

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33

**Title 5. EDUCATION**  
**Division 1. California Department of Education**  
**Chapter 14.5. Local Control Funding Formula**

**Subchapter 1. Local Control Funding Formula Spending Regulations for  
Supplemental and Concentration Grants and Local Control and Accountability  
Plan Template**

**Article 1. Local Control and Accountability Plan and Spending Requirements for  
Supplemental and Concentration Grants**

**§ 15494. Scope.**

(a) This chapter applies to all local educational agencies (LEAs) as defined in section 15495(d).

(b) Funding restrictions specified in Education Code section 42238.07 apply to local control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

(c) The local control and accountability plan (LCAP) shall demonstrate how services are provided according to this chapter to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

**§ 15495. Definitions.**

In addition to those found in Education Code sections 2574, 42238.01, and 42238.02, the following definitions are provided:

(a) "Consult with pupils," as used in Education Code sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.

1 (b) “English learner parent advisory committee,” as used in Education Code sections  
2 52063 and 52069 for those school districts or schools and programs operated by county  
3 superintendents of schools whose enrollment includes at least 15 percent English  
4 learners and at least 50 pupils who are English learners, shall be composed of a  
5 majority of parents, as defined in subdivision (e), of pupils to whom the definition in  
6 Education Code section 42238.01(c) applies. A governing board of a school district or a  
7 county superintendent of schools shall not be required to establish a new English  
8 learner parent advisory committee if a previously established committee meets these  
9 requirements.

10 (c) “Local control and accountability plan (LCAP)” means the plan created by an LEA  
11 pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in  
12 conformance with the LCAP and annual update template found in section 15497.5.

13 (d) “Local educational agency (LEA)” means a school district, county office of  
14 education, or charter school.

15 (e) “Parents” means the natural or adoptive parents, legal guardians, or other  
16 persons holding the right to make educational decisions for the pupil pursuant to  
17 Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or  
18 56055, including foster parents who hold rights to make educational decisions.

19 (f) “Parent advisory committee,” as used in Education Code sections 52063 and  
20 52069, shall be composed of a majority of parents, as defined in subdivision (e), of  
21 pupils and include parents of pupils to whom one or more of the definitions in Education  
22 Code section 42238.01 apply. A governing board of a school district or a county  
23 superintendent of schools shall not be required to establish a new parent advisory  
24 committee if a previously established committee meets these requirements, including  
25 any committee established to meet the requirements of the federal No Child Left Behind  
26 Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of  
27 Title I of that act.

28 (g) “Prior year” means one fiscal year immediately preceding the fiscal year for  
29 which an LCAP is approved.

30 (h) “Services” as used in Education Code section 42238.07 may include, but are not  
31 limited to, services associated with the delivery of instruction, administration, facilities,  
32 pupil support services, technology, and other general infrastructure necessary to  
33 operate and deliver educational instruction and related services.

1        (i) “State priority areas” means the priorities identified in Education Code sections  
2 52060 and 52066. For charter schools, “state priority areas” means the priorities  
3 identified in Education Code section 52060 that apply for the grade levels served or the  
4 nature of the program operated by the charter school.

5        (j) “Subgroup” means the numerically significant pupil subgroups identified pursuant  
6 to Education Code section 52052.

7        (k) “to improve services” means to grow services in quality.

8        (l) “to increase services” means to grow services in quantity.

9        (m) “unduplicated pupil” means any of those pupils to whom one or more of the  
10 definitions included in Education Code section 42238.01 apply, including pupils eligible  
11 for free or reduced price meals, foster youth, and English learners.

12 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:  
13 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,  
14 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section  
15 6312.

16  
17 **§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services**  
18 **for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for**  
19 **Supplemental and Concentration Grants.**

20        (a) An LEA shall provide evidence in its LCAP to demonstrate how funding  
21 apportioned on the basis of the number and concentration of unduplicated pupils,  
22 pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to  
23 support such pupils. This funding shall be used to increase or improve services for  
24 unduplicated pupils as compared to the services provided to all pupils in proportion to  
25 the increase in funds apportioned on the basis of the number and concentration of  
26 unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA  
27 shall include in its LCAP an explanation of how expenditures of such funding meet the  
28 LEA’s goals for its unduplicated pupils in the state priority areas. An LEA shall  
29 determine the percentage by which services for unduplicated pupils must be increased  
30 or improved above services provided to all pupils in the fiscal year as follows:

31        (1) Estimate the amount of the LCFF target attributed to the supplemental and  
32 concentration grants for the LEA calculated pursuant to Education Code sections  
33 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

1       (2) Estimate the amount of LCFF funds expended by the LEA on services for  
2 unduplicated pupils in the prior year that is in addition to what was expended on  
3 services provided for all pupils. The estimated amount of funds expended in 2013-14  
4 shall be no less than the amount of Economic Impact Aid funds the LEA expended in  
5 the 2012-13 fiscal year.

6       (3) Subtract subdivision (a)(2) from subdivision (a)(1).

7       (4) Multiply the amount in subdivision (a)(3), by the most recent percentage  
8 calculated by the Department of Finance that represents how much of the statewide  
9 funding gap between current funding and full implementation of LCFF is eliminated in  
10 the fiscal year for which the LCAP is adopted.

11       (5) Add subdivision (a)(4) to subdivision (a)(2).

12       (6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant  
13 to Education Code sections 42238.02 and 2574, as implemented by Education Code  
14 sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted  
15 Instructional Improvement Grant program and the Home to School Transportation  
16 program, in the fiscal year for which the LCAP is adopted.

17       (7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

18       (8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero  
19 or when LCFF is fully implemented statewide, then an LEA shall determine its  
20 percentage for purposes of this section by dividing the amount of the LCFF target  
21 attributed to the supplemental and concentration grant for the LEA calculated pursuant  
22 to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is  
23 adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the  
24 Targeted Instructional Improvement Grant program and the Home to School  
25 Transportation program.

26       (b) This subdivision identifies the conditions under which an LEA may use funds  
27 apportioned on the basis of the number and concentration of unduplicated pupils for  
28 districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education  
29 Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved  
30 services for unduplicated pupils under subdivision (a) of this section by using funds to  
31 upgrade the entire educational program of a schoolsite, a school district, a charter  
32 school, or a county office of education as follows:

1 (1) A school district that has an enrollment of unduplicated pupils of 55 percent or  
2 more of the district's total enrollment in the fiscal year for which an LCAP is adopted or  
3 in the prior year may expend supplemental and concentration grant funds on a  
4 districtwide basis. A school district expending funds on a districtwide basis shall do all of  
5 the following:

6 (A) Identify in the LCAP those services that are being funded and provided on a  
7 districtwide basis.

8 (B) Describe in the LCAP how such services are principally directed towards, and  
9 are effective in, meeting the district's goals for its unduplicated pupils in the state and  
10 any local priority areas.

11 (2) A school district that has an enrollment of unduplicated pupils less than 55  
12 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted  
13 may expend supplemental and concentration grant funds on a districtwide basis. A  
14 school district expending funds on a districtwide basis shall do all of the following:

15 (A) Identify in the LCAP those services that are being funded and provided on a  
16 districtwide basis.

17 (B) Describe in the LCAP how such services are principally directed towards, and  
18 are effective in, meeting the district's goals for its unduplicated pupils in the state and  
19 any local priority areas.

20 (C) Describe how these services are the most effective use of the funds to meet the  
21 district's goals for its unduplicated pupils in the state and any local priority areas. The  
22 description shall provide the basis for this determination, including, but not limited to,  
23 any alternatives considered and any supporting research, experience, or educational  
24 theory.

