

**Introduction:** LEA: Chino Valley Unified School District    Contact: Wayne Joseph, Superintendent, [wayne\\_joseph@chino.k12.ca.us](mailto:wayne_joseph@chino.k12.ca.us), (909) 628-1201 x1100  
**LCAP Year: 2015/2016**

## ***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

## **State Priorities**

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

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

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

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

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

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

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

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

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

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

### **C. Engagement:**

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

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

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

## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

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

Involvement Process	Impact on LCAP
<p><b>District Background Information</b></p> <p>Chino Valley Unified School District offers premiere educational opportunities for over 28,000 students from Transitional Kindergarten through 12<sup>th</sup> grade. Nestled in the region known as the Four Corners – on the boundaries of Los Angeles, Orange, and Riverside Counties located within San Bernardino County – the District serves the communities of Chino, Chino Hills, and parts of south Ontario. There are 35 schools in the District including 20 elementary (K-6), 2 K- 8 schools, 5 junior highs, 5 high schools, and 3 alternative schools including a virtual program. The District consist of over 49% unduplicated students (English learners, low income and/or foster youth) as reported by CALPADS Fall 1 Reporting. Eighteen schools have enrollments at or above 50% who are English learners, low income and/or foster youth students. Based upon this data, resources in the plan are being allocated to support the achievement of all students, with additional actions and services provided to the English learners, low income, and foster youth students.</p> <p>The District employs about 2,300 people, making it one of the largest employers in San Bernardino County. The District is home to California Distinguished Schools, a National Blue Ribbon school, Title 1 Achieving Schools, and a California Department of Education Service-Learning Leaders School. Student test scores traditionally lead the County of San Bernardino and alternative education opportunities are available for students needing a nurturing environment outside the traditional classroom. The District offers a wide variety of elective courses, ROP career pathways courses, small learning academies, a F1 Visa program for non-immigrant students, and is responsive to the needs of families offering before and after school care. Thriving performing arts and athletic programs, nationally recognized marching bands, and invigorating parent involvement programs distinguish Chino Valley Unified School District as one of the best school districts in California. Humility, Civility and Service is the District’s guiding principles and the District motto is: Student Achievement, Safe Schools, and Positive School Climate.</p>	<p>California legislation enacted in 2013-2014 major changes both to the way the state allocates funding to school districts and the way the state supports and intervenes in underperforming districts. The legislation was the culmination of more than a decade of research and policy work on California’s K-12 funding system. The major components of this new legislation is the state’s new funding formula and the state’s new system of district support and intervention.</p> <p>The Local Control Funding Formula (LCFF) provides additional funds for particular student groups. Under this formula, each English learners, foster youth, or students from low-income families in a district generates an additional 20% of the qualifying student’s adjusted grade-span base rate. Students who are both English learners and low-income are counted only once.</p> <p>The Legislature provides concentration funding for districts with higher English learner/low income populations. Districts whose English learner/low income populations exceed 55% of their enrollment receive concentration funding. These districts receive an additional 50% of the adjusted base grant for each English learner/low income student above the 55% threshold.</p> <p>Chino Valley Unified School District (CVUSD) falls under the 55% unduplicated student threshold for English learners, foster youth, and students from low income families. CVUSD only has 49% of our students in the unduplicated count. Therefore, CVUSD does not get as much concentration funding as neighboring districts.</p>

<p><b>Annual Update: Phase 1</b></p> <p>Effective outreach and stakeholder engagement was multi-faceted and led by a dynamic facilitator to ensure board and representative feedback throughout the LCAP process while utilizing multiple approaches.</p> <p>The stakeholder processes were based on the 2014-2015 LCAP goals. The message to each stakeholder group was that their input is invaluable and the forums offer an unprecedented opportunity for all stakeholders to play a role in developing a plan that will provide optimum educational benefits for all students.</p> <p><b>Stakeholder Meetings</b></p> <p>The LCAP stakeholder involvement process began in October 2014 and continued into April 2015 with parent meetings which included: District English Language Advisory Committee (DELAC), Parent Advisory Committee, employee meetings, and student meetings.</p> <p>Each school site discussed the LCAP at parent meetings, School Site Council meetings and many sites held meetings for parents specifically to discuss the LCAP.</p> <p>These meetings were held for parents, community members, students, bargaining unit members including classified staff, certificated staff, and administrators. On October 21, 2014, the District English Language Advisory Committee (DELAC) committee meeting was held in the district board room at 9:00am. This meeting was attended by 28 parents for both the English learner, students with disabilities, and low income students representing 21 different schools. The meeting was facilitated by an outside facilitator with translation services provided. At this meeting there was a PowerPoint presentation regarding LCAP. Parents were given a glossary of terms and acronyms; a summary of year one of CVUSD LCAP; and provided with feedback sheets that could be done electronically or by hand.</p>	<p><b>Annual Update: Phase 1</b></p> <p>The presentation included an overview of the Local Control Funding Formula (LCFF) with an emphasis on how it will affect CVUSD and the elements that make up the Local Control Accountability Plan (LCAP). The eight state priorities were also reviewed.</p> <p><b>Stakeholder Meetings</b></p> <p>The parent forums were structured to enable participants to learn about goals, actions, and services that were to be provided in the 2014-2015 school year.</p> <p>A review of the CVUSD's Strategic Plan's alignment with the eight state priorities that must be included in the LCAP was presented to the stakeholders. The LCAP presentation was divided into groups, with administrators explaining the implementation of the actions and services. Attendees rotated among each group presentation. At the conclusion of the presentation, participants were invited to submit their ideas/suggestions/comments in writing. When individual school sites held LCAP meetings parent groups/stakeholders were encouraged to provide suggestions and feedback.</p> <p>The stakeholder feedback was helpful to gain a district-wide perspective of LCAP goals, actions, and services.</p>
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On October 23, 2014, a Parent Stakeholder Engagement meeting was held at Ramona JHS at 9:00am and 6:00pm. The meeting was attended by 90 parents, staff, and community members at the 9:00am meeting and 40 at the 6:00pm meeting parents from English learner, low income, foster youth, and students with disabilities and represented 28 different schools. An overview of the LCAP process was explained by the facilitator after which parents met in small groups with principals who explained what the district is doing this year to meet the requirements for the LCAP, including providing special assistance to students with limited English speaking skills, low income, foster youth, and student with disabilities. Parents were asked to think of what they would like the district to do with the state monies next year. They were also asked to comment on how they think the district is doing this year in regard to LCAP. In the morning session there were 57 English, 21 Spanish, and 3 Mandarin parent participants. At the evening 28 English, 12 Spanish, and 0 Mandarin parent participants. These meetings were publicized via: common core parent info nights (10-6-14; 10-7-14; 10-13-14; 10-14-14); twitter (10-2-14); local newspaper (10-4-14); Facebook (10-7-14); district website (10-8-14); phone blast in both English and Spanish (10-7-14, 10-15-14; 10-21-14). A flyer was also sent home on October 8, 2014 in both English and Spanish. PowerPoint presentation was given; glossary of terms and acronyms; and summary of year one of CVUSD LCAP. They were also encouraged to provide feedback either electronically or by hand.

On November 7, 2014, the Parent Advisory Committee met regarding LCAP in the district board room from 9:00am – 11:00am. There were 19 parents that attending this meeting representing 14 schools, these parents also represented English learner, foster youth, low income, Gifted and Talented Education (GATE), and students with disabilities students. The same format as the previous meeting was followed including PowerPoint, glossary of terms, summary of year one, and feedback request.

