

## § 15497.5. Local Control and Accountability Plan and Annual Update Template.

### Introduction:

LEA: Two Rock Union School District    Contact (Name, Title, Email, Phone Number): Michael Simpson, Superintendent/Principal, [msimpson@trusd.org](mailto:msimpson@trusd.org), 707-762-6617    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?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>Throughout the school year, the LCAP committee discussed our process and progress with stakeholders. At each meeting of Two Rock School Educational Foundation (TRSEF), which is our parent group, at our English Learner Advisory Committee (ELAC) meetings, and at our Site Council meetings (our Parent Advisory Committee), we presented data, discussed needed revisions and noted goals met. Three of the members of the LCAP committee are also members of the local bargaining unit (Two Rock Educators Association or TREA) and have kept TREA members informed of the process and progress throughout the year. At the beginning of the school year, discussions revolved around explanations of the purpose of the LCAP document. Once the committee began more detailed work on the document, that progress was also reported.</p> <p>The meeting dates are listed below:</p>	<p>Throughout the year, the stakeholders provided positive input on our progress.</p> <p>The responses to the final draft are listed below:</p> <p>School Board – May 14, 2015          The Board Members expressed appreciation for the work of the committee, and had no requests for changes to the document.</p> <p>ELAC – May 15, 2015          The 2015-16 LCAP and Annual Update was presented to the ELAC Committee for review and comments. All comments were positive, and there were no questions that required a written</p>

<p>TRSEF – August 13, 2014; September 18, 2014; October 16, 2014; November 20, 2014; January 5, 2015; February 19, 2015; March 3, 2015; April 16, 2015; May 21, 2015</p> <p>ELAC – September 5, 2014; October 10, 2014; November 14, 2014; January 9, 2015; February 13, 2015; March 13, 2015; April 17, 2015; May 15, 2015</p> <p>Site Council – September 23, 2014; October 21, 2014; December 9, 2014; January 20, 2015; February 17, 2015; March 17, 2015; April 21, 2015; May 19, 2015</p> <p>In addition, our School Board members were informed of our progress at each monthly meeting.</p> <p>The final draft was presented to each group for comments on the following dates:</p> <p>School Board – May 14, 2015</p> <p>ELAC – May 15, 2015</p> <p>Site Council – May 19, 2015</p> <p>TRSEF – May 21, 2015</p> <p>The Public Hearing for the LCAP and the budget was held on June 18, 2015.</p> <p>The LCAP and budget was approved by the School Board on June 25, 2015.</p>	<p>response.</p> <p>Site Council – May 19, 2015 The 2015-16 LCAP and Annual Update was presented to the Site Council for review and comments. All comments were positive, and there were no questions that required a written response.</p> <p>TRSEF – May 21, 2015 The 2015-16 LCAP and Annual Update was presented at the TRSEF meeting for review and comments. All comments were positive, and there were no questions that required a written response.</p>
<p><b>Annual update:</b> 12-5-14: Mike Simpson (Superintendent/Principal), Patty Murch (Financial), Gayleen Mass (Site Council Community Representative), Chuck Fields (Parent), and Sharla Brechbill (Teacher) attended the initial LCAP workshop at the Sonoma County Office of Education.</p> <p>Note: All metrics for each of the goals in the Annual Update were reviewed at each meeting.</p> <p>1-13-15: Meeting of LCAP Committee</p>	<p><b>Annual Update:</b> Work was begun on the new LCAP template. Mr. Fields and Mrs. Maas provided input to assist in the planning process. Mrs. Brechbill was tasked with transferring information to the new template, and the decision was made to schedule a meeting of the full LCAP committee in January to develop a packet of information to present to stakeholders in late January/early February.</p> <p>Reviewed changes to the template for those members not at previous meeting; began process of gathering data for the Annual Update; Discussed the development of more precise metrics for determining student progress; scheduled next</p>

<p>2-10-15: Meeting of LCAP Committee</p> <p>February Stakeholder meetings (see dates above)</p> <p>3-10-15: Meeting of LCAP Committee</p> <p>April Stakeholder meetings (see dates above)</p> <p>4-28-15: Meeting of LCAP Committee</p> <p>5-12-15: Meeting of LCAP Committee</p> <p>Throughout the process, opportunities for input were provided at every staff meeting, at</p>	<p>meeting for 2-10-15</p> <p>Reviewed Goals One and Two for any needed changes and updates. Set date for next meeting as March 10</p> <p>Discussed progress on Goals One and Two – Stakeholders were satisfied with the progress of the committee. No one had any changes to recommend.</p> <p>Reviewed Goals Three and Four for any needed changes and updates. Discussed remaining data to be gathered. Set date for next meeting as April 28</p> <p>Discussed progress on Goals Three and Four – Stakeholders were satisfied with the progress of the committee. No one had any changes to recommend.</p> <p>Reviewed results of student survey and identified trends. The only mentions of bullying were related to a recent assembly addressing self-esteem, reporting what they had learned rather than indicating a problem. A significant number of students mentioned school staff, PE classes, Library, Art, and Music as things they like about Two Rock. When listing ways to improve our school, a significant number of students mentioned school lunches (better food, more food) and student bathrooms (mostly upper grade students, discussing repairs and upgrades rather than general cleanliness. The upper grade bathrooms are the oldest on campus.) Action items for the 2015-16 school year will include an investigation of these two topics to determine any needed improvements.</p> <p>Finalized needed updates to LCAP document in preparation for presentation to the Board and Stakeholder groups later in the month.</p>
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every monthly ELAC meeting, every monthly Site Council meeting, and every TRSEF meeting. In addition, information was posted in every monthly issue of the Bobcat News (newsletter). A parent survey was sent home with the second trimester report cards, and a student survey was done in every classroom.	
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## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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