25 (3) A school district that has an enrollment of unduplicated pupils at a school that is  
26 40 percent or more of the school's total enrollment in the fiscal year for which an LCAP  
27 is adopted or in the prior year may expend supplemental and concentration grant funds  
28 on a schoolwide basis. A school district expending funds on a schoolwide basis shall do  
29 all of the following:

30 (A) Identify in the LCAP those services that are being funded and provided on a  
31 schoolwide basis.

1 (B) Describe in the LCAP how such services are principally directed towards, and  
2 are effective in, meeting the district's goals for its unduplicated pupils in the state and  
3 any local priority areas.

4 (4) A school district that has an enrollment of unduplicated pupils that is less than 40  
5 percent of the schoolsite's total enrollment in the fiscal year for which an LCAP is  
6 adopted may expend supplemental and concentration grant funds on a schoolwide  
7 basis. A school district expending funds on a schoolwide basis shall do all of the  
8 following:

9 (A) Identify in the LCAP those services that are being funded and provided on a  
10 schoolwide basis.

11 (B) Describe in the LCAP how such services are principally directed towards, and  
12 are effective in, meeting the district's goals for its unduplicated pupils in the state and  
13 any local priority areas.

14 (C) Describe how these services are the most effective use of the funds to meet the  
15 district's goals for its unduplicated pupils in the state and any local priority areas. The  
16 description shall provide the basis for this determination, including, but not limited to,  
17 any alternatives considered and any supporting research, experience, or educational  
18 theory.

19 (5) A county office of education expending supplemental and concentration grant  
20 funds on a countywide basis or a charter school expending supplemental and  
21 concentration grant funds on a charterwide basis shall do all of the following:

22 (A) Identify in the LCAP those services that are being funded and provided on a  
23 countywide or charterwide basis.

24 (B) Describe in the LCAP how such services are principally directed towards, and  
25 are effective in, meeting the county office of education's or charter school's goals for its  
26 unduplicated pupils in the state and any local priority areas, as applicable.

27 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:  
28 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,  
29 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section  
30 6312.

31  
32 **§ 15497. County Superintendent of Schools Oversight of Demonstration of**  
33 **Proportionality.**

1 In making the determinations required under Education Code section 52070(d)(3),  
2 the county superintendent of schools shall include review of any descriptions of  
3 districtwide or schoolwide services provided pursuant to sections 15496(b)(1) through  
4 (b)(4) when determining whether the school district has fully demonstrated that it will  
5 increase or improve services for unduplicated pupils pursuant to section 15496(a). If a  
6 county superintendent of schools does not approve an LCAP because the school district  
7 has failed to meet its requirement to increase or improve services for unduplicated  
8 pupils as specified in this section, it shall provide technical assistance to the school  
9 district in meeting that requirement pursuant to Education Code section 52071.

10 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:  
11 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,  
12 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section  
13 6312.

**15497.5. Local Control and Accountability Plan and Annual Update Template.****Introduction:****LEA: Mattole Valley Charter School****Contact: Richard Graey, Superintendent, rgraey@hotmail.com (707) 445-2660****LCAP Year: 2015-2016*****Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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



## **State Priorities**

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

### **A. Conditions of Learning:**

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

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

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

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

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

### **B. Pupil Outcomes:**

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

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

### **C. Engagement:**

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

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

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

## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>LCAP discussions were held at staff meetings for stakeholder input – 8/22/14, 3/27/15.</p> <p>LCAP discussions were held at Charter Council meetings for stakeholder input – 3/6/15, 4/17/15.</p> <p>Survey for stakeholder input was posted on the website with 11 respondents – 3/9/15.</p> <p>Student/Parent/Community meetings for stakeholder input – 3/25/15 Humboldt County with 0 attendees – 4/1/15 Siskiyou County with 1 attendee.</p> <p>The draft LCAP was distributed to the Charter Council to obtain stakeholder feedback – 5/15/15.</p> <p>A public hearing was held to review the revised draft LCAP – 6/4/15.</p>	<p>Needs were assessed and goals were developed as a result of the staff and Charter Council members reviewing data.</p> <p>Actions and services were developed based on teacher and parent/community input.</p> <p>The actions and services of the draft LCAP were revised based on advisory group input. Staff felt a need for an increase in direct instruction opportunities for students, an increase in leadership opportunities for students and the ability to provide more home supplies for unduplicated students.</p> <p>The actions and services of the draft LCAP were further revised based on feedback obtained during parent/community meetings.</p>
<p><b>Annual Update:</b>            Student/Parent/Community meetings for stakeholder input and to review the 2014-2015 LCAP – 3/25/15 Humboldt County with 0 attendees – 4/1/15 Siskiyou County with 1 attendee.</p> <p>LCAP discussions were held at Charter Council meeting for staff and community to review the 2014-2015 LCAP – 5/15/15.</p> <p>A public hearing was held to review the annual update – 6/4/15.</p>	<p><b>Annual Update:</b> Based on the review of the annual update, stakeholders input resulted in the following changes for the 2015-2016 LCAP: local assessment data will be removed from future LCAP metrics due to the lack of established local benchmarks and assessments; CAASPP baseline data will be established; API baseline will be established; the ACT will be administered; continued purchase of CCSS aligned curriculum as it becomes available; continued professional development in CCSS for teachers; continued professional development for teacher misassignments; continued allocations to college and career opportunities; chronic absenteeism is not a relevant metric; student and parent satisfaction surveys will be developed and administered; a baseline for the CA Healthy Kids Survey will be established; the school handbook will be completed and distributed; continued professional development for staff in regard to foster youth, an increase in focus for CLAD certification for current teachers; the printing expenditures for translation of forms will be reduced; EL curriculum will be purchased.</p>

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

### Instructions:

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

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

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

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

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

### Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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

GOAL:

1. Improve student performance outcomes in the core academic areas.

Related State and/or Local Priorities:

1\_\_ 2\_\_ 3\_\_ 4\_X 5\_\_ 6\_\_ 7\_\_ 8\_X

COE only: 9\_\_ 10\_\_

Local: Specify \_\_\_\_\_

## Identified Need:

In 2012-2013, 1.61% of 11<sup>th</sup> and 12<sup>th</sup> graders took the AP Exam.  
 In 2013-2014, 2.17% of 11<sup>th</sup> and 12<sup>th</sup> graders took the AP Exam.  
 In 2014-2015, .8% of 11<sup>th</sup> and 12<sup>th</sup> graders took the AP Exam.

In 2013-2014, 0 students scored 3 or higher on the AP exam.

In 2014-2015, the EAP participation rate was 3.5 with 0% scoring college prepared (exempt).

In 2012-2013, CAHSEE pass rate in math was 47%.  
 In 2013-2014, CAHSEE pass rate in math was 55%.  
 In 2014-2015, CAHSEE pass rate in math was 65%.  
 Increase rate: 10%

In 2012-2013, CAHSEE pass rate in E/LA was 73%.  
 In 2013-2014, CAHSEE pass rate in E/LA was 67%.  
 In 2014-2015, CAHSEE pass rate in E/LA was 73%.  
 Increase rate: 6%

In 2013-2014, CAHSEE pass rate for Native American students in math was 42% and in E/LA was 27%.  
 In 2014-2015, CAHSEE pass rate for Native American students in math was 44% and in E/LA was 57%.  
 Increase rate: math – 2%; E/LA – 13%

In 2013-2014, CAHSEE pass rate for Hispanic students in math was 67% and in E/LA was 50%.  
 In 2014-2015, CAHSEE pass rate for Hispanic students in math was 100% and in E/LA was 100%.  
 Increase rate: math – 33%; E/LA – 50%

In 2012-2013, 2.98% of 11<sup>th</sup> and 12<sup>th</sup> graders took the SAT, 0% took the ACT.  
 In 2013-2014, 1.75% SAT participation, 0% ACT participation.  
 In 2014-2015, 2.7% of 11<sup>th</sup> and 12<sup>th</sup> grade students took the SAT, 0% took the ACT, 9.02% of 10<sup>th</sup> and 11<sup>th</sup> graders took the PSAT.  
 SAT rate – increase of .95%, ACT rate – maintained 0%

A baseline API will be established in the fall of 2015.

