>Staff with have additional time to have individual student conferences prior to CELDT to review student progress and how they can reclassify and the benefits of being reclassified.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,000</p>
<p>Staff will collaborate to review test data and determine students that meet requirements of reclassification.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,000</p>
<p>Reward students who have been reclassified with an awards ceremony.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$500</p>
<p>Continue to monitor staff qualifications.</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>Purchase textbooks to replenish lost or stolen textbooks to maintain the 1:1 student textbook ratio.</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$10,000</p>

<b>GOAL:</b>	Improve Student Engagement and School Climate Outcomes.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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**Identified Need :** In an effort to have students better connected to school, our process of establishing need led us find variables to help students better connect with our school. We identified the maintenance 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 between 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: 2016-2017**

- Expected Annual Measurable Outcomes:**
- 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 allocate funds for repair and maintenance to maintain facilities in good repair.	Charter Wide	<input checked="" type="checkbox"/> ALL	\$20,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Maintain 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	\$20,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

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 (October).	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 reveiw 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 academic 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 APEX credit recovery program 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 reviewing 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 grades 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, softball and track	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 will 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: 2017-2018**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• School Facility in good repair and Williams compliant</li> <li>• Increase student attendance by 2%</li> <li>• Decrease student suspensions by 2%</li> <li>• Increase graduation rates by 2%</li> </ul>
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- 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 allocate 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 (October).	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	Charter	<input checked="" type="checkbox"/> ALL	No Fiscal



development as it pertains to disciplinary infractions and provide support in those areas.	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)_____	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 review 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 APEX credit recovery program 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 reviewing 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: 2018-2019**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• School Facility in good repair and Williams compliant.</li> <li>• Increase student attendance by 2%.</li> <li>• Decrease student suspensions by 2%.</li> <li>• Increase graduation rates by 2%.</li> <li>• Increase the participation rate of students participating in co-curricular activities by 2%.</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to allocate 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 (October).	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 review 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	No Fiscal Impact

		__Other Subgroups:(Specify)_____	
Continue to renew APEX credit recovery program to allow students to make up credits during the school year.	Charter Wide	<input checked="" type="checkbox"/> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$19,000
Continue the practice of review transcripts with students in grades 10-12.	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
Provide extended learning opportunities in the summer for students to obtain additional credits. Priority will be given to students in grades 11-12. Staff will be hired to provide students instruction.	Charter Wide	<input checked="" type="checkbox"/> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __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: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10,000
School will continue to support clubs on campus to connect students with various cultures, interests, 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: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$7,000

<b>GOAL:</b>	Increase parental communication and engagement and through use of bilingual service to 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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<b>Identified Need :</b>	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
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offer parents. We also wanted to see if our efforts are impacting 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

**LCAP Year 1: 2016-2017**

- Expected Annual Measurable Outcomes:
- Set goals based upon survey to gauge 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 necessary 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 gauge 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	Charter Wide	<input checked="" type="checkbox"/> All OR:	\$1,500

attendance to all school meetings.		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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**LCAP Year 2: 2017-2018**

Expected Annual Measurable Outcomes	<ul style="list-style-type: none"> <li>• Set goals based upon survey to gage parental engagement, involvement and satisfaction.</li> <li>• Parental attendance will increase by 2% at parent meetings and parental events.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue 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 update and provide resources for parents on the 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 gauge 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 telephone automated parental notification system to inform and confirm parental attendance for 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: 2018-2019**

Expected Annual Measurable Outcomes	<ul style="list-style-type: none"> <li>• Set goals based upon survey to gage parental engagement, involvement and satisfaction.</li> <li>• Parental attendance will increase by 2% at parent meetings and parental events.</li> </ul>		
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 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 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?