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

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

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

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

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

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<b>GOAL:</b>	Goal 1: All students will be proficient in grade level standards	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 __ 4 <u>X</u> 5 __ 6 __ 7 <u>X</u> 8 <u>X</u> COE only: 9 __ 10 __ Local : Specify _____
<b>Identified Need :</b>	<p>Students need to be proficient in grade level standards.</p> <p>Metrics:</p> <ul style="list-style-type: none"> <li>-Percentage of returning students who are performing at grade level (based on second trimester report card grades) in Language Arts and Math (Baseline: Language Arts - 61%, Math – 71%)</li> <li>Percentage of students advancing CELDT one level (Baseline: 53%)</li> <li>Reclassification rate of returning EL students (Baseline: 9% )</li> <li>Teacher misassignments (Baseline – 0%)</li> <li>Williams Act (Baseline – All students had access to CCSS aligned materials)</li> <li>CCSS Implementation: CCSS Math curriculum was adopted in 14-15. Current materials in ELA have been adapted for CCSS. CCSS aligned report cards were created in 14-15.</li> <li>ELD implementation: ELD teacher is aware of new ELD standards.</li> </ul> <p>State Metrics Not applicable to K-6 schools: Percentage of students who have completed A-D requirements, Number of Career Technical Education classes, Percentage of students that have passed an AP test with a 3 or higher, Percentage of students who passed the Early Assessment Program</p>	
<b>Goal Applies to:</b>	<b>Schools:</b>	All
	<b>Applicable Pupil Subgroups:</b>	All
<b>LCAP Year 1: 2015-16</b>		

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Increase previous year's percentage of returning students who are performing at grade level (based on second trimester report card grades) in Language Arts and Math by 3% (Disaggregate data to reflect percentage of students performing at grade level who do not have an IEP in Language Arts and/or Math, along with percentage of students with an IEP in Language Arts and/or Math who met their IEP goals, to determine a baseline for upcoming years. Increase previous year's percentage of students advancing CELDT one level by 3% Increase the reclassification rate of returning EL students by 2% Maintain teacher misassignments at 0% CCSS implementation: Students will use newly adopted Math curriculum, along with current materials, adapted for CCSS by classroom teachers ELD standards will be introduced to classroom teachers and utilized by ELD teacher. All students will have access to standards based materials and textbooks. (Williams Act)</p> <p>State Metrics Not applicable to K-6 schools: Percentage of students who have completed A-D requirements, Number of Career Technical Education classes, Percentage of students that have passed an AP test with a 3 or higher, Percentage of students who passed the Early Assessment Program</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>1.1: Provide highly qualified teachers.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$602,046 R0000-1xxx-3xxx,R1400-1xxx-3xxx,R5810-1xxx-3xxx</p>
<p>1.2: Provide instructional assistants to assist teachers in classrooms</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$39,200 R0000-2xxx-3xxx</p>
	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>\$6,300</p>

1.3: Using staff development days and release time, teachers will strengthen their knowledge of CCSS and work to align classroom materials to CCSS.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	R4035-5200
1.4: Provide CCSS-aligned materials. For 2015-2016, adapt current Language Arts classroom materials, implement new Math adoption	Districtwide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$0
1.5: Provide CCSS based assessments and report cards. For 2015-2016, District will adjust report cards and assessment benchmarks as necessary to improve their effectiveness. (Report cards and assessment benchmarks were developed during the 2014-15 school year.)	Districtwide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$0
1.6 Provide intervention services for students performing below grade level. For 2015-2016, provide necessary hours per week of Language Arts and/or Math intervention services by credentialed teachers and/or other trained staff, based on data from local assessments and teacher input	Districtwide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$17,413 R0999,1xxx-3xx
1.7 Provide intervention services for students with disabilities	Districtwide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Students with disabilities</u>	\$394,600 R3310,6500 All Objects
	Districtwide	__ALL	\$46376

1.8: EL students will receive supplemental academic support through the services provided by our credentialed ELD teacher

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

R0999,1xxx-3xxx

**LCAP Year 2: 2016-17**

**Expected Annual Measurable Outcomes:**

Increase previous year's percentage of returning students who are performing at grade level in Language Arts and Math by 3%, disaggregated into students without IEPs and students with IEPs  
 Increase previous year's percentage of students advancing CELDT one level by 3%  
 Increase the reclassification rate of returning EL students by 2%  
 Maintain teacher misassignments at 0%  
 CCSS implementation: Students will use newly adopted Math curriculum. Teachers will review and consider new ELA materials for adoption. ELD standards will be used by classroom teachers and utilized by ELD teacher.  
 All students will have access to standards based materials and textbooks. (Williams Act)

State Metrics Not applicable to K-6 schools: Percentage of students who have completed A-D requirements, Number of Career Technical Education classes, Percentage of students that have passed an AP test with a 3 or higher, Percentage of students who passed the Early Assessment Program

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1: Provide highly qualified teachers.	Districtwide	<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)_____	\$614,100 R0000
1.2: Provide instructional assistants to assist teachers in classrooms	Districtwide	<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)_____	\$40,000 R0000
	Districtwide	<input checked="" type="checkbox"/> ALL	\$6,400