December 4, 2014, the District held a CVUSD Employee Engagement Night at Magnolia JHS from 5:00pm – 7:00pm. There were 43 certificated, 7 CSEA, a large majority of site administrators, and district management attended this meeting.

Principals presented in small groups a summary of CVUSD LCAP year one along with using the same format of the previous meetings including feedback. From this meeting questions were captured by staff and answers were developed and posted on the district website.

The Superintendent visited each of our comprehensive high schools and continuation high school to talk with the ABS/USB students regarding LCAP and seeking their input. These meeting were held on December 11, 2014 at Chino HS at 10:30am with @ 50 students attending. December 15, 2014 at Chino Hills HS at 11:00am @ 90 students; December 17, 2014 at Buena Vista HS at 7:30am @ 13 students; January 12, 2015 at Don Lugo HS at 6:30am @ 90 students; January 26, 2015 at Ayala HS at 10:30am @ 42 students. Students were encouraged to provide feedback and suggestions on the actions and services provided in the LCAP.

On January 13, 2015, site principals were invited to meet in the district board room at 9:30am to discuss the LCAP and brainstorm ideas and solutions for the upcoming year. The principals worked with their feeder groups and made suggestions for the inclusion of actions and services to the 2015-2016 LCAP.

On January 27, 2015, a combined meeting the District English Language Advisory Committee (DELAC) and Parent Advisory Committee was held in the district board room from 10:00am-11:30am. There were 28 parents in attendance representing English learners, low income, foster youth, students with disabilities, and Gifted and Talented Education (GATE). Parents asked clarifying questions regarding the LCAP (ie: how did district know if LCAP was working; what data is there to prove that the LCAP works).

March 16-23, 2015, the District provided an LCAP stake holder survey. This survey was available on the district website for all employees, students, parents, and community members that wished to participate.

April 27, 2015, the Superintendent met with directors and principals to review the results of the LCAP stakeholder survey at 1:00pm in the district board room.

<p>April 28, 2015 and May 12, 2015, the District English Language Advisory Committee (DELAC) and parent advisory committee met from 9:00am to 11:00am in the district board room with the district facilitator to discuss various feedback from the stakeholder survey.</p> <p>Individual school sites discussed the LCAP at their PTA/PFA meetings, School Site Council meetings, District English Language Advisory Committee (DELAC) meetings, and in addition some sites held individual LCAP stakeholder meetings.</p> <p><b>District-Wide Survey was done from March 16-23, 2015</b></p> <p>Questions were developed to align the LCAP goals, actions, and services provided in the 2015-2016 school year. The same survey was given to all stakeholder groups. The stakeholder groups consisted of parents, students, teachers, classified staff, and administrators.</p>	<p><b>District-Wide Survey was available from March 16-23, 2015</b></p> <p>The survey design allowed for an individual who was a member of more than one stakeholder group or who had children in multiple grade levels or schools to complete a survey for each of those roles. The survey results were analyzed for all stakeholder groups.</p> <p>The following actions and services were rated as a high priority by all five stakeholder groups: the need for technology upgrades; the purchasing of new computers and upgrading technology infrastructure; and adding elective courses at the junior and high school levels.</p> <p>Students, teachers, classified staff and administrators placed a high priority on instructional intervention materials.</p> <p>Parents, classified staff, and administrator's indicated a high priority for School Resource Officers at the junior high level and the need for intervention teacher.</p>
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<p><b>Publicity</b></p> <p>Methods used to publicize the opportunities to participate in the LCAP meetings and surveys included use of direct email to employees; invitation and flyer on CVUSD website; Facebook; School Messenger phone calls to parents; placement of news stories in the local newspapers; announcements at Board of Education meetings; flyers available at school sites and throughout the District Office; and in school newsletters. Personal invitations were made to parents at the September 2014 and March 2015 PTSA meetings and the January 2015 DELAC meeting. Additionally, schools employed a variety of methods to bring parents to the forums including personal invitation.</p>	<p>Classified staff and administrators rated Intervention Specialists, additional counselor at Alternative Education, the Summer Jump Start Program for English learners, increase bilingual clerks, translation services at school sites, and tutoring services for foster youth as a high priority.</p> <p>The parent resource center was rated high priority by administrators. They also found value in increasing parent training, parent information nights, and parent academies.</p> <p>Included in the survey was a comment section. There was a discernible pattern of comments relative to "equity" across school sites. The sentiment seems to be around such things as perceived disparities on issues such as technology equipment and allocation of resources to schools who have greater numbers of English languages learners, students from lower socio-economic families.</p> <p><b>Publicity</b></p> <p>Due to the efforts of the communication department and school sites there was an increase in participation by various stakeholder groups.</p>
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<p><b>Superintendent's Cabinet</b></p> <p>The annual LCAP update was discussed with the presidents or representatives from A.C.T., CSEA, and CHAMP during Superintendent's cabinet meetings. Several meeting were held to discuss updates and/or revisions.</p> <p><b>District English Language Advisory Committee (DELAC) Parent Representatives/Parent Advisory Committee</b></p> <p>District English Language Advisory Committee (DELAC) parents representatives and the Parent Advisory Committee members met to review the LCAP actions and services provided during the 2014 school year.</p>	<p><b>Superintendent's Cabinet</b></p> <p>LCAP discussions in the Superintendent's Cabinet began in March 2015 and continued through April 2015. There was a collaborative effort to establish the 2015-2016 LCAP goals, actions, and services.</p> <p><b>District English Language Advisory Committee (DELAC) Parent Representatives/Parent Advisory Committee</b></p> <p>Parents requested clarification on the district's criteria to determine how the actions and services were accomplished and or considered successful. Parents wanted to know the status of hiring new positions such as bilingual clerks, intervention teachers, and counselors.</p>
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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, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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

<b>GOAL 1:</b>	All students are provided appropriately assigned/credentialed teachers; teachers and students will have access to standards aligned materials, 21 <sup>st</sup> century learning, and school facilities will be in good repair.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
<b>Identified Need :</b>	1. Increase percentage of teachers who are appropriately assigned and credentialed 2. Students have common core state standards aligned curriculum 3. Students will have access to 21 <sup>st</sup> Century technology 4. Facilities in good repair		
<b>Goal Applies to:</b>	<b>Schools:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	All	

LCAP Year 1: 2015-2016			
<b>Expected Annual Measurable Outcomes:</b>	1. 98% of teachers are appropriately assigned and credentialed State Metric: Rate of teacher misassignment 2. 100% of students have access to standards aligned curriculum/materials State Metric: Student access to standards-aligned instructional materials -- Local Metric: Williams report 3. 100% teachers and staff will have access to upgraded technology, both via infrastructure and hardware Local Metric: District Technology Plan 4. 80% of facilities will have a good or higher rating with minimal deficiencies State Metric: Facilities in good repair Local Metric: Facilities Inspection Tool (FIT) report		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Recruit and retain highly qualified staff a. Attend recruitment fairs b. Additional certificated FTE's to lower K-3 class size district wide	LEA-wide	X ALL	1.a. \$15,000 LCFF Base Object: 5200
			1.b. \$2,000,000 LCFF Base Object: 1100/3000
2. Provide CCSS aligned instructional materials a. CCSS aligned instructional materials/textbooks adoptions b. CCSS aligned supplemental materials c. Duplication of CCSS materials	LEA-wide	X ALL	2.a. \$2,000,000 LCFF Base Object: 4200
			2.b. \$130,000 LCFF Base Object: 4300
			2.c. \$100,000 LCFF Base Object: 5700