LCAP Year: 2014-2015			
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 _____
Goal Applies to:	Schools: Riverside County Education Academy Moreno Valley		
	Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	A. Teachers will write new A-G Courses. B. Maintain the current level of API based on 14-15. C. Maintain 100% Participation rate in EAP test using 14-15 data as baseline. D. Establish baseline data for students scoring a 3 or above in AP testing and increase offerings of AP	Actual Annual Measurable Outcomes:	A. New Courses written for AP US. History, AP, English Language, AP Stats, Integrated Math 1, Pre-Calculus and Spanish 2 B. API suspended but did get CAASPP results for testing in English Language Arts and Math. C. The baseline for testing in 14-15 was 92.3%



	<p>classes.</p> <p>E. CELDT Proficiency establish goals based on baseline data from 2014-2015 and increase by 2%</p> <p>F. Establish baseline reclassification rate for students taking the CELDT.</p> <p>G. Maintain 100% high qualified teachers</p> <p>H. Monitor and maintain 1:1 student textbook ratio</p>		<p>D. AP World History Tested 14 students and no one scored above a 1. We increase AP offerings by 3 classes. We now offer AP classes in US History, AP Stats and English Language</p> <p>E. In 2014-2015, 93.6% of students scored at a level of Intermediate or above. 46.9% scored at a level of Early Advanced or above</p> <p>F. RCEA adopted new reclassification protocol which will be applied to students in 16-17 school year.</p> <p>G. RCEA has 100% highly qualified teachers on staff.</p> <p>H. RCEA maintains a 1:1 student textbook ratio.</p>
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**LCAP Year: 2014-2015**

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Teachers will create new curriculum for A-G approval.		No Fiscal Impact	No Fiscal Impact
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)_____			
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.		\$1400	\$350
Scope of	Charter Wide		
Scope of	Charter Wide		

service:			service:		
<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)_____		
<b>LCAP Year: 2014-2015</b>					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
All students grades (9-10) taking the CAHSEE were enrolled in Revolution prep oline CAHSEE prep course.		\$7,500	With the suspension of the CAHSEE we did not purchase Revolution Prep		No Fiscal Impact
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)_____		
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.		No Fiscal Impact	With the suspension of the CAHSEE we did not have a boot camp		No Fiscal Impact
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
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.	\$10,000	In service occurred and teachers were exposed to areas of growth and strengths in the CAASPP in English and Math	No Fiscal Impact
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) _____	
Use staff development days to: <ul style="list-style-type: none"> <li>Review student data</li> <li>Create benchmark assessment that mimic the rigor of state testing</li> <li>Assess the results from the benchmark assessment</li> </ul>	No Fiscal Impact	Staff Development days focused on <ul style="list-style-type: none"> <li>Review student data</li> <li>Create benchmark assessment that mimic the rigor of state testing</li> <li>Assess the results from the benchmark assessment</li> </ul>	No Fiscal Impact
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) _____	
Math Teachers will have access to a Math Coach to work with them on developing Integrated Math 1	No Fiscal Impact	We did not get a Math Coach but we did use our Common Core Monies to secure a Math Coach for the 2016-17 school year	No Fiscal Impact
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
English 10 and English 11 teachers will review the results of the Smarter Balance testing and determine student	No Fiscal Impact	With the assistance of the ELA coach, the English 10 and English 11 teachers will reviewed the results of the Smarter	No Fiscal Impact

deficiencies and incorporate lesson to address student's area of growth.			Balance testing and determine student deficiencies and incorporate lesson to address student's area of growth.		
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)_____		
AVID Conference for new teacher and AVID teachers to develop AVID strategies to be incorporated school wide.		\$22,000	We sent new and returning teachers to AVID Conference for new teacher and AVID teachers to develop AVID strategies to be incorporated school wide.		\$22,000
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)_____		
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>			
		<b>Budgeted Expenditures</b>			<b>Estimated Actual Annual Expenditures</b>
Hire AVID tutors to assist AVID students with class work and preparation for college.		\$18,000	We did not hire AVID tutors for the 2015-16 school year.		No Fiscal Impact
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)_____		

Send teachers to AP training for English Literature, English Language and US History.	\$4,500	We sent 2 English Teachers, 2 Social Studies teachers to the AP institute at UCR and we sent the AP team of teachers to include the AP Stats teacher to a one day AP training located at various sites	\$5,700
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) _____	
<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>		
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Purchase supplemental material to prepare students for AP World History and English Language.	\$9,000	Supplemental material was purchased to prepare students for the following AP classes, English Literature, World History, US History	\$11,500
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) _____	
Send staff to training for CELDT.	\$1,000	We contracted with RCOE to pay teachers to administer CELDT testing. We did not send any teachers to be trained in CELDT	No Fiscal Impact
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
Staff will administer and coordinate CELDT testing.		\$1,000	We contracted with RCOE to pay teachers to administer CELDT testing	\$2,500
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)_____	
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.		\$1,000	Staff held individual student conferences prior to CELDT to review what they need to review their progress and how they can reclassify and the benefits of doing well on the test	No Fiscal Impact
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
Staff will collaborate to review test data and determine students that meet requirements of reclassification.		\$1,000	Staff reviewed the reclassification requirements	No Fiscal Impact
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)_____	