1.3: Using staff development days and release time, teachers will strengthen their knowledge of CCSS and work to align classroom materials to CCSS.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	R4035
1.4: Provide CCSS-aligned materials. If available, begin adoption process for CCSS Language Arts materials.	Districtwide	<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)_____	\$0 R0000
1.5: Provide CCSS based assessments and report cards. District will adjust report cards and assessment benchmarks as necessary to improve their effectiveness.	Districtwide	<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)_____	\$0
1.6 Provide intervention services for students performing below grade level. Provide necessary hours per week of Language Arts and/or Math intervention services by credentialed teachers and/or other trained staff, based on data from local assessments and teacher input	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$18,800 R0999
1.7 Provide intervention services for students with disabilities	Districtwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u>	\$400,000 R3310,6500
	Districtwide	<input type="checkbox"/> ALL	\$47,300

1.8: EL students will receive supplemental academic support through the services provided by our credentialed ELD teacher

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

**LCAP Year 3: 2017-18**

**Expected Annual Measurable Outcomes:**

Increase previous year's percentage of returning students who are performing at grade level in Language Arts and Math by 3%, disaggregated into students without IEPs and students with IEPs  
 Increase previous year's percentage of students advancing CELDT one level by 3%  
 Increase the reclassification rate of returning EL students by 2%  
 Maintain teacher misassignments at 0%  
 CCSS implementation: Students will use newly adopted Math curriculum. Teachers will implement adopted ELA materials. ELD standards will be used by classroom teachers and utilized by ELD teacher.  
 All students will have access to standards based materials and textbooks. (Williams Act)  
  
 State Metrics Not applicable to K-6 schools: Percentage of students who have completed A-D requirements, Number of Career Technical Education classes, Percentage of students that have passed an AP test with a 3 or higher, Percentage of students who passed the Early Assessment Program

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1: Provide highly qualified teachers.	Districtwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$615,000 R0000
1.2: Provide instructional assistants to assist teachers in classrooms	Districtwide	<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)_____	\$40,000 R0000



<p>1.3: Using staff development days and release time, teachers will strengthen their knowledge of CCSS and work to align classroom materials to CCSS.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$6,400 R0000</p>
<p>1.4: Provide CCSS-aligned materials. If available, complete adoption process for CCSS Language Arts materials.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$0</p>
<p>1.5: Provide CCSS based assessments and report cards. District will adjust report cards and assessment benchmarks as necessary to improve their effectiveness.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$0</p>
<p>1.6 Provide intervention services for students performing below grade level. Provide necessary hours per week of Language Arts and/or Math intervention services by credentialed teachers and/or other trained staff, based on data from local assessments and teacher input</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$18,800 R0999</p>
<p>1.7 Provide intervention services for students with disabilities</p>	<p>Districtwide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u></p>	<p>\$400,000 R3310,6500</p>
	<p>Districtwide</p>	<p><input type="checkbox"/> ALL</p>	<p>\$47,300</p>

1.8: EL students will receive supplemental academic support through the services provided by our credentialed ELD teacher

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

<b>GOAL:</b>	Goal 2: Parents will be provided with appropriate opportunities to be involved in their students' education	Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__  Local : Specify _____
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<b>Identified Need :</b>	Parents need to be involved in their students' education in order for students to be successful Increase percentage of return of Site Council Survey (Baseline: 25%) Increase percentage of parent involvement of all students and all significant subgroups in school functions (Baseline: 60%)
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<b>Goal Applies to:</b>	Schools: All Applicable Pupil Subgroups: All
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**LCAP Year 1: 2015-16**

<b>Expected Annual Measurable Outcomes:</b>	Increase percentage of return of Site Council Survey Increase percentage of parent involvement of all students and all significant subgroups in school functions
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1: Meet with and survey existing parent groups to share school needs and to determine what opportunities parents consider appropriate. Use information from Site Council Parent Surveys, along with input from ELAC, Two Rock School Education Foundation meetings, and school staff to provide parents with opportunities to be involved in their students' education.	Districtwide	<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)_____	\$0

2.2: Provide translation services for Spanish speaking parents	Districtwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$18,415 R0999,2xxx-3xxx
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**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	Increase previous year's parent involvement by 3% Increase previous year's percentage of return of Site Council Survey by 3%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1: Meet with and survey existing parent groups to share school needs and to determine what opportunities parents consider appropriate. Use information from Site Council Parent Surveys, along with input from ELAC, Two Rock School Education Foundation meetings, and school staff to provide parents with opportunities to be involved in their students' education.	Districtwide	<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)_____	\$0
2.2: Provide translation services for Spanish speaking parents	Districtwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$18,000 R0999

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	Increase previous year's parent involvement by 3% Increase previous year's percentage of return of Site Council Survey by 3%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1: Meet with and survey existing parent groups to share school	Districtwide	<input checked="" type="checkbox"/> ALL	\$0