A baseline CAASPP score for students in subgroups of Native American and Hispanic students will be established in the fall of 2015.

A baseline CAASPP score for all students will be established in the fall of 2015.

In 2014-2015, the number of graduates completing A-G requirements is 4.

In 2014-2015, no EL students were reclassified.

In 2014-2015, 2 students became English proficient.



Goal Applies to:		Schools: All
		Applicable Pupil Subgroups: All
<b>LCAP Year 1: 2015-16</b>		
<b>Expected Annual Measurable Outcomes:</b>	<u><b>Metric</b></u>	<u><b>Outcome</b></u>
	AP Exam participation rates	Increase AP Exam participation rate by .5%
	AP Exam scores of 3 or higher	Increase AP Exam passing rate of 3 or higher by .5%
	EAP College Preparedness rates	Increase college preparedness on EAP by 2%
	CAASPP results	Establish a baseline for CAASPP results for all students
	California High School Exit Exam (CAHSEE) scores	Establish a baseline for CAASPP results for Native American and Hispanic students
		Increase CAHSEE pass rate for all students in math by 3%
		Increase CAHSEE pass rate for all students in English/ Language Arts by 2%
	PSAT, SAT and ACT results	Increase CAHSEE pass rates in math by 3% for Native American and Hispanic students
Increase CAHSEE pass rates in English/ Language Arts by 2% for Native American and Hispanic students		
Academic Performance Index (API)	Increase of .5% of SAT, PSAT and ACT participation	
A-G completion rates	Establish a baseline API	
	Increase in number of students completing	

	<p>EL reclassification rate</p> <p>Share of ELs that become English proficient</p>	<p>A-G requirements by .5%</p> <p>Increase the number of EL students becoming English proficient by .5%</p> <p>Increase the number of students receiving an EL reclassification by .5%</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Employ highly qualified teachers</p> <p>Purchase CCSS aligned curriculum as it becomes available.</p> <p>Provide professional development for teachers in core academic areas, including CCSS</p> <p>Administer CAASPP, CAHSEE, EAP, SAT, PSAT and ACT</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,219,863 – Base – 1100 &amp; 3000</p> <p>\$50,000 – Base - 4110</p> <p>\$35,000 – Base - 5210</p> <p>\$5,000 – Base - 4314</p>
<p>Employ school counselors for academic, college and career and social/emotional counseling</p> <p>Employ instructional aides to work with students in core academic areas</p> <p>Provide backpacks, school and home supplies for students in the unduplicated count</p> <p>Provide bus tickets for students needing transportation</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$86,520 – Sup/Con – 1200 &amp; 3000</p> <p>\$159,097 - Sup/Con – 2100 &amp; 3000</p> <p>\$50,000 – Sup/Con - 4310</p> <p>\$5,000 – Sup/Con - 5261</p>

Provide internet services for students without access			\$5,000 – Sup/Con - 5922
Provide laptops to access educational opportunities			\$10,000 – Sup/Con – 4445
<b>For all goals 1-4</b>			
Employ highly qualified teachers with CLAD certification to work with EL population	LEA-wide	<input type="checkbox"/> ALL	\$322,360 – Sup/Con – 1100 & 3000
Employ instructional aides to work with students in core academic areas		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) _____	\$159,097 - Sup/Con – 2100 & 3000
Offer all information in variety of languages and allow for opportunity for EL parents to give feedback about EL programs			0
Provide internet services for students without access			\$3,600 – Sup/Con - 5922
Provide laptops to access educational opportunities			\$2,000 – Sup/Con – 4445
Administer CELDT			\$500 – Sup/Con - 4314
<b>For all goals 1-4</b>			

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	AP Exam participation rates	Increase AP Exam participation rate by .5%
	AP Exam scores of 3 or higher	Increase AP Exam passing rate of 3 or higher by .5%
	EAP College Preparedness rates	Increase college preparedness on EAP by 2%

	<p>CAASPP results</p> <p>California High School Exit Exam (CAHSEE) scores</p> <p>PSAT, SAT and ACT results</p> <p>Academic Performance Index (API)</p> <p>A-G completion rates</p> <p>EL reclassification rate</p> <p>Share of ELs that become English proficient</p>	<p>Increase CAASPP scores in English/Language Arts and Math for all students by 1%</p> <p>Increase CAASPP scores in English/Language Arts and Math for students in subgroups of Native American and Hispanic by 1%</p> <p>Increase CAHSEE pass rate in math by 3%</p> <p>Increase CAHSEE pass rate in English/Language Arts by 2%</p> <p>Increase CAHSEE pass rates in math by 3% for Native American and Hispanic students</p> <p>Increase CAHSEE pass rates in English/Language Arts by 2% for Native American and Hispanic students</p> <p>Increase of .5% of SAT, PSAT and ACT participation</p> <p>Increase in API score by 1%</p> <p>Increase in number of students completing A-G requirements by .5%</p> <p>Increase the number of EL students becoming English proficient by .5%</p> <p>Increase the number of students receiving an EL reclassification by .5%</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Employ highly qualified teachers</p> <p>Purchase CCSS aligned curriculum as it becomes available</p> <p>Provide professional development for teachers in core academic areas, including CCSS</p> <p>Administer CAASPP, CAHSEE, EAP, SAT, PSAT and ACT</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,252,764 – Base – 1100 &amp; 3000</p> <p>\$50,000 – Base - 4110</p> <p>\$35,000 – Base - 5210</p> <p>\$5,000 – Base - 4314</p>
<p>Employ school counselors for academic, career, college and social/emotional counseling</p> <p>Employ instructional aides to support core academic areas</p> <p>Provide backpacks, school and home supplies for students within the unduplicated count</p> <p>Provide bus tickets for student transportation</p> <p>Provide internet services for students without access</p> <p>Provide laptops to access educational opportunities</p> <p><b>For all goals 1-4</b></p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$87,781 – Sup/Con – 1200 &amp; 3000</p> <p>\$163,518 – Sup/Con – 2100 &amp; 3000</p> <p>\$50,000 – Sup/Con – 4310</p> <p>\$5,000 – Sup/Con - 5261</p> <p>\$5,000 – Sup/Con – 5922</p> <p>\$10,000 – Sup/Con - 4445</p>

<p>Employ highly qualified teachers with CLAD certification to work with EL population</p> <p>Employ instructional aides to support core academic areas</p> <p>Offer all information in variety of languages and allow for opportunity for EL parents to give feedback about EL programs</p> <p>Provide internet services for students without access</p> <p>Provide laptops for students to access educational opportunities</p> <p>Administer CELDT</p> <p><b>For all goals 1-4</b></p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$333,117 – Sup/Con – 1100 &amp; 3000</p> <p>\$163,518 – Sup/Con – 2100 &amp; 3000</p> <p>0</p> <p>\$3,600 – Sup/Con – 5922</p> <p>\$2,000 – Sup/Con – 4445</p> <p>\$500 – Sup/Con - 4314</p>
---	-----------------	---	--

**LCAP Year 3: 2017-18**

	<u>Metric</u>	<u>Outcomes</u>
<p>Expected Annual Measurable Outcomes:</p>	<p>AP Exam participation rates</p>	<p>Increase AP Exam participation rate by .5%</p>
	<p>AP Exam scores of 3 or higher</p>	<p>Increase AP Exam passing rate of 3 or higher by .5%</p>
	<p>EAP College Preparedness rates</p>	<p>Increase college preparedness on EAP by 2%</p>
	<p>CAASPP results</p>	<p>Increase in CAASPP scores in English/Language Arts and Math for all students by 1%</p> <p>Increase CAASPP scores in English/Language Arts and Math for students in subgroups of Native American and Hispanic by 1%</p>
	<p>California High School Exit Exam (CAHSEE) scores</p>	<p>Increase CAHSEE pass rate for all students in math by 3%</p>