3. Provide adequate technology infrastructure and equipment a. Upgrade of technology infrastructure and acquisition of computers and equipment b. Addition of technology personnel c. Pilot 21 <sup>st</sup> Century technology for future districtwide implementation	LEA-wide	X ALL	3.a. \$2,000,000 LCFF Base Object: 4400
			3.b. \$550,000 LCFF Supp Object: 2200/3000 3.c. \$200,000 LCFF Base Object: 4440
4. Maintain facilities in good repair a. Continuance of deferred maintenance program	LEA-wide	X ALL	4.a. \$3,000,000 LCFF Base Object: 5600/6200



**LCAP Year 2: 2016-2017**

Goal 1 Expected Annual Measurable Outcomes:	1. 99% of teachers are appropriately assigned and credentialed State Metric: Rate of teacher misassignment 2. 100% of students have access to standards aligned curriculum/materials State Metric: Student access to standards-aligned instructional materials (Williams report) 3. 100% teachers and staff will have access to upgraded technology, both via infrastructure and hardware. State Metric: District Technology Plan 4. 90% of facilities will have a good or higher rating with minimal deficiencies State Metric: Facilities in good repair Local Metric: Facilities Inspection Tool (FIT) report			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Recruit and retain highly qualified staff a. Attend recruitment fairs b. Additional certificated FTE's to lower K-3 class size district wide		LEA-wide	X ALL	1.a. \$15,000 LCFF Base Object: 5200 1.b. \$2,000,000 LCFF Base Object: 1100/3000
2. Provide CCSS aligned instructional materials a. CCSS aligned instructional materials/textbooks adoptions b. CCSS aligned supplemental materials c. Duplication of CCSS materials		LEA-wide	X ALL	2.a. \$2,000,000 LCFF Base Object: 4200 2.b. \$130,000 LCFF Base Object: 4300 2.c. \$100,000 LCFF Base Object: 5700
3. Provide adequate technology infrastructure and equipment a. Upgrade of technology infrastructure and acquisition of computers and equipment b. Addition of technology personnel c. Pilot 21 <sup>st</sup> Century technology for future districtwide implementation		LEA-wide	X ALL	3.a. \$2,000,000 LCFF Base Object: 4400 3.b. \$550,000 LCFF Supp Object: 2200/3000 3.c. \$200,000 LCFF Base Object: 4400
4. Maintain facilities in good repair a. Continuance of deferred maintenance program		LEA-wide	X ALL	4.a. \$3,000,000 LCFF Base Object: 5600/6200

**LCAP Year 3: 2017-2018**

Goal 1 Expected Annual Measurable Outcomes:	1. 99% of teachers are appropriately assigned and credentialed State Metric: Rate of teacher misassignment 2. 100% of students have access to standards aligned curriculum/materials State Metric: Student access to standards-aligned instructional materials (Williams report) 3. 100% teachers and staff will have access to upgraded technology, both via infrastructure and hardware State Metric: District Technology Plan 4. 90% of facilities will have a good or higher rating with minimal deficiencies State Metric: Facilities in good repair Local Metric: Facilities Inspection Tool (FIT) report			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Recruit and retain highly qualified staff a. Attend recruitment fairs b. Additional certificated FTE's to lower K-3 class size district wide		LEA-wide	X ALL	1.a. \$15,000 LCFF Base Object: 5200 1.b. \$2,000,000 LCFF Base Object: 1100/3000
2. Provide CCSS aligned instructional materials a. CCSS aligned instructional materials/textbooks adoptions b. CCSS aligned supplemental materials c. Duplication of CCSS materials		LEA-wide	X ALL	2.a. \$2,000,000 LCFF Base Object: 4200 2.b. \$130,000 LCFF Base Object: 4300 2.c. \$100,000 LCFF Base Object: 5700
3. Provide adequate technology infrastructure and equipment a. Upgrade of technology infrastructure and acquisition of computers and equipment b. Addition of technology personnel c. Pilot 21 <sup>st</sup> Century technology for future districtwide implementation		LEA-wide	X ALL	3.a. \$2,000,000 LCFF Base Object: 4400 3.b. \$550,000 LCFF Supp Object: 2200/3000 3.c. \$200,000 LCFF Base Object: 4400
4. Maintain facilities in good repair a. Continuance of deferred maintenance program		LEA-wide	X ALL	4.a. \$3,000,000 LCFF Base Object: 5600/6200

<b>GOAL 2:</b>	Students will demonstrate proficiency in English Language Arts (ELA) and math.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>  </u> 4 <u>X</u> 5 <u>  </u> 6 <u>  </u> 7 <u>  </u> 8 <u>X</u> COE only: 9 <u>  </u> 10 <u>  </u> Local : Specify <u>                    </u>	
<b>Identified Need:</b>	1. Identification of learning needs of all students and implement appropriate interventions and/or enrichment 2. District will provide instructional materials aligned to Common Core State Standards (CCSS) 3. Professional development will be provided to staff in the utilization of instructional practices aligned to CCSS			
<b>Goal Applies to:</b>	<b>Schools:</b>	All		
	<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1: 2015-2016</b>				
<b>Expected Annual Measurable Outcomes:</b>	Increase student achievement State Metric: Performance on standardized tests. Local Metric: Other indicators of student performance in required areas of study. May include performance on other exams such as district benchmarks.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
1. Expand the Multi-Tiered System of Support (MTSS) model to provide intervention services to all students needing additional support (academic and behavioral) a. Expand behavioral intervention materials/ measurement tools b. Instructional intervention materials (intensive) c. Instructional intervention materials (strategic) d. Maintain intervention teachers	LEA-wide	X ALL	1.a. \$500,000 Mental Health Object: 4300 1.b. \$250,000 LCFF Supp Object: 4300 (intensive) 1.c. \$250,000 LCFF Supp Object: 4300 (strategic) 1.d. \$3,000,000 LCFF Supp Object: 1100/3000	
2. Expand intervention supports a. Maintain one counselor at Alternative Education Center (AEC) b. Four high school K-12 Intervention Counselors to support MTSS behavioral needs c. One K-12 Intervention Counselor for the K-8 schools to support MTSS behavioral needs d. Four elementary K-12 Intervention Counselors to support MTSS behavioral needs	LEA-wide	X ALL	2.a. \$122,476 LCFF Supp Object: 1200/3000 2.b. \$401,270 LCFF Supp Object: 1200/3000 2.c. \$100,317 LCFF Supp Object: 1200/3000 2.d. \$401,270 LCFF Supp Object: 1200/3000	
3. Staff utilizes interventions to aligned to CCSS a. Maintain Intervention Specialists	LEA-wide	X ALL	3.a. \$3,600,000 LCFF Supp Object: 1100/3000	

<p>4. Enrichment</p> <ul style="list-style-type: none"> <li>a. Provide enrichment through GATE</li> <li>b. Provide enrichment through VAPA</li> <li>c. Provide SAT summer prep to underserved students</li> <li>d. Provide students the opportunity to take the SAT</li> </ul>	LEA-wide	<p><b>X</b> ALL</p>	<p>4.a. \$250,000 LCFF Base Object: 1100/4300</p> <p>4.b. \$100,000 LCFF Base Object: 4300/5700</p> <p>4.c. \$16,000 Summer school Object: 1100/3000/5800</p> <p>4.d. \$250,000 LCFF Supp Object: 5800</p>
<p>5. Support CCSS alignment</p> <ul style="list-style-type: none"> <li>a. Refinement of CCSS units of study</li> <li>b. Provide professional development for staff both in-house and contracted</li> </ul>	LEA-wide	<p><b>X</b> ALL</p>	<p>5.a. \$500,000 LCFF Base Object: 1100/3000/ 4300/5700</p> <p>5.b. \$719,491 Title II \$200,000 LCFF Base Object: 1100/3000/5800</p>