<p>needs and to determine what opportunities parents consider appropriate. Use information from Site Council Parent Surveys, along with input from ELAC, Two Rock School Education Foundation meetings, and school staff to provide parents with opportunities to be involved in their students' education.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>2.2: Provide translation services for Spanish speaking parents</p>	<p>Districtwide</p>	<p><input type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$19,000 R0999</p>
<p><b>GOAL:</b></p>	<p>Goal 3: Provide a safe, secure environment for students.</p>		<p>Related State and/or Local Priorities:  1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7__  8 <input checked="" type="checkbox"/>  COE only: 9__ 10__  Local : Specify _____</p>
<p><b>Identified Need :</b></p>	<p>Students need to feel safe and secure in order to be successful.  Metrics:  Suspension rate (Baseline – 0%)  Expulsion rate (Baseline - 0%)  Safety response on Site Council Parent Survey (Baseline - 93%, on Site Council Parent Survey)  Student Engagement Survey (Baseline – no students mentioned feeling unsafe, some mentioned issues with the upper grade bathrooms)  FIT rating (Baseline – Exemplary)  Technology Survey (Baseline – Wireless access in all rooms, intercom system not yet functional)</p>		
<p><b>Goal Applies to:</b></p>	<p><b>Schools:</b> All  <b>Applicable Pupil Subgroups:</b> All</p>		
<p><b>LCAP Year 1: 2015-16</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Maintain suspension rate at 1% or below  Maintain expulsion rate at 0%  Maintain or increase percentage of parents who agree or strongly agree that their child feels safe at school  Maintain low percentage of students who mention feeling unsafe (bullying, no friends, unsafe facilities) on the Student Engagement Survey.  Maintain Exemplary rating for all facilities (FIT rating)  Upgraded equipment will provide wireless access and an intercom system in all classrooms (Technology Survey)</p>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1: Solicit parent input through surveys and parent meetings (ELAC, Site Council, etc.); address concerns as needed. Gather data from Site Council Parent surveys and input solicited from stakeholders.	Districtwide	<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)_____	\$0
3.2: Complete and maintain technology upgrade of clocks, bells, intercom, phones, cabling and wireless access throughout the school to ensure security.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000 R0000,2xxx-3xxx
03.3: Maintain school policies on bullying. Continue to strengthen classroom instruction in the prevention of bullying.	Districtwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$0
3.4: Maintain current facilities. Provide full time custodian/grounds person.	Districtwide	<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)_____	\$54,800 R0000,8150,2xxx-3xxx
3.5: Based on the results of the previous Student Engagement	Districtwide	<input checked="" type="checkbox"/> ALL	\$0.00

Survey, determine possible need for repairs/upgrades to student bathrooms and possible need for improving school lunches. If needed, pursue options for repairing or upgrading bathrooms and/or improving school lunches.

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

**LCAP Year 2: 2016-17**

**Expected Annual Measurable Outcomes:**

- Maintain suspension rate at 1% or below
- Maintain expulsion rate at 0%
- Maintain or increase percentage of parents who agree or strongly agree that their child feels safe at school, as measured on Site Council Parent Survey
- Maintain low percentage of students who mention feeling unsafe (bullying, no friends, unsafe facilities) on the Student Engagement Survey
- Maintain Exemplary rating for all facilities (FIT rating)
- Upgraded equipment will provide wireless access and an intercom system in all classrooms (Technology Survey)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1: Solicit parent input through surveys and parent meetings (ELAC, Site Council, etc.); address concerns as needed. Gather data from Site Council Parent surveys and input solicited from stakeholders.	Districtwide	<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)_____	\$0
3.2: Maintain technology upgrade of clocks, bells, intercom, phones, cabling and wireless access throughout the school to ensure security.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000 R0000,2xxx-3xxx

<p>3.3: Maintain school policies on bullying. Continue to strengthen classroom instruction in the prevention of bullying.</p>	<p>Districtwide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$0</p>
<p>3.4: Maintain current facilities. Provide full time custodian/grounds person.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$55,640 R0000,8150, 2xxx-3xxx</p>
<p>3.5: Based on the results of the Student Engagement Survey (4.5), determine possible safety and security needs and, if needed, pursue options for corrective actions.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$0.00</p>

**LCAP Year 3: 2017-18**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Maintain suspension rate at 1% or below Maintain expulsion rate at 0% Maintain or increase percentage of parents who agree or strongly agree that their child feels safe at school, as measured on the Site Council Parent Survey Maintain low percentage of students who mention feeling unsafe (bullying, no friends, unsafe facilities) on the Student Engagement Survey Maintain Exemplary rating for all facilities (FIT rating) Upgraded equipment will provide wireless access and an intercom system in all classrooms (Technology Survey)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1: Solicit parent input through surveys and parent meetings (ELAC, Site Council, etc.); address concerns as needed. Gather data from Site Council Parent surveys and input solicited from stakeholders.	Districtwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$0
3.2: Maintain technology upgrade of clocks, bells, intercom, phones, cabling and wireless access throughout the school to ensure security.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000 R0000,2xxx-3xxx
3.3: Maintain school policies on bullying. Continue to strengthen classroom instruction in the prevention of bullying.	Districtwide	<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)_____	\$0
3.4: Maintain current facilities. Provide full time custodian/grounds person.	Districtwide	<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)_____	\$56,750 R0000,8150,2xxx-3x
3.5: Based on the results of the Student Engagement Survey (4.5), determine possible safety and security needs and, if needed, pursue options for corrective actions.	Districtwide	<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)_____	\$0

**GOAL:**

Goal 4:  
Students will be engaged in their learning in order to be successful

Related State and/or Local Priorities:

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



COE only: 9\_\_ 10\_\_  
Local : Specify \_\_\_\_\_

**Identified Need :** Students need to be engaged in their learning in order to be successful  
 Metrics:  
 -Attendance rate (Baseline: 95% or higher)  
 -Tardy rate (Baseline: 840)  
 -Chronic absenteeism: No current data. Need to set baseline in this metric.  
 -Physical Fitness Test in 5<sup>th</sup> grade (Baseline: 74% achieved at least 5 out of 6 Fitness Zones)  
 -Student Engagement Survey (Baseline: significant number of students mentioned that they liked their teachers, programs such as Art, Music, PE, and Library, that they enjoyed school, etc.)  
 -Access to a full range of courses, for all students, including unduplicated students and students with disabilities, including English, math, social studies, science, visual and performing arts, health, library, and PE  
 (Baseline – 100%)  
 -State metrics that do not apply to K-6 schools:  
 Middle school drop out rates, High school drop out rates, High school graduation rates