Reward students who have been reclassified with an awards ceremony.		\$500	No students were impacted in the 2015-16		No Fiscal Impact
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)_____		
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
Purchase Rosetta Stone software to provide support for English Language Development specifically for our students designated as a 1 or a 2.		\$500	We did not purchase the Rosetta Stone software		No Fiscal Impact
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	RCEA Is committed to a college and career environment. We will hire a TOSA to oversee our college and career efforts to supervise our AVID program. Coordinate the resources for AP teachers and coordinate the AP testing. This person will also get students signed up for				

will be made as a result of reviewing past progress and/or changes to goals?	PSAT, SAT and the ACT. English Language Learners will be a higher priority for us as the ELL population continues to grow on our campus. We need to have our staff trained on CELDT testing and understanding the reclassification process so we can reclassify students and get the student on the road to reclassification. We want to become better at understanding data and being able to address our deficiencies through making changes in the curriculum and modifying the pacing guides.
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**LCAP Year: 2014-2015**

Original GOAL from prior year LCAP:	Improve Student Engagement and School Climate Outcomes	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: <u>Riverside County Education Academy Moreno Valley</u> Applicable Pupil Subgroups: <u>ALL</u>
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Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to monitor staff qualification for highly qualified teacher.	No Fiscal Impact	All RCEA staff are high qualified	No Fiscal Impact
Scope of service: <u>Charter Wide</u> <input checked="" type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		Scope of service: <u>Charter Wide</u> <input checked="" type="checkbox"/> <u>ALL</u> 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) _____	
Purchase textbooks to replenish lost or stolen textbooks to maintain the 1:1 student textbook ratio.	\$10,000	Textbooks were purchase to replenish used and lost books. We purchased books for AP classes in US History, English Language Arts and Statistics. Textbooks were purchased for the Indio campus for Biology, Earth Science, Government and economics	\$11,500
Scope of service: <u>Charter Wide</u> <input checked="" type="checkbox"/> <u>ALL</u> OR:		Scope of service: <u>Charter Wide</u> <input checked="" type="checkbox"/> <u>ALL</u> OR:	



<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Hire building and ground personnel at Indio location	\$20,000	Staff was hired to maintain ground and keep the school clean as well as do minor repairs.	\$35,000
Scope of service: Charter Wide		Scope of service: Charter Wide	
<input type="checkbox"/> ALL		<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)_____ RCEA Indio		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)_____ RCEA Indio	

<b>Planned Actions/Services</b>			
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Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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.	\$20,000	We structured the responsibilities of the office manager so those responsibilities can accomplished without hiring the extra person. We will need an attendance clerk to keep up with habitual tardies and absence	No Fiscal Impact
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)_____	

<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
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Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to provide parents with student information system with portal access to monitor student attendance.	\$7,000	Our student information system has a parent portal component. Parents sign up for access during their student's registration process.	\$6,950