**LCAP Year 2: 2016-2017**

<p><b>Goal 2</b> <b>Expected Annual</b> <b>Measurable</b> <b>Outcomes:</b></p>	<p>Increase student achievement State Metric: Performance on standardized tests. Local Metric: Other indicators of student performance in required areas of study. May include performance on other exams such as district benchmarks</p>				
		Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Expand the Multi-Tiered System of Support (MTSS) model to provide intervention services to all students needing additional support (academic and behavioral)</p> <p>a. Expand behavioral intervention materials/ measurement tools</p> <p>b. Instructional intervention materials (intensive)</p> <p>c. Instructional intervention materials (strategic)</p> <p>d. Maintain intervention teachers</p>		LEA-wide	X ALL		<p>1.a. \$500,000 Mental Health Object: 4300</p> <p>1.b. \$250,000 LCFF Supp Object: 4300 (intensive)</p> <p>1.c. \$250,000 LCFF Supp Object: 4300 (strategic)</p> <p>1.d. \$3,000,000 LCFF Supp Object: 1100/3000</p>
<p>2. Expand intervention supports</p> <p>a. Maintain one counselor at Alternative Education Center (AEC)</p> <p>b. Four high school K-12 Intervention Counselors to support MTSS behavioral needs</p> <p>c. One K-12 Intervention Counselor for the K-8 schools to support MTSS behavioral needs</p> <p>d. Four elementary K-12 Intervention Counselors to support MTSS behavioral needs</p>		LEA-wide	X ALL		<p>2.a. \$122,476 LCFF Supp Object: 1200/3000</p> <p>2.b. \$401,270 LCFF Supp Object: 1200/3000</p> <p>2.c. \$100,317 LCFF Supp Object: 1200/3000</p> <p>2.d. \$401,270 LCFF Supp Object: 1200/3000</p>
<p>3. Staff utilizes common core aligned interventions</p> <p>a. Maintain Intervention Specialists</p>		LEA-wide	X ALL		<p>3.a. \$3,600,000 LCFF Supp Object: 1100/3000</p>
<p>4. Enrichment</p> <p>a. Provide enrichment through GATE</p> <p>b. Provide enrichment through VAPA</p> <p>c. Provide SAT summer prep to underserved students</p> <p>d. Provide students the opportunity to take the SAT</p>		LEA-wide	X ALL		<p>4.a. \$250,000 LCFF Base Object: 1100/4300</p> <p>4.b. \$100,000 LCFF Base Object: 4300/5700</p> <p>4.c. \$16,000 Summer school Object: 1100/3000/4300</p> <p>4.d. \$250,000 LCFF Supp Object: 5800</p>

5. Support CCSS alignment a. Refinement of CCSS units of study b. Provide professional development for staff both in-house and contracted	LEA-wide	X ALL	5.a. \$500,000 LCFF Base Object: 1100/3000/ 4300/5700
			5.b. \$719,491 Title II \$200,000 LCFF Base Object: 1100/3000/5800

**LCAP Year 3: 2017-2018**

Goal 2 Expected Annual Measurable Outcomes:	Increase student achievement State Metric: Performance on standardized tests. Local Metric: Other indicators of student performance in required areas of study. May include performance on other exams such as district benchmarks.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Expand the Multi-Tiered System of Support (MTSS) model to provide intervention services to all students needing additional support (academic and behavioral) a. Expand behavioral intervention materials/measurement tools b. Instructional intervention materials (intensive) c. Instructional intervention materials (strategic) d. Maintain intervention teachers		LEA-wide	X ALL	1.a. \$500,000 Mental Health Object: 4300 1.b. \$250,000 LCFF Supp Object: 4300 (intensive) 1.c. \$250,000 LCFF Supp Object: 4300 (strategic) 1.d. \$3,000,000 LCFF Supp Object: 1100/3000
2. Expand intervention supports a. Maintain one counselor at AEC b. Four high school K-12 Intervention Counselors to support MTSS behavioral needs c. One K-12 Intervention Counselor for the K-8 schools to support MTSS behavioral needs d. Four elementary K-12 Intervention Counselors to support MTSS behavioral needs		LEA-wide	X ALL	2.a. \$122,476 LCFF Supp Object: 1200/3000 2.b. \$401,270 LCFF Supp Object: 1200/3000 2.c. \$100,317 LCFF Supp Object: 1200/3000 2.d. \$401,270 LCFF Supp Object: 1200/3000
3. Staff utilizes interventions to aligned to CCSS a. Maintain Intervention Specialist		LEA-wide	X ALL	3.a. \$3,600,000 LCFF Supp Object: 1100/3000
4. Enrichment a. Provide enrichment through GATE b. Provide enrichment through VAPA c. Provide SAT summer prep to underserved students d. Provide students the opportunity to take the SAT		LEA-wide	X ALL	4.a. \$250,000 LCFF Base Object: 1100/4300 4.b. \$100,000 LCFF Base Object: 4300/5700 4.c. \$16,000 Summer school Object: 1100/3000/4300 4.d. \$250,000 LCFF Supp Object: 5800

5. Support CCSS alignment a. Refinement of CCSS units of study b. Provide professional development for staff both in-house and contracted	LEA-wide	X ALL	5.a. \$500,000 LCFF Base Object: 1100/3000/ 4300/5700
			5.b. \$719,491 Title II \$200,000 LCFF Base Object: 1100/3000/5800



GOAL 3:	Students will have access to broad course of subject areas which lead to graduation and success in college and career.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_ <u>X</u> 5__ 6__ 7_ <u>X</u> 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	1. All new courses are A-G approved and align current courses to A-G 2. Increase percentage of students scoring "Ready for College" on the Early Assessment Program (EAP) 3. Increase percentage of students who pass the AP exam with a score of 3 or higher	
	Schools: All	
	Applicable Pupil Subgroups: All	
<b>LCAP Year 1: 2015-2016</b>		
Expected Annual Measurable Outcomes:	1. Increase student enrollment by 0.25% in the A-G course offering as compared to the 2014-2015 data State Metric: Student access and enrollment in all required areas of study Local Metric: Master schedule; A-G Completion Report; District Senior Survey 2. Based on the data obtained from the District Senior Survey, course offerings will be adjusted as necessary State Metric: Student access and enrollment in all required areas of study Local Metric: District Senior Survey 3. Ensure each high school has at least two pathways with fully developed courses aligned with A-G requirements State Metric: Student access and enrollment in all required areas of study Local Metric: Master schedule; A-G Completion Report 4. Increase by 1% the number of students demonstrating proficiency on the "Ready for College" in English Language Arts (ELA) and math on the EAP State Metric: Share if students determined prepared for college by the Early Assessment Program Local Metric: CAASPP 11 <sup>th</sup> grade assessment 5. Increase by 1% the number of students passing the AP exam with a score of 3 or higher State Metric: Share of students that pass Advanced Placement exams with 3 or higher Local Metric: AP exam report	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Increase enrollment in the A-G course offering <ul style="list-style-type: none"> <li>a. Alignment of new courses to A-G course criteria</li> <li>b. Align current courses to A-G course criteria</li> <li>c. Review of all course offering to ensure they are aligned with college and career readiness</li> <li>d. Continue to align the course offerings within the pathways to ensure they are A-G</li> <li>e. Increase Advanced Placement (AP) course offerings at all high schools</li> <li>f. Increase the number of students taking the Advanced Placement (AP) exams</li> </ul>	School-wide	X ALL <hr/>	1.a. \$0 1.b. \$0 1.c. \$0 1.d. \$0 1.e. \$0 1.f. \$0
2. Increase and improve elective course offerings <ul style="list-style-type: none"> <li>a. Maintain certificated FTE's for elective course offerings</li> <li>b. Continue to explore signature practices</li> </ul>	School-wide	X ALL <hr/>	2.a. \$160,000 LCFF Supp Object: 1100/3000 2.b. \$5,000 LCFF Base Object: 4300
3. Expand career pathways through (CTE) Linked Learning including hands-on experiences from junior high to high school <ul style="list-style-type: none"> <li>a. Maintain certificated FTE's for pathway courses</li> <li>b. Professional development for Linked Learning</li> <li>c. Classified community/business liaison</li> <li>d. Externships for teachers/internships for students</li> <li>e. Support current pathway classes with instructional materials and supplies</li> </ul>	School-wide	X ALL	3.a. \$320,000 LCFF Base Object: 1100/3000 3.b. \$50,000 LCFF Base Object: 1100/3000/5800 3.c. \$75,000 LCFF Base Object: 2900/3000 3.d. \$10,000 LCFF Base Object: 5800 3.e. \$150,000 LCFF Base \$150,000 Perkins Object: 4300/5700
4. Demonstrating proficiency on the "Ready for College" in English Language Arts (ELA) and math on the Early Assessment Program (EAP) <ul style="list-style-type: none"> <li>a. Offer and encourage all 11<sup>th</sup> grade students to take the Early Assessment Program (EAP)</li> </ul>	School-wide	X ALL <hr/>	4.a. \$0
5. Students pass the Advanced Placement (AP) exam with a score of 3 or higher <ul style="list-style-type: none"> <li>a. Increase the number of sections of Advanced Placement (AP) offerings at each high school</li> </ul>	School-wide	X ALL <hr/>	5.a. \$0