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

**LCAP Year 1: 2015-16**

**Expected Annual Measurable Outcomes:**  
 District will maintain high attendance rate. (95% or higher)  
 District will decrease the previous year’s number of tardies by 3%  
 Chronic absenteeism: Will set baseline in this metric.  
 District will increase previous year’s pass rate of returning students for Physical Fitness Test in 5<sup>th</sup> grade by 2%  
 District will maintain high percentage of students who mention positive aspects of their learning on the Student Engagement Survey  
 Maintain 100% access to a full range of courses, for all students, including unduplicated students and students with disabilities including English, math, social studies, science, visual and performing arts, health, library, and PE  
 State metrics that do not apply to K-6 schools:  
 Middle school drop out rates, High school drop out rates, High school graduation rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1: Present information to parents about how tardiness impacts student performance (include information in school newsletter each month, presentations at ELAC and other parent meetings etc)	Districtwide	<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) _____	\$0

4.2: Present perfect attendance awards at monthly assemblies (perfect attendance means no absences, no tardies)	Districtwide	<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)_____	\$0
4.3: Provide students with a scoped and sequenced physical fitness program. For 2015-16, provide a 0.4 FTE credentialed PE teacher	Districtwide	<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)_____	\$280700 R0000,1xxx-3xxx
4.4: Provide access to a full range of courses by providing additional instruction in music, art, and library. For 2015-2016, provide Art, Music, and Library instructors.	Districtwide	<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)_____	\$14,000 R0542,2xxx-3xxx,5xxx
4.5 Solicit student input through Student Engagement Survey	Districtwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$0
4.6 Standardize the reporting process for students who arrive tardy to school and refine the metric for tardy rates to more accurately reflect year to year progress	Districtwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$0

**LCAP Year 2: 2016-17**

**Expected Annual Measurable Outcomes:**

District will maintain high attendance rate. (95% or higher)  
 District will decrease the previous year's number of tardies by 3%  
 Chronic absenteeism: Reduce by 1%  
 District will increase previous year's pass rate of returning students for Physical Fitness Test in 5<sup>th</sup> grade by 2%  
 (Percentage of students who achieved at least 5 out of 6 Fitness Zones)  
 District will maintain high percentage of students who mention positive aspects of their learning on the Student Engagement Survey  
 Maintain 100% access to a full range of courses, for all students, including unduplicated students and students with disabilities including English, math, social studies, science, visual and performing arts, health, library, and PE  
State metrics that do not apply to K-6 schools:  
 Middle school drop out rates, High school drop out rates, High school graduation rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1: Present information to parents about how tardiness impacts student performance (include information in school newsletter each month, presentations at ELAC and other parent meetings etc)	Districtwide	<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)_____	\$0
4.2: Present perfect attendance awards at monthly assemblies (perfect attendance means no absences, no tardies)	Districtwide	<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)_____	\$0
4.3: Provide students with a scoped and sequenced physical	Districtwide	<input checked="" type="checkbox"/> ALL	\$28,000

fitness program.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	R0000
4.4: Provide access to a full range of courses by providing additional instruction in music, art, and library.	Districtwide	<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)_____	\$14,000 R0542
4.5 Solicit student input through Student Engagement Survey	Districtwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	District will maintain high attendance rate. (95% or higher) District will decrease the previous year's number of tardies by 3% Chronic absenteeism: Reduce by 1% District will increase previous year's pass rate of returning students for Physical Fitness Test in 5 <sup>th</sup> grade by 2% (Percentage of students who achieved at least 5 out of 6 Fitness Zones) District will maintain high percentage of students who mention positive aspects of their learning on the Student Engagement Survey Maintain 100% access to a full range of courses, for all students, including unduplicated students and students with disabilities including English, math, social studies, science, visual and performing arts, health, library, and PE <u>State metrics that do not apply to K-6 schools:</u> Middle school drop out rates, High school drop out rates, High school graduation rates
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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4.1: Present information to parents about how tardiness impacts student performance (include information in school newsletter each month, presentations at ELAC and other parent meetings etc)	Districtwide	<input checked="" type="checkbox"/> ALL	\$0
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.2: Present perfect attendance awards at monthly assemblies (perfect attendance means no absences, no tardies)	Districtwide	<input checked="" type="checkbox"/> ALL	\$0
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.3: Provide students with a scoped and sequenced physical fitness program.	Districtwide	<input checked="" type="checkbox"/> ALL	\$28,520 R0000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.4: Provide access to a full range of courses by providing additional instruction in music, art, and library.	Districtwide	<input checked="" type="checkbox"/> ALL	\$14,000 R0542
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.5 Solicit student input through Student Engagement Survey	Districtwide	<input type="checkbox"/> ALL	
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