	<p>PSAT, SAT and ACT results</p> <p>Academic Performance Index (API)</p> <p>A-G completion rates</p> <p>EL reclassification rate</p> <p>Share of ELs that become English proficient</p>	<p>Increase CAHSEE pass rate for all students in English/ Language Arts by 2%</p> <p>Increase CAHSEE pass rates in math by 3% for Native American and Hispanic students</p> <p>Increase CAHSEE pass rates in English/ Language Arts by 2% for Native American and Hispanic students</p> <p>Increase of .5% of SAT, PSAT and ACT participation</p> <p>Increase in API score by 1%</p> <p>Increase in number of students completing A-G requirements by .5%</p> <p>Increase the number of EL students becoming English proficient by .5%</p> <p>Increase the number of students receiving an EL reclassification by .5%</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Employ highly qualified teachers</p> <p>Purchase CCSS aligned curriculum as it becomes available</p> <p>Provide professional development for teachers in core academic areas, including CCSS</p> <p>Administer CAASPP, CAHSEE, EAP, SAT, PSAT and ACT</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,285,009 – Base – 1100 &amp; 3000</p> <p>\$50,000 – Base - 4110</p> <p>\$35,000 – Base - 5210</p> <p>\$5,000 – Base - 4314</p>
<p>Employ school counselors to provide academic, college and career and social/emotional counseling</p> <p>Employ instructional aides to support core academic areas</p> <p>Provide backpacks, school and home supplies for students in the unduplicated count</p> <p>Provide bus tickets for transportation for students</p> <p>Provide internet services for students without access</p> <p>Provide laptops for students to access educational opportunities</p> <p><b>For all goals 1-4</b></p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$89,023 – Sup/Con – 1200 &amp; 3000</p> <p>\$166,231 - Sup/Con – 2100 &amp; 3000</p> <p>\$50,000 – Sup/Con – 4310</p> <p>\$5,000 – Sup/Con - 5261</p> <p>\$5,000 – Sup/Con – 5922</p> <p>\$10,000 – Sup/Con - 4445</p>



<p>Employ highly qualified teachers with CLAD certification to work with the EL population</p> <p>Employ instructional aides to support in core academic areas</p> <p>Offer all information in variety of languages and allow for opportunity for EL parents to give feedback about EL programs</p> <p>Provide internet services to students without access</p> <p>Provide laptops for students to access educational opportunities</p> <p>Administer the CELDT test</p> <p><b>For all goals 1-4</b></p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$344,037 – Sup/Con – 1100 &amp; 3000</p> <p>\$166,231 - Sup/Con – 2100 &amp; 3000</p> <p>0</p> <p>\$3,600 – Sup/Con – 5922</p> <p>\$2,000 – Sup/Con – 4445</p> <p>\$500 – Sup/Con - 4314</p>
--	-----------------	---	--

<p>GOAL:</p>	<p>2. Ensure that all Mattole Valley Charter School students have ready access and ample opportunity to learn in environments that reflect 21<sup>st</sup> century learning.</p>	<p>Related State and/or Local Priorities:            1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/>            8__            COE only: 9__ 10__            Local: Specify _____</p>
--------------	--	---

Identified Need:

In 2012-2013, 1.61% of 11<sup>th</sup> and 12<sup>th</sup> graders took the AP Exam.  
In 2013-2014, 2.17% of 11<sup>th</sup> and 12<sup>th</sup> graders took the AP Exam.  
In 2014-2015, .8% of 11<sup>th</sup> and 12<sup>th</sup> graders took the AP Exam.

In 2013-2014, 0 students scored 3 or higher on the AP exam.

In 2014-2015, the participation rate of EAP for 11<sup>th</sup> graders was 3.5% with 0 students scoring college prepared (exempt).

In 2012-2013, CAHSEE pass rate in math was 47%.  
In 2013-2014, CAHSEE pass rate in math was 55%.  
In 2014-2015, CAHSEE pass rate in math was 65%.  
Increase rate: 10%

In 2012-2013, CAHSEE pass rate in E/LA was 73%.  
In 2013-2014, CAHSEE pass rate in E/LA was 67%.  
In 2014-2015, CAHSEE pass rate in E/LA was 73%.  
Increase rate: 6%

In 2012-2013, 2.98% of 11<sup>th</sup> and 12 graders took the SAT, 0% took the ACT.  
In 2013-2014, 1.75% SAT participation, 0% ACT participation.  
In 2014-2015, 2.7% of 11<sup>th</sup> and 12<sup>th</sup> grade students took the SAT, 0% took the ACT, 9.02% of 10<sup>th</sup> and 11<sup>th</sup> graders took the PSAT.  
SAT rate – increase of .95%, ACT rate – maintained 0%

A baseline CAASPP score for all students will be established in the fall of 2015.

In 2014-2015, the number of students completing A-G requirements is 4.

In 2014-2015, the percentage of students with access and enrolled in all required areas of study was 100%.

In 2014-2015, the number of teachers who were misassigned was 3.

In 2014-2015, the percentage of students with access to standards-aligned instructional materials was 100%.

In 2014-2015, CCSS for math and E/LA was 100%.

In 2014-2015, 100% of facilities were classified as in good repair based on a facilities inspection tool.

Goal Applies to:	Schools:	All
Applicable Pupil Subgroups:		All
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	AP Exam participation rates	Increase AP Exam participation rate by .5%
	AP Exam scores of 3 or higher	Increase AP Exam passing rate of 3 or higher by .5%
	EAP College Preparedness rates	Increase of 2% of students taking the EAP
	CAASPP results	Increase in CAASPP scores for all students in English/Language Arts and Math by 1%
	CAHSEE scores	Increase CAHSEE pass rate in math by 3%
		Increase CAHSEE pass rate in English/
		Language Arts by 2% for all students, including Native American and Hispanic
	SAT, PSAT and ACT results	Increase of .5% of SAT, PSAT and ACT participation
	A-G completion rates	Increase in number of students completing A-G requirements by .5%
Student access and enrollment in all required areas of study	Maintain student access and enrollment in all required areas of study	
Rate of teacher misassignment	Decrease the number of teachers who are misassigned by 33%	
Student access to standards-aligned instructional materials	Maintain student access to standards-aligned instructional materials	
Implementation of CCSS for students	Maintain implementation of CCSS, add additional curriculum as it becomes available	
Facilities in good repair	Maintain or improve condition of all facilities as needed	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Employ highly qualified teachers  Integrate technology into instructional program in all grade levels and subjects  Offer a broad range of courses including AP and A-G  Offer college and career readiness opportunities, including introducing an AVID program	LEA-wide	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$1,219,863 – Base – 1100 & 3000  \$50,000 – Base – 4453, 4341  \$50,000 – Base -

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	AP Exam participation rates	Increase AP Exam participation rate by .5%
	AP Exam scores of 3 or higher	Increase AP Exam passing rate of 3 or higher by .5%
	EAP College Preparedness rates	Increase of 2% of students taking the EAP
	CAASPP results	Increase in CAASPP scores for all students by 1%
	CAHSEE scores	Increase CAHSEE pass rate for all student in Math by 2%
		Increase CAHSEE pass rate for all students in English/ Language Arts by 1%
	SAT, PSAT and ACT results	Increase of .5% of SAT, PSAT and ACT participation
	A-G completion rates	Increase in number of students completing A-G requirements by 1%
	Student access and enrollment in all required areas of study	Maintain student access and enrollment in all required areas of study