## LCAP Year 2: 2016-2017

### Goal 3 Expected Annual Measurable Outcomes:

1. Increase student enrollment by 0.25% in the A-G course offering as compared to the 2015-2016 data  
State Metric: Student access and enrollment in all required areas of study  
Local Metric: Master schedule; A-G Completion Report; District Senior Survey
2. Based on the data obtained from the District Senior Survey, course offerings will be adjusted as necessary  
State Metric: Student access and enrollment in all required areas of study  
Local Metric: District Senior Survey
3. Ensure each high school has at least two pathways with fully developed courses aligned with A-G requirements  
State Metric: Student access and enrollment in all required areas of study  
Local Metric: Master schedule; A-G Completion Report
4. Increase by 1% the number of students demonstrating proficiency on the "Ready for College" in English Language Arts (ELA) and math on the Early Assessment Program (EAP)  
State Metric: Share if students determined prepared for college by the Early Assessment Program (EAP).  
Local Metric: CAASPP 11<sup>th</sup> grade assessment
5. Increase by 1% the number of students passing the AP exam with a score of 3 or higher  
State Metric: Share of students that pass Advanced Placement exams with 3 or higher  
Local Metric: AP exam report

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Increase enrollment in the A-G course offering <ol style="list-style-type: none"> <li>a. Alignment of new courses to A-G course criteria</li> <li>b. Align current courses to A-G course criteria</li> <li>c. Review of all course offering to ensure they are aligned with college and career readiness</li> <li>d. Continue to align the course offerings within the pathways to ensure they are A-G</li> <li>e. Increase Advanced Placement (AP) course offerings at all high schools</li> <li>f. Increase the number of students taking the Advanced Placement (AP) exams</li> </ol>	School-wide	X ALL <hr/>	1.a. \$0 1.b. \$0 1.c. \$0 1.d. \$0 1.e. \$0 1.f. \$0
2. Increase and improve elective course offerings <ol style="list-style-type: none"> <li>a. Maintain certificated FTE's for elective course offerings</li> <li>b. Continue to explore signature practices</li> </ol>	School-wide	X ALL <hr/>	2.a. \$160,000 LCFF Supp Object: 1100/3000 2.b. \$5,000 LCFF Base Object: 4300

<p>3. Expand career pathways through (CTE) Linked Learning including hands-on experiences from junior high to high school</p> <ul style="list-style-type: none"> <li>a. Maintain certificated FTE's for pathway courses</li> <li>b. Professional development for Linked Learning</li> <li>c. Classified community/business liaison</li> <li>d. Externships for teachers/internships for students</li> <li>e. Support current pathway classes with instructional materials and supplies</li> </ul>	School-wide	<p><b>X ALL</b></p> <hr/>	<p>3.a. \$320,000 LCFF Base Object: 1100/3000</p> <p>3.b. \$50,000 LCFF Base Object: 1100/3000/5800</p> <p>3.c. \$75,000 LCFF Base Object: 2900/3000</p> <p>3.d. \$10,000 LCFF Base Object: 5800</p> <p>3.e. \$150,000 LCFF Base \$150,000 Perkins Object: 4300/5700</p>
<p>4. Demonstrating proficiency on the "Ready for College" in English Language Arts (ELA) and math on the Early Assessment Program (EAP)</p> <ul style="list-style-type: none"> <li>a. Offer and encourage all 11<sup>th</sup> grade students to take the Early Assessment Program (EAP)</li> </ul>	School-wide	<p><b>X ALL</b></p> <hr/>	<p>4.a. \$0</p>
<p>5. Students pass the Advanced Placement (AP) exam with a score of 3 or higher</p> <ul style="list-style-type: none"> <li>a. Increase the number of sections of Advanced Placement (AP) offerings at each high school</li> </ul>	School-wide	<p><b>X ALL</b></p> <hr/>	<p>5.a. \$0</p>

### LCAP Year 3: 2017-2018

**Goal 3  
Expected Annual  
Measurable  
Outcomes:**

1. Increase student enrollment by 0.25% in the A-G course offering as compared to the 2016-2017 data  
State Metric: Student access and enrollment in all required areas of study  
Local Metric: Master schedule; A-G Completion Report; District Senior Survey
2. Based on the data obtained from the District Senior Survey, course offerings will be adjusted as necessary  
State Metric: Student access and enrollment in all required areas of study  
Local Metric: District Senior Survey
3. Ensure each high school has at least two pathways with fully developed courses aligned with A-G requirements  
State Metric: Student access and enrollment in all required areas of study  
Local Metric: Master schedule; A-G Completion Report
4. Increase by 1% the number of students demonstrating proficiency on the "Ready for College" in English Language Arts (ELA) and math on the Early Assessment Program (EAP)  
State Metric: Share if students determined prepared for college by the Early Assessment Program (EAP).  
Local Metric: CAASPP 11<sup>th</sup> grade assessment
5. Increase by 1% the number of students passing the AP exam with a score of 3 or higher  
State Metric: Share of students that pass Advanced Placement exams with 3 or higher  
Local Metric: AP exam report

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Increase enrollment in the A-G course offering <ol style="list-style-type: none"> <li>a. Alignment of new courses to A-G course criteria</li> <li>b. Align current courses to A-G course criteria</li> <li>c. Review of all course offering to ensure they are aligned with college and career readiness</li> <li>d. Continue to align the course offerings within the pathways to ensure they are A-G</li> <li>e. Increase Advanced Placement (AP) course offerings at all high schools</li> <li>f. Increase the number of students taking the Advanced Placement (AP) exams</li> </ol>	School-wide	X ALL <hr/>	1.a. \$0 1.b. \$0 1.c. \$0 1.d. \$0 1.e. \$0 1.f. \$0
2. Increase and improve elective course offerings <ol style="list-style-type: none"> <li>a. Maintain certificated FTE's for elective course offerings</li> <li>b. Continue to explore signature practices</li> </ol>	School-wide	X ALL <hr/>	2.a. \$160,000 LCFF Supp Object: 1100/3000 2.b. \$5,000 LCFF Base Object: 4300