## Annual Update

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

**Guiding Questions:**

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

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	Goal 1: All students will be proficient in grade level standards	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 __ 4 <u>X</u> 5 __ 6 __ 7 <u>X</u> 8 <u>X</u> COE only: 9 __ 10 __ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><u>Baseline metrics (2013-2014)</u> Percentage performing at grade level in local assessments (baseline: ELA - 65%, Math – 68%),</p> <p>CST scores (baseline: ELA – 64.2%; Math – 80%), API Score (baseline – 2013 – 851),</p> <p>CELDT scores (baseline: 10 Beginning students, 11 Early Intermediate, 14 Intermediate, 11 Early Advanced/Advanced), (baseline – 2013 EL reclassification rate: 6%.</p> <p>Teacher misassignment rate (baseline: all teachers correctly assigned) Williams Act certification (baseline: no state-adopted CCSS materials)</p> <p><u>Metrics for 2014-2015</u></p> <p>Increase percentage of returning students who are performing at grade level on local assessments in Language Arts and Math by 3% (2013-2014 percentages: ELA – 68%; Math – 71%)</p> <p>At least 30% of returning students at Beginning through Intermediate level on the CELDT will advance one level or more.</p> <p>Increase the reclassification rate of returning EL students by 2% (2013-2014 percentage: 6%)</p> <p>Maintain teacher misassignments at 0%</p> <p>Students will use current materials, adapted for CCSS by classroom teachers</p> <p><u>State Metrics Not applicable to K-6 schools:</u> Percentage of students who have completed A-G requirements, Number of Career Technical Education classes, Percentage of students that have passed an AP test with a 3 or higher, Percentage of students who passed the Early Assessment Program</p>	<p><b>Actual Annual Measurable Outcomes:</b></p>	<p>CST scores (baseline from 2013: ELA – 64.2%; Math – 80%) API Score (baseline from 2013 – 851)</p> <p>Percentage performing at grade level on local assessments: ELA – 61% (a 4% decrease from previous year) Math – 71% (target met)</p> <p>CELDT scores of returning students (Fall 2014): Beginning: 7 Early Intermediate: 8 Intermediate: 23 Early Advanced/Advanced: 15</p> <p>Percentage of returning students who advanced one level or more – 53% (target exceeded) EL reclassification rate: 9% (target exceeded)</p> <p>Teacher misassignment rate: 0% (target met) Williams Act certification: Target met</p>
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LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1.1: Provide highly qualified teachers.		\$583604 Funding source: LCFF	1.1: All teachers are highly qualified.		\$565,203 R0000,1400,4 035-1xxx-3xxx
Scope of service:	District wide		Scope of service:	District wide	
<u> X </u> ALL			<u> X </u> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
1.2: Provide instructional assistants to assist teachers in classrooms		\$36264 Funding source: LCFF	1.2: Instructional assistants provided to assist teachers in classrooms		\$25,055 R0000, 2xxx- 3xxx
Scope of service:	District wide		Scope of service:	District wide	
<u> X </u> ALL			<u> X </u> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
1.3: Provide Professional Development		\$5300 Funding source: PY Common Core	1.3: Teachers used staff development days and release time to strengthen their knowledge of CCSS and to align classroom materials to CCSS		\$3,271 R7405,1xxx- 3xxx \$9116 R0000,1xxx- 3xxx

Scope of service:	District wide		Scope of service:	District 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)_____		
1.4: Provide CCSS-aligned materials.		Cost: See Item 1.3	1.4: Teachers adapted current classroom materials and used supplemental materials to provide CCSS-aligned materials. School Board adopted McGraw Hill My Math curriculum for Grades K-5 and College Preparatory Math for Grade 6		Included in 1.3
Scope of service:	District wide		Scope of service:	District 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)_____		
1.5: Provide CCSS based assessments and report cards.		Cost: See Item 1.3	1.5: All students received report cards aligned to the CCSS for California.  Existing assessments were adapted to more closely align with CCSS  Teachers were provided with release days to develop and refine report cards and assessments.		Included in 1.3
Scope of service:	District wide		Scope of service:	District 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)_____		
1.6 Provide intervention services for students performing below grade level		\$17075 Funding Source: LCFF supplemental	1.6: Students were identified by local assessments and teacher input to determine need for intervention services. Necessary hours of intervention services were provided by credentialed teachers.		\$18,408 R0999, 1xxx-3xxx
Scope of service:	District wide		Scope of service:	District 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)_____		
1.7 Provide intervention services for students with disabilities		\$460000 Funding Source: IDEA, LCFF	1.7 Intervention services were provided for students with disabilities		\$554,884 R3310,6500 All accounts
Scope of service:	District wide		Scope of service:	District wide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) – Students with disabilities			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)Students with disabilities		
1.8: EL students will receive supplemental academic support through the services provided by our credentialed ELD teacher		\$32813 Funding Sources: LCFF Supplemental, LCFF	1.8: EL students received supplemental academic support through the services provided by our credentialed ELD teacher		\$50,789 R0000,4203, \$35,300, R0999

Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____		OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __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?	<p>We accomplished all our action plans, with the exception of the percentage of students at grade level in English Language Arts. For this school year, we refined the metric to more accurately measure the progress of our students. Instead of asking teachers to report student performance based on a variety of measures (which changed from grade to grade), for this year, we measured grade level performance based on students' second trimester report card grades. We feel this accounts for the difference in the percentage of students performing at grade level in English Language Arts. We will evaluate this metric again for the 2015-2016 school year, to make sure it remains an accurate reflection of student progress. We also plan to disaggregate the data into "Students who currently have an IEP goal for Language Arts and/or Math" and "Students who currently do not have an IEP goal for Language Arts and/or Math" in order to better evaluate the effectiveness of each program.</p> <p>For Item 1.7 – Reduced funding was due to the fact that identified student needs were less than projected. Based on Stakeholder feedback and current data, we will continue these actions for the coming year.</p>
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Original GOAL from prior year LCAP:	Goal 2: Parents will be provided with appropriate opportunities to be involved in their students' education	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

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><u>Baseline Metrics (2013-14):</u> Percentage of return of Site Council Survey - 20.5% Percentage of parent involvement in school functions: 50%</p> <p><u>Metrics for 2014-2015</u> Percentage of return of Site Council Survey - 23.5% Percentage of parent involvement in school functions: 53%</p>	<p><b>Actual Annual Measurable Outcomes:</b></p>	<p>Percentage of return of Site Council Survey – 25% (target exceeded) Percentage of parent involvement in school functions: 60% (target exceeded)</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>2.1: Meet with and survey existing parent groups to share school needs and to determine what opportunities parents consider appropriate.</p>	<p>\$0</p>	<p>2.1: Parents were provided with a list of Volunteer Opportunities at the beginning of school. Individual teachers sent home requests for volunteers for classroom projects. TRSEF meetings and activities were promoted, and parents were presented with many opportunities to participate. A 5<sup>th</sup> Grade Parents meeting was held to provide information about 6<sup>th</sup> grade expectations and opportunities for parent involvement. In addition, at every meeting of ELAC, TRSEF, and Site Council, parents were informed of the process and progress of LCAP, and their input was sought.</p>	<p>\$0</p>
Scope of service:	District wide	Scope of service:	District wide
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input 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)_____	