	Rate of teacher misassignment	Decrease the number of teachers misassigned by 33%
	Student access to standards-aligned instructional materials	Maintain student access to standards-aligned instructional materials
	Implementation of CCSS for students	Maintain implementation of CCSS, add additional curriculum as it becomes available
	Facilities in good repair	Maintain condition of all facilities as needed

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Employ highly qualified teachers	LEA-wide	<input checked="" type="checkbox"/> ALL	\$1,252,764 – Base – 1100 & 3000
Integrate technology into instructional program in all grade levels and subjects		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$50,000 – Base – 4453, 4341
Offer a broad range of courses including AP and A-G			
Offer college and career readiness opportunities, including introducing an AVID program			\$50,000 – Base

**LCAP Year 3: 2017-18**

	<u>Metric</u>	<u>Outcome</u>
Expected Annual Measurable Outcomes:	AP Exam participation rates	Increase AP Exam participation rate by .5%
	AP Exam scores of 3 or higher	Increase AP Exam passing rate of 3 or higher by .5%
	EAP College Preparedness rates	Increase of 2% of students taking the EAP
	CAASPP results	Increase in CAASPP scores for all students by 1%
	CAHSEE scores	Increase CAHSEE pass rate for all students in Math by 3% Increase CAHSEE pass rate for all students in English/ Language Arts by 2%

	<p>SAT, PSAT and ACT results</p> <p>A-G completion rates</p> <p>Student access and enrollment in all required areas of study</p> <p>Rate of teacher misassignment</p> <p>Student access to standards-aligned instructional materials</p> <p>Implementation of CCSS for students</p> <p>Facilities in good repair</p>	<p>Increase of .5% of SAT, PSAT and ACT participation</p> <p>Increase in number of students completing A-G requirements by 1%</p> <p>Maintain student access and enrollment in all required areas of study</p> <p>Decrease the number of teachers who are misassigned by 33%</p> <p>Maintain student access to standards-aligned instructional materials</p> <p>Maintain implementation of CCSS, add additional curriculum as it becomes available</p> <p>Maintain condition of all facilities as needed</p>
--	--	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Employ highly qualified teachers</p> <p>Integrate technology into instructional program in all grade levels and subjects</p> <p>Offer a broad range of courses including AP and A-G</p> <p>Offer college and career readiness opportunities, including introducing an AVID program</p>	<p>LEA-wide</p>	<p><u>  X  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups: (Specify) _____</p>	<p>\$1,285,009 – Base – 1100 &amp; 3000</p> <p>\$50,000 – Base – 4453, 4341</p> <p>\$50,000 – Base –</p>

<p>GOAL:</p>	<p>3. Improve school climate to promote and cultivate a positive, safe environment to support student engagement.</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5_X 6_X 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local: Specify _____</p>
--------------	---	--

<p>Identified Need:</p>	<p>In 2013-2014, attendance rate was 100%. In 2014-2015, attendance rate is not yet known.</p> <p>In 2012-2013, the high school graduation rate was 88%. In 2013-2014, the high school graduation rate was 93%. This was a decrease of 5%.</p> <p>In 2013-2014, the high school graduation rate for Native American students was 100%.</p> <p>In 2013-2014, the high school graduation rate for Hispanic students was 83%.</p> <p>In 2012-2013, the truancy rate was 2.86%. In 2013-2014, the truancy rate was 6.35%. In 2014-2015, the truancy rate was 7.2%. Increase by: .85%</p> <p>In 2012-2013, the high school drop-out rate was 21%. In 2013-2014, the high school drop-out rate was 26.1%. This was an increase of 5.1%.</p> <p>In 2012-2013, the suspension rate was .3%. In 2013-2014, the suspension rate was .3%. In 2014-2015, the suspension rate was .8%. Increase rate: .5%</p> <p>In 2013-2014, the expulsion rate was 0%. In 2014-2015, the expulsion rate was 0%. Expulsion rate maintained.</p> <p>In 2014-2015, the middle school drop-out rate was 0%.</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	
<p><b>LCAP Year 1: 2015-16</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Attendance rate</p>	<p><u>Metric</u></p>	<p>Maintain attendance rate</p> <p><u>Outcome</u></p>

	<p>Truancy rate</p> <p>Student satisfaction surveys</p> <p>California Healthy Kids Survey</p> <p>Suspension rate</p> <p>Expulsion rate</p> <p>High school graduation rates</p> <p>High school drop-out rate</p> <p>Middle school drop-out rate</p>	<p>Decrease truancy rate by .2%</p> <p>Establish a baseline for student satisfaction survey results</p> <p>Establish a baseline of healthy habits and school climate as determined by the California Healthy Kids Survey</p> <p>Maintain suspension rate</p> <p>Maintain expulsion rate</p> <p>Increase in high school graduation rates by 2%</p> <p>Maintain high school graduation rates for Native American students</p> <p>Increase high school graduation rates for Hispanic students by 1%</p> <p>Decrease in high school drop-out rate by 1%</p> <p>Maintain middle school drop-out rate</p>	
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>Develop and administer student satisfaction surveys</p> <p>Administer California Healthy Kids Survey, both the core and Humboldt County module, in all pertinent grades</p> <p>Phone parents when students are absent using an automated system</p> <p>Mail truancy notices and follow SARB procedures as needed</p> <p>Employ school counselor to provide academic, college and career and social/emotional counseling</p>	<p>LEA-wide</p>	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>\$400 – Base - 5805</p> <p>\$380 - Base</p> <p>0</p> <p>\$50</p> <p>\$82,185 – Base – 1200 &amp; 3000</p>



Hold Student Study Teams to meet the needs of students			\$2,500 – Special Education
Track attendance, graduation, suspension and expulsion rates			0

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>	
	<p>Attendance rate</p> <p>Truancy rate</p> <p>Student satisfaction surveys</p> <p>California Healthy Kids Survey</p> <p>Suspension rate</p> <p>Expulsion rate</p> <p>High school graduation rates</p> <p>High school drop-out rate</p> <p>Middle school drop-out rate</p>	<p>Maintain attendance rate</p> <p>Decrease truancy rate by .2%</p> <p>Increase student satisfaction survey results by .5%</p> <p>Improve healthy habits and school climate as determined by the California Healthy Kids Survey by .5%</p> <p>Maintain suspension rates</p> <p>Maintain expulsion</p> <p>Increase in high school graduation rates by 2%</p> <p>Maintain high school graduation rates for Native American students</p> <p>Increase high school graduation rates for Hispanic students by 1%</p> <p>Decrease in high school drop-out rate by 2%</p> <p>Maintain middle school drop-out rate</p>	
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>Develop and administer student satisfaction surveys</p> <p>Administer California Healthy Kids Survey, both the core and Humboldt County module, in all pertinent grades</p> <p>Phone parents when students are absent using an automated system</p> <p>Mail truancy notices and follow SARB procedures as needed</p> <p>Employ school counselor to provide academic, college and career and social/emotional counseling</p> <p>Hold Student Study Teams to meet the needs of students</p> <p>Track attendance, graduation, suspension and expulsion rates</p>	<p>LEA-wide</p>	<p><u>X</u> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$500 – Base - 5805</p> <p>\$380 - Base</p> <p>0</p> <p>\$50</p> <p>\$83,373 – Base – 1200 &amp; 3000</p> <p>\$2,500 – Special Education</p> <p>0</p>
--	-----------------	---	--

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
		<p>Attendance rate</p> <p>Truancy rate</p> <p>Student satisfaction surveys</p> <p>California Healthy Kids Survey</p> <p>Suspension rate</p> <p>Expulsion rate</p> <p>High school graduation rates</p>