3. Expand career pathways through (CTE) Linked Learning including hands-on experiences from junior high to high school a. Maintain certificated FTE's for pathway courses b. Professional development for Linked Learning c. Classified community/business liaison d. Externships for teachers/internships for students e. Support current pathway classes with instructional materials and supplies	School-wide	X ALL	3.a. \$320,000 LCFF Base Object: 1100/3000
			3.b. \$50,000 LCFF Base Object: 1100/3000/5800 3.c. \$75,000 LCFF Base Object: 2900/3000 3.d. \$10,000 LCFF Base Object: 5800 3.e. \$150,000 LCFF Base \$150,000 Perkins Grant Object: 4300/5700
4. Demonstrating proficiency on the "Ready for College" in English Language Arts (ELA) and math on the Early Assessment Program (EAP) a. Offer and encourage all 11 <sup>th</sup> grade students to take the Early Assessment Program (EAP)	School-wide	X ALL	4.a. \$0
5. Students pass the Advanced Placement (AP) exam with a score of 3 or higher a. Increase the number of sections of Advanced Placement (AP) offerings at each high school	School-wide	X ALL	5.a. \$0

GOAL 4:	English learners, low income students, and foster youth receive services to ensure their readiness for college and career.		Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____	
Identified Need :	1. Increase academic intervention services to English learners, low income students, and foster youth 2. Students of underserved groups have increased opportunities to take advanced courses			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	English learners, low income students, and foster youth (underserved)		
<b>LCAP Year 1: 2015-2016</b>				
Expected Annual Measurable Outcomes:	1. 100% English learners will have academic success as they improve their English language proficiency State Metric: Share of English Learners that become English proficient Local Metric: Annual CELDT scores 2. 100% English learners will have high quality designated and integrated English Language Development (ELD) in order to be reclassified within 3-5 years State Metric: English learner reclassification rate Local Metric: CELDT scores, CAHSEE ELA, district benchmarks 3. Proactively promote parent participation and use of all available resources through clear and constant communication with our neediest families, baseline year State Metric: Parent participation Local Metric: Documentation of actions/services 4. Increase support for all underserved student populations by 5% to increase college and career readiness State Metric: Student access and enrollment in all required areas of study Local Metric: Documentation of actions/services			
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1. English learner (EL) progression toward proficiency and college readiness a. Staffing for English learner (EL) Summer Academy (Jumpstart Program) at elementary sites b. Designated English Language Development (ELD) will occur daily for 30/45 minutes c. High schools will create and implement college nights with an emphasis on the underserved student population		School-wide	X Low Income pupils X English Learners X Foster Youth X Redesignated fluent	1.a. \$180,000 LCFF Supp Object: 1100/3000 1.b. \$0 1.c. \$10,000 LCFF Supp Object: 5800

2. Provide tutoring services <ul style="list-style-type: none"> <li>a. Provide Supplemental Educational Services (SES) for foster youth and homeless K-12</li> <li>b. Provide AVID support to underserved students including teacher training and student tutors</li> </ul>	LEA-wide	X Low Income pupils X English Learners X Foster Youth X Redesignated fluent	2.a. \$200,000 LCFF Supp Object: 5800 2.b. \$250,000 LCFF Supp Object: 1100/3000/5200
3. Promote and expand parent/family participation and provide additional resources <ul style="list-style-type: none"> <li>a. Maintain parent training/parent trainer and support materials</li> <li>b. Expand Helping Our People Everyday (HOPE) resource centers utilizing contracted services with our cities</li> <li>c. Maintain TYKES program</li> <li>d. Maintain Family Literacy program</li> <li>e. Maintain CVUSD Health Clinic</li> <li>f. Increase parent communication by providing classified bilingual clerks</li> <li>g. Utilize bilingual translation to ensure understand of District message</li> <li>h. Provide additional intervention support to Chino HS, Don Lugo HS, and Buena Vista HS</li> </ul>	LEA-wide	X ALL	3.a. \$200,000 LCFF Supp Object: 1100/3000/ 4300 3.b. \$500,000 LCFF Supp Object: 2200/3000/5800 3.c. \$221,000 TYKES grant \$50,000 LCFF Supp Object: 2200/3000/4300/ 5800 3.d. \$119,000 First FIVE Object: 2200/3000 3.e. \$300,000 LCFF Supp Object: 1100/3000/4300/ 5800 3.f. \$306,000 LCFF Supp Object: 2400/3000 3.g. \$200,000 LCFF Supp Object: 5800 3.h. \$900,000 LCFF Supp Object: 1100/3000
4. Improve school site operational processes and enrollment procedures <ul style="list-style-type: none"> <li>a. On-going training for office staff regarding operational process enrollment procedures for foster youth</li> <li>b. Provide additional counselor to provide case management for foster youth</li> <li>c. Provide clerical support for foster youth case management</li> </ul>	LEA-wide	X Low Income pupils X English Learners X Foster Youth X Redesignated fluent	4.a. \$0 4.b. \$99,260 LCFF Supp Object: 1200/3000 4.c. \$55,471 LCFF Supp Object: 2400/3000



**LCAP Year 2: 2016-2017**

**Goal 4  
Expected Annual  
Measurable  
Outcomes:**

1. All English learners will have academic success as they improve their English language proficiency  
State Metric: Share of English learners that become English proficient  
Local Metric: Annual CELDT scores
2. All English learners will have high quality designated and integrated English Language Development (ELD) in order to be reclassified within 3-5 years  
State Metric: English learner reclassification rate  
Local Metric: CELDT scores, CAHSEE ELA, district benchmarks
3. Proactively promote parent participation and use of all available resources through clear and constant communication with our neediest families  
State Metric: Parent participation  
Local Metric: Documentation of actions/services
4. Increase support for all underserved student populations by 5% to increase college and career readiness  
State Metric: Student access and enrollment in all required areas of study  
Local Metric: Documentation of actions/services

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. English learner (EL) progression toward proficiency and college readiness <ol style="list-style-type: none"> <li>a. Staffing for English Learner Summer Academy (Jumpstart Program) at elementary sites</li> <li>b. Designated ELD will occur daily for 30/45 minutes</li> <li>c. School sites will create and implement college nights with an emphasis on the underserved student population</li> </ol>	School-wide	X Low Income pupils X English Learners X Foster Youth X Redesignated fluent	1.a. \$180,000 LCFF Supp Object: 1100/3000 1.b. \$0 1.c. \$10,000 LCFF Supp Object: 5800
2. Provide tutoring services <ol style="list-style-type: none"> <li>a. Provide Supplemental Educational Services (SES) for foster youth and homeless K-12</li> <li>b. Provide AVID support to underserved students including teacher training and student tutors</li> </ol>	LEA-wide	X Low Income pupils X English Learners X Foster Youth X Redesignated fluent	2.a. \$200,000 LCFF Supp Object: 5800 2.b. \$250,000 LCFF Supp Object: 1100/3000/5200