2.2: Provide translation services for Spanish speaking parents		\$0 Funding Source: Included in Registrar Salary	2.2: Translation services for Spanish speaking parents were provided.	\$18,330 R0000
Scope of service:			Scope of service:	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<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>Actions taken were successful in allowing us to achieve our goals and metrics. The percentage of parent involvement and the percentage of Parent Surveys returned both increased. Based on Stakeholder feedback and current data, we will continue these actions for the coming year. The difference in expenditures in 2.2 is because the decision was made to more accurately reflect where the money is coming from. In the original document, we documented Supplemental Funding. As we have become more familiar with these forms, we realize we should have included a budget in Goal 2.2 for this last year. This report reflects the amount actually spent for this service.</p>
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Original GOAL from prior year LCAP:	Goal 3: Provide a safe, secure environment for students.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><u>Baseline Metrics (2013-14):</u>            Suspensions: less than 1%            Expulsion rate – 0%            Parent survey - 94%            FIT: exemplary            Technology survey: no wireless capability, outdated equipment</p> <p><u>Metrics for 2014-2015</u>            Suspensions: less than 1%            Expulsion rate – 0%            Parent survey - 94% or greater            FIT: exemplary            Technology survey: wireless capability, updated equipment</p>	<p><b>Actual Annual Measurable Outcomes:</b></p>	<p>Suspensions: less than 1% - 0% - met            Expulsion rate – 0% - met            Parent survey - 93% who felt the school is a safe place (see note in “Changes” box below)            FIT: exemplary            Technology survey: All rooms have wireless capability, equipment has been upgraded. Intercom system and bell system are not yet complete – anticipated completion date on or before Fall of 2015.</p> <p>Added metric:            Student engagement survey (see 3.1 below)</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.1: Solicit parent input through surveys and parent meetings (ELAC, Site Council, etc.); address concerns as needed.	\$0	3.1: Accomplished. In addition to the parent survey, the decision was made to also conduct a student engagement survey. Students were given the following prompts: What I like about Two Rock is _____. We could improve our school by _____. Results were examined by the LCAP committee and trends recorded. See results in “Changes” section below.	\$0
Scope of service:	District wide	Scope of service:	District wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
3.2: Install an intercom system throughout the school to improve security.		\$50000 Funding Source: Fund 01 Reserve	3.2: Intercom system installed but not completed. District is working with contractors to complete the project as soon as possible		\$50,000 R0000, 6xxx
Scope of service:	District wide		Scope of service:	District wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
3.3: Strengthen school policies on bullying.		\$0.00	3.3: Accomplished. Classroom teachers included discussions of self-esteem and bullying in classroom meetings and provided units of instruction on developing and maintaining friendships. TRSEF provided an all-school assembly on self-esteem and resilience (NED – Never give up, Encourage others, Do your best), which was well received by the students.		\$0
Scope of service:	District wide		Scope of service:	District wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
3.4: Provide a school-wide technology upgrade.		\$150,000 Funding Source: Fund 01 Reserve	3.4: In progress. Installation complete, bells and intercom system not online yet. District is working with contractors to complete the project as soon as possible.		\$165,000 R0000,6xxx



Scope of service:	District wide		Scope of service:	District wide	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input 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)_____		
3.5: Maintain current facilities.	\$48501 Funding source – General Fund		3.5: Current facilities were properly maintained. Full time custodian/ grounds person was provided for the school year.		\$52,093 R0000,8150,2 xxx-3xxx
Scope of service:	District wide		Scope of service:	District wide	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input 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)_____		
<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>All metrics were either met or approached the target. We feel the slight decrease in the Parent Safety response is due to the small number of respondents (29 total responses) and the wording of the metric. There were no parents who indicated that they disagreed or strongly disagreed with the statement that their students felt safe at school. 24 parents agreed or strongly agreed that their students felt safe, and 2 parents recorded a neutral response. 3 parents did not respond to that item on the survey.</p> <p>At the time of this document, the projected completion date for the technology upgrades (bells and intercom system) is Fall of 2015.</p> <p>Based on the student engagement survey results, the following trends were observed: A significant number of students mentioned school staff, PE classes, Library, Art, and Music as things they like about Two Rock. When listing ways to improve our school, a significant number of students mentioned school lunches (better food, more food) and student bathrooms (mostly upper grade students, discussing repairs and upgrades rather than general cleanliness. The upper grade bathrooms are the oldest on campus.) Action items for the 2015-16 school year will include an investigation of these two topics to determine any needed improvements.</p> <p>Based on Stakeholder feedback and current data, we will continue these actions for the coming year, except as noted above.</p>			