	<p>High school drop-out rate</p> <p>Middle school drop-out rate</p>	<p>Increase high school graduation rates for Hispanic students by 1%</p> <p>Decrease in high school drop-out rate by 2%</p> <p>Maintain middle school drop-out rate</p>
--	---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Develop and administer student satisfaction surveys</p> <p>Administer California Healthy Kids Survey, both the core and Humboldt County module, in all pertinent grades</p> <p>Phone parents when students are absent using an automated system</p> <p>Mail truancy notices and follow SARB procedures as needed</p> <p>Employ school counselor to provide academic, college and career and social/emotional counseling</p> <p>Hold Student Study Teams to meet the needs of students</p> <p>Track attendance, graduation, suspension and expulsion rates</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$600 – Base – 5805</p> <p>\$380 - Base</p> <p>0</p> <p>\$50</p> <p>\$84,542 – Base – 1200 &amp; 3000</p> <p>\$2,500 – Special Education</p> <p>0</p>

GOAL:	<p>4. Increase parent/community involvement for the purpose of enhancing student learning.</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local: Specify _____</p>
-------	--	--

Identified Need:	<p>44% of parents volunteered at least one time.</p> <p>1.86% of parents completed the LCAP input survey. .169% of parents attended an LCAP input meeting.</p> <p>82% of parents attended a parent/teacher conference.</p> <p>63% of parents attended an Open House/Back-to-School night event.</p>		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	Parent volunteer rate	Increase parent volunteer rate by 2%
	Parent attendance of conferences	Increase parent attendance of parent/ teacher conferences by 2%
	Parent attendance at Open House/Back-to-School nights and school events	Increase parent attendance at Open House/Back-to-School nights and school events by 2%
	Parent satisfaction surveys	Establish a baseline of parent satisfaction as measured by parent satisfaction survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and administer parent satisfaction surveys	LEA-wide	<u>X</u> ALL	\$400 – Base - 5805
Advertise Open House, Back-to-School Night and all school events by mailing flyers, posting on our website and emailing parents		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$200 - Base
Maintain school website with information pertinent to families			\$200 – Base
Distribute monthly event calendars and newsletters to keep			\$200 – Base

parents informed of school happenings			
Update and distribute school handbook			\$5,000 - Base

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	<b><u>Metric</u></b>	<b><u>Outcome</u></b>
	Parent volunteer rate	Increase parent volunteer rate by 2%
	Parent attendance of conferences	Increase parent attendance of parent /teacher conferences by 2%
	Parent attendance of Open House/Back-to-School nights, school events	Increase parent attendance at Open House/Back-to-School nights and school events by 2%
	Parent satisfaction surveys	Increase parent satisfaction as measured by parent satisfaction survey by 2%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and administer parent satisfaction surveys	LEA-wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$500 – Base - 5805
Advertise Open House, Back-to-School Night and all school events by mailing flyers, posting on our website and emailing parents			\$200 - Base
Maintain school website with information pertinent to families			\$200 – Base
Distribute monthly event calendars and newsletters to keep parents informed of school happenings			\$200 – Base
Maintain and distribute school handbook			\$5,000 – Base - 1100

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>	
	Parent volunteer rate	Increase parent volunteer rate by 1%	
	Parent attendance of conferences	Increase parent attendance of parent /teacher conferences by 1%	
	Parent attendance of Open House/Back-to-School nights, school events	Increase parent attendance at Open House/Back-to-School nights and school events by 1%	
	Parent satisfaction surveys	Increase parent satisfaction as measured by parent satisfaction survey by 1%	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Develop and administer parent satisfaction surveys</p> <p>Advertise Open House, Back-to-School Night and all school events by mailing flyers, posting on our website and emailing parents</p> <p>Maintain school website with information pertinent to families</p> <p>Distribute monthly event calendars and newsletters to keep parents informed of school happenings</p> <p>Maintain and distribute school handbook</p>	LEA-wide	<p><u>X</u> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$600 – Base - 5805</p> <p>\$200 - Base</p> <p>\$200 – Base</p> <p>\$200 - Base</p> <p>\$5,000 – Base</p>

## Annual Update

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

**Guiding Questions:**

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

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

Original GOAL from prior year LCAP:	<b>Goal #1</b> Improve student performance outcomes in the core academic areas.		Related State and/or Local Priorities: 1_ 2_ 3__ 4_X 5_ 6_ 7_ 8_X COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<b>Metric</b>	<b>Outcome</b>	Actual Annual Measurable Outcomes:	
	Summative assessments			Summative assessments were not tracked.
	Semester and final grades			Semester and final grades were not compiled.
	Progress reports			Progress reports were not tracked.
	AP Exam participation rate	Increase AP participation rate by .5%		In 2013-2014, AP Exam participation was .5%. The 2014-2015 participation rate has not been determined yet.
	AP Exam scores of 3 or higher	Establish baseline for passing AP Exams with 3 or higher		Data is not available at this time. It will be determined in fall of 2015.
EAP college preparedness rate	Increase college preparedness on EAP by 2%	In 2014-2015, the participation rate of EAP for 11 <sup>th</sup> graders was 3.5% with 0 students scoring college prepared (exempt).		
California High School Exit Exam (CAHSEE) scores	Establish a baseline for CAHSEE pass rates in math and English/ Language Arts of Native American and Hispanic students	In 2012-2013, CAHSEE pass rate in math was 47%. In 2013-2014, CAHSEE pass rate in math was 55%. In 2014-2015, CAHSEE pass rate in math was 65%. Increase rate: 10%		
		In 2012-2013, CAHSEE pass rate in E/LA was 73%. In 2013-2014, CAHSEE pass rate in E/LA was 67%. In 2014-2015, CAHSEE pass rate in E/LA was 73%. Increase rate: 6%		



				<p>In 2013-2014, CAHSEE pass rate for Native American students in math was 42% and in E/LA was 27%.                  In 2014-2015, CAHSEE pass rate for Native American students in math was 44% and in E/LA was 57%.                  Increase rate: math – 2%; E/LA – 13%</p> <p>In 2013-2014, CAHSEE pass rate for Hispanic students in math was 67% and in E/LA was 50%.                  In 2014-2015, CAHSEE pass rate for Hispanic students in math was 100% and in E/LA was 100%.                  Increase rate: math – 33%; E/LA – 50%</p> <p>In 2013-2014, 1.75% SAT participation, 0% ACT participation.                  In 2014-2015, 2.7% of 11<sup>th</sup> and 12<sup>th</sup> grade students took the SAT, 0% took the ACT, 9.02% PSAT participation.                  SAT rate – increase of .95%, ACT rate – maintained 0%</p>
	PSAT, SAT and ACT results	Increase of .5% of SAT, PSAT and ACT participation		
	Academic Performance Index (API)	Establish baseline API		Data not yet complete. A baseline API will be established in the fall of 2015.
	CAASPP results	Establish baseline CAASPP score for students in subgroups of Native American and Hispanic students		Data not yet complete. A baseline CAASPP score for students in subgroups of Native American and Hispanic students will be established in the fall of 2015.
		Establish baseline for all students for CAASPP		Data not yet complete. A baseline CAASPP score for all students will be established in the fall of 2015.
	A-G completion rates	Establish baseline of number of students completing A-G requirements		In 2014-2015, the number of students completing A-G requirements was 4.
	EL reclassification rate	Establish a baseline EL reclassification rate		In 2014-2015, no EL students were reclassified.
	Share of ELs that become	Establish a baseline for the		In 2014-2015, 2 students became English proficient.