<p>3. Promote and expand parent and family participation and provide additional resources for underserved students</p> <ul style="list-style-type: none"> <li>a. Maintain parent training/parent trainer and support materials</li> <li>b. Expand parent resource centers, contracted services with our cities (HOPE)</li> <li>c. Maintain TYKES program</li> <li>d. Maintain Family Literacy program</li> <li>e. Maintain CVUSD Health Clinic</li> <li>f. Increase parent communication by providing classified bilingual clerks</li> <li>g. Utilize bilingual translation to ensure understand of District message</li> <li>h. Provide additional intervention support to Chino High School, Don Lugo High School, and Buena Vista High School</li> </ul>	LEA-wide	<p><b>X ALL</b></p> <hr/>	<p>3.a. \$200,000 LCFF Supp Object: 1100/3000/4300</p> <p>3.b. \$500,000 LCFF Supp Object: 2200/3000/5800</p> <p>3.c. \$221,000 TYKES grant \$50,000 LCFF Supp Object: 2200/3000/4300/ 5800</p> <p>3.d. \$119,000 First FIVE Object: 2200/3000</p> <p>3.e. \$300,000 LCFF Supp Object: 1100/3000/4300/ 5800</p> <p>3.f. \$306,000 LCFF Supp Object: 2400/3000</p> <p>3.g. \$200,000 LCFF Supp Object: 5800</p> <p>3.h. \$900,000 LCFF Supp Object: 1100/3000</p>
<p>4. Improve school site operational processes and enrollment procedures</p> <ul style="list-style-type: none"> <li>a. On-going training to office staff regarding operational process enrollment procedures for foster youth</li> <li>b. Provide additional counselor to provide case management for foster youth</li> <li>c. Provide clerical support for foster youth case management</li> </ul>	LEA-wide	<p><b>X Low Income pupils</b> <b>X English Learners</b> <b>X Foster Youth</b> <b>X Redesignated fluent</b></p> <hr/>	<p>4.a. \$0</p> <p>4.b. \$99,260 LCFF Supp Object: 1200/3000</p> <p>4.c. \$55,471 LCFF Supp Object: 2400/3000</p>

**LCAP Year 3: 2017-1018**

**Goal 4  
Expected Annual  
Measurable  
Outcomes:**

1. All English learners will have academic success as they improve their English language proficiency  
State Metric: Share of English Learners that become English proficient  
Local Metric: Annual CELDT scores
2. All English Learners will have high quality designated and integrated ELD in order to be reclassified within 3-5 years  
State Metric: English Learner reclassification rate  
Local Metric: CELDT scores, CAHSEE ELA, district benchmarks
3. Proactively promote parent participation and use of all available resources through clear and constant communication with our neediest families  
State Metric: Parent participation  
Local Metric: Documentation of actions/services
4. Increase support for all underserved student populations by 5% to increase college and career readiness  
State Metric: Student access and enrollment in all required areas of study  
Local Metric: Documentation of actions/services

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. English learners (EL) progression toward proficiency and college readiness a. Staffing for English Learners Summer Academy (Jumpstart Program) at elementary sites b. Designated English Language Development (ELD) will occur daily for 30/45 minutes c. High schools will create and implement college nights with an emphasis on the underserved student population	School-wide	X Low Income pupils X English Learners X Foster Youth X Redesignated fluent	1.a. \$180,000 LCFF Supp Object: 1100/3000 1.b. \$0 1.c. \$10,000 LCFF Supp Object: 5800
2. Provide tutoring services a. Provide Supplemental Educational Services (SES) for foster youth and homeless K-12 b. Provide AVID support to underserved students including teacher training and student tutors	LEA-wide	X Low Income pupils X English Learners X Foster Youth X Redesignated fluent	2.a. \$200,000 LCFF Supp Object: 5800 2.b. \$250,000 LCFF Supp Object: 1100/3000/5200

<p>3. Promote and expand parent/family participation and provide additional resources</p> <ul style="list-style-type: none"> <li>a. Maintain parent training/parent trainer and support materials</li> <li>b. Expand Helping Our People Everyday (HOPE) resource centers utilizing contracted services with our cities</li> <li>c. Maintain TYKES program</li> <li>d. Maintain Family Literacy program</li> <li>e. Maintain CVUSD Health Clinic</li> <li>f. Increase parent communication by providing classified bilingual clerks</li> <li>g. Utilize bilingual translation to ensure understand of District message</li> <li>h. Provide additional intervention support to Chino High School, Don Lugo High School, and Buena Vista High School</li> </ul>	LEA-wide	<p><b>X ALL</b></p> <hr/>	<p>3.a. \$200,000 LCFF Supp Object: 1100/3000/4300</p> <p>3.b. \$500,000 LCFF Supp Object: 2200/3000/5800</p> <p>3.c. \$221,000 TYKES \$50,000 LCFF Supp Object: 2200/3000/4300/ 5800</p> <p>3.d. \$119,000 First FIVE Object: 2200/3000</p> <p>3.e. \$300,000 LCFF Supp Object: 1100/3000/4300/ 5800</p> <p>3.f. \$306,000 LCFF Supp Object: 2400/3000</p> <p>3.g. \$200,000 LCFF Supp Object: 5800</p> <p>3.h. \$900,000 LCFF Supp Object: 1100/3000</p>
<p>4. Improve school site operational processes and enrollment procedures</p> <ul style="list-style-type: none"> <li>a. On-going training of operational process/enrollment procedures for foster youth such as SES, course access, and graduation requirements</li> <li>b. Provide additional counselor to provide case management for foster youth</li> <li>c. Provide clerical support for foster youth case management</li> </ul>	LEA-wide	<p><b>X Foster Youth</b></p> <hr/>	<p>4.a. \$0</p> <p>4.b. \$99,260 LCFF Supp Object: 1200/3000</p> <p>4.c. \$55,471 LCFF Supp Object: 2400/3000</p>

<b>GOAL 5:</b>	Students, parents, staff, and community will receive ongoing and timely communication.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
<b>Identified Need :</b>	1. Increase participation of family input into the student learning related process 2. Increase participation in parent programs		
<b>Goal Applies to:</b>	Schools: All Applicable Pupil Subgroups: All		
<b>LCAP Year 1: 2015-2016</b>			
<b>Expected Annual Measurable Outcomes:</b>	1. Increase by 10% the total number of parents who indicated they had an opportunity to provide input into the student learning process State Metric: Efforts to seek parent input Local Metric: End of year parent survey 2. Increase by 10% the total number of parents participating in parent programs, trainings, and/or workshops State Metric: Promotion of parental participation Local Metric: Training sign in sheets and surveys		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1. Improve parent engagement through the use of community outreach a. Enhance CVUSD's web hosting service b. Research/development of CVUSD app	LEA-wide	X ALL	1.a. \$40,000 LCFF Base Object: 5800 1.b. \$10,000 LCFF Base Object: 4300
2. Promote and expand parent/family participation in parent programs a. Provide 21 <sup>st</sup> Century Education/NGSS Information Nights b. Increase parent academies c. Utilize facilitator services d. Distribute district wide and site based surveys e. Host District wide and site based community forums related to LCAP	LEA-wide School-wide	X ALL	2.a. \$4,000 LCFF Base Object: 4300/5700 2.b. \$15,000 LCFF Base Object: 5800 2.c. \$12,000 LCFF Base Object: 5800 2.d. \$1,000 LCFF Base Object: 4300/5700 2.e. \$1,000 LCFF Base Object: 4300/5700