Original GOAL from	Goal 4: Students will be engaged in their learning in order to be successful	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7_X 8__
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prior year LCAP:		COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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<b>Expected Annual Measurable Outcomes:</b>	<p><u>Baseline Metrics (2013-14):</u> Attendance: 97% Tardy rates: 743 tardies Physical Fitness test: 67% achieved at least 5 out of 6 Fitness Zones Extent to which students have access to a full range of courses: 100% of students have access to a full range of courses</p> <p><u>Metrics for 2014-2015</u> Attendance: 97% or higher Tardy rates: 721 or less Physical Fitness test: 69% achieved at least 5 out of 6 Fitness Zones Extent to which students have access to a full range of courses: 100% of students have access to a full range of courses</p> <p><u>State metrics that do not apply to K-6 schools:</u> Middle school drop out rates, High school drop out rates, High school graduation rates</p>	<b>Actual Annual Measurable Outcomes:</b>	<p><u>Actual Outcomes for 2014-2015</u> Attendance: 97% Tardy rates: 840 tardies (target not met) Physical Fitness test: 74% achieved at least 5 out of 6 Fitness Zones (target exceeded) Extent to which students have access to a full range of courses: 100% of students have access to a full range of courses</p> <p>Added metric: Student engagement survey (See "Changes" box below)</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1: Present information to parents about how tardiness impacts student performance (include information in school newsletter each month, presentations at ELAC and other parent meetings etc)	\$0	4.1: Accomplished. Information was presented to parents about how tardiness impacts student performance in monthly Bobcat News, presentations at ELAC meetings, in classrooms at Back To School Night, and as needed in parent/teacher conferences.	\$0

Scope of service:	District wide		Scope of service:	District wide	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input 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)_____		
4.2: Present perfect attendance awards at monthly assemblies (perfect attendance means no absences, no tardies)	\$0		4.2: Perfect attendance was recognized at assemblies and displayed on a bulletin board in the multi-use room. Students were informed at every assembly that perfect attendance means "No absences, no tardies".	\$0	
Scope of service:	District wide		Scope of service:	District 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)_____		
4.3: Provide students with a scoped and sequenced physical fitness program.	\$27975 Funding source: LCFF		4.3: Students received a scoped and sequenced physical fitness program, provided by a 0.4 FTE credentialed PE teacher. Based on the Student Engagement Survey (see 3.1 above) a significant number of students mentioned PE as a part of what they like about Two Rock.	\$28,346 R0000,1xxx- 3xxx	
Scope of service:	District wide		Scope of service:	District 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)_____		

4.4: Provide access to a full range of courses by providing additional instruction in music, art, and library		\$13665 Funding source: Two Rock Education Foundation donation	4.4: Students were provided access to a full range of courses, including additional instruction in music, art, and library. Based on the Student Engagement Survey (see 3.1 above) a significant number of students mentioned music, art, and/or library as a part of what they like about Two Rock.	\$1,2468 R0542,2xxx- 3xxx-5xxx
Scope of service:	District wide		Scope of service:	District wide
<u>X</u> ALL			<u>X</u> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
<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>We are working to refine the metric for measuring tardy rates. Our current metric merely reports the total number of tardies recorded through the 9<sup>th</sup> month of school. It does not account for the severity (5 minutes or 35 minutes) and does not differentiate between returning and new students. In addition, this year there was a heightened awareness of the need to monitor and address tardiness, so teachers were more proactive about recording students who arrived late to school, even if it was only 5 minutes. We are concerned that the number is higher this year, but feel we need to use the coming year to analyze the reasons, standardize the reporting process, and refine the metric to more accurately reflect progress.</p> <p>The decision was made to conduct a Student Engagement Survey (See 3.1 above) to elicit more information from students. Based on the student engagement survey results, the following trends were observed: A significant number of students mentioned school staff, PE classes, Library, Art, and Music as things they like about Two Rock. When listing ways to improve our school, a significant number of students mentioned school lunches (better food, more food) and student bathrooms (mostly upper grade students, discussing repairs and upgrades rather than general cleanliness. The upper grade bathrooms are the oldest on campus.) Action items under Goal 3 for the 2015-16 school year will include an investigation of these two topics to determine any needed improvements. An action item under Goal 4 will be added to include the continuation of the Student Engagement Survey, which will be used to identify trends in student perceptions of the school environment.</p> <p>Based on Stakeholder feedback and current data, we will continue these actions for the coming year, except as noted above.</p>		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ 82,305
The LES's increase in funds for the LCAP year 2015-16 is \$82, 305. The District has chosen to expend these funds to pay the salary for our credentialed ELD teacher and to provide translation services to support our EL population. The needs of our low income students who are not EL are currently being met through our intervention program, which is available to any student performing below grade level who is recommended by the classroom teacher. The district does not currently have any foster children, nor do we expect any at this time.	
Special Note: This LCAP was built based on an LCFF calculation that used a 35% gap percentage for 2015-16 and generated Supplemental/Concentration grant funding of \$75, 305 and an MPP% of 7.29%. Section 2 of the LCAP details the specific goals and actions that meet the needs of all students as well as the increased or improved services for unduplicated count pupils that is proportional to the 7.29% MPP percentage.	

However, recently the May Revise Proposal noted a gap percentage of 53.08% for 2015-16. Using the 53.08% gap percentage generates Supplemental/Concentration grant funding of \$82, 305 and an MPP percentage of 7.29%. This represents \$6,997 in additional Supplemental/Concentration grant funding and an increase of 0% in MPP percentage. The aforementioned increase in funding and MPP% will be shared with the district's stakeholders during the 2015-16 school year when communicating the annual updates to the LCAP.

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.

7.29	%
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The percentage by which services for unduplicated pupils must be increased or improved, as compared to the services provided by all pupils, is 7.29%. The cost of the services to unduplicated students which includes our 1.0 FTE credentialed ELD instructor, translation services and intervention programs utilizes all of supplemental funds. This total, when compared to our base grant funding, meets the 7.29% MPP in increased or improved services for our unduplicated students.

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).



8-22-14 [California Department of Education]