	English proficient	number of ELs that become English Proficient		
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Employ highly qualified teachers		Teacher salaries/benefits - \$1,200,000, Source – Base grant;	Highly qualified teachers were employed.	\$1,471,860
Purchase CCSS aligned curriculum		Curriculum budget - \$200,000 Source – Base grant, Common Core Implementation Funds;	Common Core State Standards aligned curriculum was purchased in math for all grade levels.	\$105,193
Provide professional development for teachers		Professional development budget - \$50,000 Source – Base grant, Common Core Implementation Funds;	All teachers attended professional development in a variety of areas, including CCSS, history, art, dance, PBIS, Second Step, Google Apps for Education, special education, etc.	\$76,686
Administer CAASPP, CAHSEE, EAP, SAT, PSAT and ACT		Assessment budget - \$5,000 Source – Base grant	The CAASPP, CAHSEE, EAP, SAT and PSAT were administered. The ACT was not administered.	\$2,000
Scope of service:	LEA-wide		Scope of service:	LEA-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)_____		
Employ school counselor	Counselor salary/benefits - \$60,000 Source – Supplemental grant;	A school counselor was employed. She worked with all high school students and focused on academic and social/emotional counseling.	\$85,385		
Provide backpacks and supplies	School supply budget - \$40,000 Source – Supplemental grant;	Backpacks and supplies were purchased and will be distributed to students within the unduplicated count. Bus tickets were also provided to students needing transportation for educational purposes.	\$50,592		
Provide internet services	Technology budget - \$20,000 Source – Supplemental grant	Internet service and laptops were provided to students without previous access.	\$43,090		
<b>For all Goals 1-4</b>					
Scope of service:	LEA-wide	Scope of service:	LEA-wide		
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL			
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
Employ highly qualified teachers with CLAD certification	Teacher salary/benefits - \$180,000 Source – Supplemental grant;	Teachers with CLAD certification were employed and worked directly with EL students.	\$146,217		
	Professional development -	Teachers without CLAD certification were offered the opportunity to receive professional development in order to	0		

<p>Offer all information in variety of languages</p> <p>Allow for opportunity for EL parents to give feedback about EL programs</p> <p>Purchase EL curriculum</p> <p>Provide internet services; Provide laptops</p> <p><b>For all Goals 1-4</b></p>	<p>\$15,000 Source – Supplemental grant;</p> <p>Printing budget - \$2000 Source – Supplemental grant;</p> <p>EL curriculum budget - \$5,000 Source – Supplemental grant;</p> <p>Technology budget - \$20,000 Source – Supplemental grant</p>	<p>receive their CLAD certification, but none volunteered.</p> <p>School forms were produced in Spanish. Many were created at no cost due to the forms being available in Spanish through CDE.</p> <p>A meeting was held for EL parents to give feedback about EL programs. Unfortunately, none attended.</p> <p>No curriculum was purchased with supplemental/concentration funds.</p> <p>Laptops and internet service was provided for students without access in order for them to access educational opportunities.</p>	<p>0</p> <p>0</p> <p>0</p> <p>\$43,090</p>
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Employ school counselor</p>	<p>Counselor salary/benefits - \$60,000 Source – Supplemental grant;</p> <p>Professional</p>	<p>Counselor was employed. She counseled foster and homeless youth in both academic and social/emotional areas.</p> <p>Foster Youth liaison, counselor and teachers received</p>	<p>\$85,835</p> <p>\$95</p>

<p>Provide backpacks and school supplies</p> <p>Provide home supplies</p> <p>Provide internet services</p> <p>Provide laptops</p> <p><b>For all Goals 1-4</b></p>	<p>development - \$15,000 Source – Supplemental grant;</p> <p>School supply budget - \$40,000 Source – Supplemental grant;</p> <p>Home supply budget - \$10,000 Source – Supplemental grant;</p> <p>Technology budget - \$20,000 Source – Supplemental grant</p>	<p>professional development.</p> <p>Backpacks, school and home supplies were purchased. Bus tickets were purchased for transportation for educational purposes.</p> <p>Laptops and internet services were provided to students without access.</p>	<p>\$50,592</p> <p>\$43,090</p>
<p>Scope of service: LEA-wide</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: LEA-wide</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Offer all information in variety of languages</p> <p>Allow for opportunity for EL parents to give feedback about EL programs</p> <p>Employ highly qualified teachers with CLAD certification</p>	<p>Printing budget - \$2,000 Source – Supplemental grant;</p> <p>Teacher salary/benefits -</p>	<p>School forms were produced in Spanish. Many were created at no cost due to the forms being available in Spanish through CDE.</p> <p>A meeting was held for EL parents to give feedback about EL programs. Unfortunately, none attended.</p> <p>Highly qualified teachers with CLAD certification were employed.</p>	<p>0</p> <p>0</p> <p>\$146,217</p>

<p>Administer CELDT</p> <p>Provide internet services; Provide laptops</p> <p><b>For all Goals 1-4</b></p>	<p>\$180,000 Source – Supplemental grant;</p> <p>Professional development - \$15,000 Source – Supplemental grant;</p> <p>EL curriculum budget - \$5,000 Source – Supplemental grant;</p> <p>Technology budget - \$20,000 Source – Supplemental grant</p>	<p>The CELDT was administered.</p> <p>CELDT training was provided so the counselors could administer the CELDT test to the EL population.</p> <p>No curriculum was purchased with supplemental/concentration funds.</p> <p>Internet service and laptops were provided.</p>	<p>\$100</p> <p>0</p> <p>0</p> <p>\$43,090</p>
<p>Scope of service: LEA-wide</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: LEA-wide</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Local assessment data will be removed from future LCAP metrics due to the lack of established local benchmarks and assessments. CAASPP baseline data will be established. API baseline will be established. The ACT will be administered. Continued purchase of CCSS aligned curriculum as it becomes available. Continued professional development in CCSS for teachers.</p> <p>For all goals 1-4:</p> <p>Continued professional development for staff in regard to foster youth. An increase in focus for CLAD certification for current teachers. The printing expenditures for translation of forms will be reduced. EL curriculum will be purchased.</p>		

Original GOAL from prior year LCAP:	<b>Goal #2</b> Ensure that all Mattole Valley Charter School students have ready access and ample opportunity to learn in environments that reflect 21st century learning.		Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7_ <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<b>Metric</b> AP Exam rate  EAP College Preparedness rates  CAHSEE scores  SAT, PSAT and ACT results  CAASPP results	<b>Outcome</b> Increase AP Exam participation rate by .5%  Increase of 2% of students taking the EAP  Increase CAHSEE pass rate in math by 3% Increase CAHSEE pass rate in English/ Language Arts by 2%  Increase of .5% of SAT, PSAT and ACT participation  Establish baseline for CAASPP	<b>Actual Annual Measurable Outcomes:</b>  In 2012-2013, 1.61% of 11 <sup>th</sup> and 12 <sup>th</sup> graders took the AP Exam. In 2013-2014, AP Exam participation was .5%. The 2014-2015 participation rate has not been determined.  In 2014-2015, the participation rate of EAP for 11 <sup>th</sup> graders was 3.5% with 0 students scoring college prepared (exempt).  In 2012-2013, CAHSEE pass rate in math was 47%. In 2013-2014, CAHSEE pass rate in math was 55%. In 2014-2015, CAHSEE pass rate in math was 65%. Increase rate: 10%  In 2012-2013, CAHSEE pass rate in E/LA was 73%. In 2013-2014, CAHSEE pass rate in E/LA was 67%. In 2014-2015, CAHSEE pass rate in E/LA was 73%. Increase rate: 6%  In 2012-2013, 2.98% of 11 <sup>th</sup> and 12 graders took the SAT, 0% took the ACT. In 2013-2014, 1.75% SAT participation, 0% ACT participation. In 2014-2015, 2.7% of 11 <sup>th</sup> and 12 <sup>th</sup> grade students took the SAT, 0% took the ACT, 9.02% PSAT participation. SAT rate – increase of .95%, ACT rate – maintained 0%  Data not yet complete. A baseline CAASPP score for all students will be established in the fall of 2015.