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) _____		
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>		
		<b>Budgeted Expenditures</b>			<b>Estimated Actual Annual Expenditures</b>
Implement SART process to provide students and parents with an intervention to discuss strategies to assist student with maintaining positive attendance patterns.		No Fiscal Impact	We did not implement a SART process as we had designed. Not having the clerk position we could not closely monitor the situation with habitual students. We did have initial conferences with families of students who had poor attendance		No Fiscal Impact
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) _____		
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>		
		<b>Budgeted Expenditures</b>			<b>Estimated Actual Annual Expenditures</b>
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.		\$7,000	Our students really need adults on campus to address their social and emotional needs and the opportunity presented itself to hire another counselor and split the cost with another program on the facility.		\$11,500
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			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify) _____		
Budgeted Expenditures			Estimated Actual Annual Expenditures		
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Provide students with classroom presentation on Anti-Bullying campaign and peer intervention.		No Fiscal Impact	Bullying presentations were completed in November to all students on the Moreno Valley campus. Next year the program will expand to include Indio		No Fiscal Impact
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 <input type="checkbox"/> Subgroups:(Specify) _____		
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
School wide orientation for students and parents to go over school rules and expectations.  Teachers will go over student handbook to review school rules and expectation.		No Fiscal Impact	School wide Orientation was held on both campuses prior to the school year. The first week the teachers go over the school rules with the students		No Fiscal Impact
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			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify) _____		
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>		
		<b>Budgeted Expenditures</b>			<b>Estimated Actual Annual Expenditures</b>
Continue to renew student information system to allow parents access to student progress.		No Fiscal Impact	Illuminate was renewed for the 2015-16 school year.		No Fiscal Impact
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 <input type="checkbox"/> Subgroups:(Specify) _____		
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>		
		<b>Budgeted Expenditures</b>			<b>Estimated Actual Annual Expenditures</b>
Continue to renew credit recovery program APEX to allow students to make up credits during the school year.		\$19,000	Contract for APEX Learning systems were renewed for the 2015-16 school year.		\$19,000
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 <input type="checkbox"/> Subgroups:(Specify) _____		
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>		
		<b>Budgeted Expenditures</b>			<b>Estimated Actual Annual</b>

					Expenditures	
Continue practice of review transcripts with students in grades 10-12.			No Fiscal Impact	During the 2015-2016 school year transcripts were reviewed with students in grades 10-12.		No Fiscal Impact
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 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.			\$7,000	RCEA has summer school for students in the summer of 2015		\$11,500
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
School will participate in CIF Sports in Football, volleyball,			\$10,000	RCEA participate in CIF Sports in Football, volleyball, B/G		\$30,000

B/G Basketball, B/G soccer, baseball and softball.			Basketball, B/G soccer, baseball and softball the cost includes the busses and coaching stipends.		
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		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
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.		\$7,000	We have one club on campus Women’s Empowerment Group that attended events off campus		\$1,500
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?		The MVRLC is a new facility with new equipment and minimal needs for repair. CIF sports has allowed our attendance to increase combined with co-curricular activities on campus that allow the students to connect with their school. Students suspensions are up but we have increased student enrollment. We will need to look at alternatives to suspension that are not of the big 5. We need to increase the amount of clubs for students who are not into athletics or the military drill. We continue to explore opportunities for students to make up credits to be on target to graduate. We feel if we continue to provide students with a quality education and expand co-curricular offerings it will translate to better student attendance.			

**LCAP Year: 2014-15**

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
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Expected Annual Measurable Outcomes:	A. Develop Annual Survey to gage parental engagement, involvement and satisfaction B. Establish a baseline for attendance at parent meeting and parental events	Actual Annual Measurable Outcomes:	A. Parent Surveys go out in June of 2016 B. We have tracked attendance at all parent meetings to include <ul style="list-style-type: none"> <li>a. School Orientation</li> <li>b. Senior Meeting</li> <li>c. AVID Parent Night</li> <li>d. Parent Teacher Conferences</li> </ul>
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Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Develop survey to gage parental interest and needs assessment of resources for parents to assist their child's academic and social / emotional development.		\$1,500	Survey will available to parents June 1, 2016		\$1,500
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)_____		

Purchase an automated parental notification system that engages parents with their child's education while providing communication in English and Spanish.		\$7,500	Purchase an automated parental notification system that engages parents with their child's education while providing communication in English and Spanish.	\$7,500
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) _____	
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.		\$5,000	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.	\$15,000
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) _____	
Monitor parent attendance at all meetings to gage parental involvement in meetings.		No Fiscal Impact	The school monitored parent attendance at all meetings to gage parental involvement in meetings.	No Fiscal Impact
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Increasing parental communication and engagement has been a focal point for us at RCEA. Our efforts have seen an increase in parent attendance in meetings. Our efforts to provide bilingual services to our parents have led to parents being better informed. We are looking forward to our parent survey to see how we can improve on our communication and see what more we can to get parents involved at school.		



### 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:	\$ 487,106
The Charter receiving supplemental and concentrating funding of \$487,106 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	
<ol style="list-style-type: none"><li>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.</li><li>2. Maintain school environments that are safe in facilities that are kept up and encouraged to attend school to be successful.</li><li>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.</li><li>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.</li></ol>	

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

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

14.62	%
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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).