	A-G completion rates	Establish a baseline number of students completing A-G requirements		In 2014-2015, the number of students completing A-G requirements was 4.
	Student access and enrollment in all required areas of study	Establish a baseline of student access and enrollment in all required areas of study		In 2014-2015, the percentage of students with access and enrolled in all required areas of study was 100%.
	Rate of teacher misassignment	Establish a baseline of teachers who are misassigned		In 2014-2015, the number of teachers who were misassigned was 3.
	Student access to standards-aligned instructional materials	Establish a baseline for student access to standards-aligned instructional materials		In 2014-2015, the percentage of students with access to standards-aligned instructional materials was 100%.
	Implementation of CCSS for students, including EL	Fully implement math and E/LA CCSS for all students		In 2014-2015, CCSS for math and E/LA was 100%.
	Facilities in good repair	Establish a baseline for condition of all facilities as needed		In 2014-2015, 100% of facilities were classified as in good repair based on a facilities inspection tool.

**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Employ highly qualified teachers	Teacher salaries/benefits - \$1,200,000 Source – Base grant;	Highly qualified teachers were employed.	\$1,471,860
Integrate technology into instructional program	Technology budget - \$50,000 Source – Base grant, Common	Technology was purchased for instruction, including computers, tablets, smart white boards, document cameras and projectors.	\$181,555



<p>Offer a broad range of courses including AP and A-G</p> <p>Offer college and career readiness opportunities</p>	<p>Core Implementation Funds</p>	<p>New A-G courses were added to the course list. Many A-G syllabi were submitted to the UC portal. Professional development was given to the counselors and teachers regarding A-G courses and CSU/UC requirements.</p> <p>The CAASPP, CAHSEE, EAP, SAT and PSAT were administered. The ACT was not administered. Counselors were given professional development in college and career readiness.</p>	<p>\$2,000</p> <p>\$2,000</p>
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Continued professional development for teacher misassignments. The ACT will be administered. Continued allocations to college and career opportunities. In addition, all changes as stated above for all goals 1-4.</p>		

<p>Original GOAL from prior year LCAP:</p>	<p><b>Goal #3</b>                  Improve school climate to promote and cultivate a positive, safe environment to support student engagement.</p>	<p>Related State and/or Local Priorities:                  1__ 2__ 3__ 4__ 5_X 6_X 7__ 8__                  COE only: 9__ 10__                  Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>	Actual Annual Measurable Outcomes:
	<p>Attendance rate</p> <p>Chronic absenteeism rate</p> <p>High school graduation rates</p> <p>Truancy rate</p> <p>High school drop-out rate</p> <p>Student satisfaction surveys</p> <p>California Healthy Kids Survey</p> <p>Suspension rates</p>	<p>Maintain attendance rate</p> <p>Establish a baseline for chronic absenteeism</p> <p>Increase in high school graduation rates by 2%</p> <p>Establish a baseline for high school graduation rates for Native American students</p> <p>Establish a baseline for high school graduation rates for Hispanic students</p> <p>Decrease truancy rate by .2%</p> <p>Decrease in high school drop-out rate by 2%</p> <p>Establish a baseline for student satisfaction survey</p> <p>Establish a baseline for California Healthy Kids Survey</p> <p>Decrease in suspension rates by .3%</p>	

Expulsion rates	Maintain expulsion rate		In 2013-2014, the expulsion rate was 0%. In 2014-2015, the expulsion rate was 0%. Expulsion rate maintained.
Middle school drop-out rate	Establish a baseline of middle school drop-out rate		

**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Develop and administer student satisfaction surveys	Printing budget; Postage budget; - \$1000 Source – Base grant;	Satisfaction surveys were not developed and administered.	0
Administer California Healthy Kids Survey		California Healthy Kids Survey, the core and Humboldt County modules, was administered to all pertinent grade levels.	\$380
Phone parents when students are absent	Special Education salaries/benefits \$300,000 Source – Base grant and Special Education Funds;	Parents were phoned when students were absent.	0
Mail truancy notices and follow SARB procedures as needed		Truancy notices were mailed.	\$26
Employ special education teachers		Special education teachers were employed.	\$356,781
Employ school counselor	Counselor salary/benefits - \$40,000 Source – Base grant	School counselor was employed and worked with all high school students on academic counseling and elementary students in social/emotional counseling, including group Second Step lessons.	\$41,459
Hold Student Study Teams		Student Study Teams were held to support students.	0
Track attendance, graduation, suspension and expulsion		Attendance, graduation, suspension and expulsion rates	0

rates		were tracked.	
Scope of service:	LEA-wide	Scope of service:	LEA-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?

Mattole Valley Charter School is an independent study school and therefore chronic absenteeism is not a relevant metric. Student and parent satisfaction surveys will be developed and administered. A baseline for the CA Healthy Kids Survey will be established. In addition, all changes as stated above for all goals 1-4.

Original GOAL from prior year LCAP:	<b>Goal #4</b> Increase parent/ community involvement for the purpose of enhancing student learning.	Related State and/or Local Priorities: 1__ 2__ 3_ <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
-------------------------------------	---	---

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
------------------	--------------	---------------------------------

	<b>Metric</b>	<b>Outcome</b>	
Expected Annual Measurable Outcomes:	Parent volunteer rate	Establish a baseline of parent volunteer rate	44% of parents volunteered at least one time.
	Parent LCAP input surveys and attendance of LCAP input meetings		1.86% of parents completed the LCAP input survey. .169% of parents attended an LCAP input meeting.
	Parent attendance of conferences	Establish a baseline of parent attendance of parent/ teacher conferences	82% of parents attended a parent/teacher conference.
	Parent attendance of Open House/Back-to-School	Establish a baseline of parent attendance at Open	63% of parents attended an Open House/Back-to-School night event.
			Actual Annual Measurable Outcomes:

	nights, school events	House/Back-to-School nights and school events		Data will be collected in 2015-2016.
	Parent satisfaction survey	Increase parent satisfaction as measured by parent satisfaction survey by 2%		
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Develop and administer parent satisfaction surveys		School Printing budget; Postage budget- \$2,500	Parent satisfaction surveys were not distributed. They will be developed and administered in 2015-2016.	0
Advertise Open House, Back-to-Night and all school events		Source – Base grant;	School events were advertised through the school website, flyers and emails.	\$150
Maintain school website		Website budget - \$1,000 Source – Base grant	The school website was maintained and school events were posted.	\$200
Distribute monthly event calendars			Monthly event calendars and newsletters were distributed informing parents of school events.	\$100
Distribute newsletters				
Maintain and distribute school handbook			A school handbook is still being updated and was not distributed in the 2014-2015 school year.	0
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR:			OR:	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups:(Specify)_____			<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?	Parent satisfaction surveys will be created and distributed. Greater focus is needed to increase parent participation. The school handbook will be completed and distributed. In addition, all changes as stated above for all goals 1-4.			

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>819,302</u>
<p>The increase in funds for the 2014-2015 fiscal year based on the unduplicated number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5) is \$819,302.</p> <p>This increase in funds will be used for the employment of highly qualified teachers with CLAD certification; employing instructional aides; the employment school counselors; providing backpacks, school supplies and necessary home supplies; providing internet services and laptops.</p> <p>Because MVCS has more than 55% of enrollment of unduplicated pupils in the district, the supplemental and concentration funds will be used charter-wide.</p> <p>Currently, the supplemental/concentration grant funds are not all accounted for in the 2015-2016 LCAP. Certificated and classified staff salaries and benefits that are currently accounted for in the base grant (resource 0000) will be transferred to the supplemental/concentration grant (0001) after adoption.</p>	

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

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

15.73	%
-------	---

Using the FCMAT calculator, the minimum proportionality percentage for MVCS is a 15.73% increase of services provided to unduplicated students.

The proportionality percentage is met with an increase of student access to technology and an increase of access to time with a highly qualified teacher and support staff.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

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

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

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

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

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

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



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

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

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

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