**LCAP Year 2: 2016-2017**

Goal 5 Expected Annual Measurable Outcomes:	1. Increase by 1% the total number of parents who indicated they had an opportunity to provide input into the student learning process State Metric: Efforts to seek parent input Local Metric: End of year parent survey 2. Increase by 1% the total number of parents participating in parent programs, trainings and/or workshops State Metric: Promotion of parental participation Local Metric: Training sign in sheets and surveys			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Improve parent engagement through the use of community outreach a. Enhance CVUSD’s web hosting service b. Research/development of CVUSD app		LEA-wide	X ALL	1.a. \$40,000 LCFF Base Object: 5800 1.b. \$10,000 LCFF Base Object: 4300
2. Promote and expand parent/family participation in parent programs a. Provide 21 <sup>st</sup> Century Education/NGSS Information Nights b. Increase parent academies c. Utilize facilitator services d. Distribute district wide and site based surveys e. Host District wide and site based community forums related to LCAP		LEA-wide School-wide	X ALL	2.a. \$4,000 LCFF Base Object: 4300/5700 2.b. \$15,000 LCFF Base Object: 5800 2.c. \$12,000 LCFF Base Object: 5800 2.d. \$1,000 LCFF Base Object: 4300/5700 2.e. \$1,000 LCFF Base Object: 4300/5700

**LCAP Year 3: 2017-2018**

Goal 5 Expected Annual Measurable Outcomes:	1. Increase by 1% the total number of parents who indicated they had an opportunity to provide input into the student learning related process State Metric: Efforts to seek parent input Local Metric: End of year parent survey 2. Increase by 1% the total number of parents participating in parent programs, trainings, and/or workshops State Metric: Promotion of parental participation Local Metric: Training sign in sheets and surveys			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Improve parent engagement through the use of community outreach a. Enhance CVUSD’s web hosting service b. Research/development of CVUSD app		LEA-wide	X ALL	1.a. \$40,000 LCFF Base Object: 5800 1.b. \$10,000 LCFF Base Object: 4300
2. Promote and expand parent and family participation in parent programs a. Provide 21 <sup>st</sup> Century Education/NGSS Information Nights b. Increase parent academies c. Utilize facilitator services d. Distribute district wide and site based surveys e. Host District wide and site based community forums related to LCAP		LEA-wide School-wide	X ALL	2.a. \$4,000 LCFF Base Object: 4300/5700 2.b. \$15,000 LCFF Base Object: 5800 2.c. \$12,000 LCFF Base Object: 5800 2.d. \$1,000 LCFF Base Object: 4300/5700 2.e. \$1,000 LCFF Base Object: 400/5700

<b>GOAL 6:</b>	Increase student attendance rates and graduation rates to reduce the number of student drop-outs.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
<b>Identified Need :</b>	1. Increase student attendance 2. Decrease percentage of drop-out students 3. Increase percentage of students graduating high school		
<b>Goal Applies to:</b>	Schools: All Applicable Pupil Subgroups: All		
<b>LCAP Year 1: 2015-2016</b>			
<b>Expected Annual Measurable Outcomes:</b>	1. District will strive to reach 97.5% student attendance rate. The District will also monitor students with chronic absenteeism and work with families to ensure their attendance improves. State Metric: School attendance rates; chronic absenteeism rates Local Metric: P2 report 2. Reduce by 0.5% the number of student drop-outs State Metric: High school drop-out rates; middle school drop-out rates Local Metric: CalPADs 3. Increase graduation rate by 0.5% State Metric: High school graduation rates Local Metric: CalPADs		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1. Promote Attendance Counts Program a. Provide Saturday school b. Provide attendance incentives back to school site budgets c. Purchase banners and flyers for Attendance Counts Program	LEA-wide	X ALL	1.a. \$20,000 LCFF Base Object: 1100/3000 1.b. \$20,000 LCFF Base Object: 4300 1.c. \$15,000 LCFF Base Object: 4300
2. Support families of at-risk students a. Continue the Child Welfare and Attendance Coordinator position b. Continue the Community Outreach Advisor position c. Maintain contracted services from San Bernardino County Probation Department	LEA-wide	X ALL	2.a. \$112,378 LCFF Base Object: 1300/3000 2.b. \$50,686 LCFF Base Object: 2900/3000 2.c. \$165,000 LCFF Base Object: 5800



3. Increase graduation rate a. Provide strategic alignment of core courses to promote academic proficiency b. Provide additional intervention sections to support at-risk students		X ALL	3.a. \$0
			3.b. \$0

**LCAP Year 2: 2016-2017**

Goal 6 Expected Annual Measurable Outcomes:	1. District will strive to reach 97.5% student attendance rate. The District will also monitor students with chronic absenteeism and work with families to ensure their attendance improves. State Metric: School attendance rates; chronic absenteeism rates Local Metric: P2 report			
	2. Reduce by 0.5% the number of student drop-outs State Metric: High school drop-out rates; middle school drop-out rates Local Metric: CalPADs			
	3. Increase graduation rate by 0.5% State Metric: High school graduation rates Local Metric: CalPADs			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Promote Attendance Counts Program a. Provide Saturday school b. Provide attendance incentives back to school site budgets c. Purchase banners and flyers for Attendance Counts Program		LEA-wide	X ALL	1.a. \$20,000 LCFF Base Object: 1100/3000
				1.b. \$20,000 LCFF Base Object: 4300 1.c. \$15,000 LCFF Base Object: 4300
2. Support families of at-risk students a. Continue the Child Welfare and Attendance Coordinator position b. Continue the Community Outreach Advisor position c. Maintain contracted services from San Bernardino County Probation Department		LEA-wide	X ALL	2.a. \$112,378 LCFF Base Object: 1300/3000
				2.b. \$50,686 LCFF Base Object: 2900/3000 2.c. \$165,000 LCFF Base Object: 5800
3. Increase graduation rate a. Provide strategic alignment of core courses to promote academic proficiency b. Provide additional intervention sections to support at-risk students		LEA-wide	X ALL	3.a. \$0
				3.b. \$0

**LCAP Year 3: 2017-2018**

Goal 6 Expected Annual Measurable Outcomes:	1. District will strive to reach 97.5% student attendance rate. The District will also monitor students with chronic absenteeism and work with families to ensure their attendance improves. State Metric: School attendance rates; chronic absenteeism rates Local Metric: P2 report			
	2. Reduce by 0.5% the number of student drop-outs State Metric: High school drop-out rates; middle school drop-out rates Local Metric: CalPADs			
	3. Increase graduation rate by 0.5% State Metric: High school graduation rates Local Metric: CalPADs			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Promote Attendance Counts Program		LEA-wide	X ALL	1.a. \$20,000 LCFF Base Object: 1100/3000
a. Provide Saturday school b. Provide attendance incentives back to school site budgets c. Purchase banners and flyers for Attendance Counts Program				1.b. \$20,000 LCFF Base Object: 4300 1.c. \$15,000 LCFF Base Object: 4300
2. Support families of at-risk students		LEA-wide	X ALL	2.a. \$112,378 LCFF Base Object: 1300/3000
a. Continue the Child Welfare and Attendance Coordinator position b. Continue the Community Outreach Advisor position c. Maintain contracted services from San Bernardino County Probation Department				2.b. \$50,686 LCFF Base Object: 2900/3000 2.c. \$165,000 LCFF Base Object: 5800
3. Increase graduation rate		LEA-wide	X ALL	3.a. \$0
a. Provide strategic alignment of core courses to promote academic proficiency b. Provide additional intervention sections to support at-risk students				3.b. \$0

GOAL 7:	Provide safe and secure school environments.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	1. Decrease percentage of suspended students 2. Decrease percentage of expelled students 3. Increase percentage of students who feel safe and connected to their school			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2015-2016</b>				
Expected Annual Measurable Outcomes:	1. Decrease the number of students suspended by 0.2% State Metric: Student suspension rates Local Metric: AERIES report 2. Decrease the number of students expelled by 0.1% State Metric: Student expulsion rates Local Metric: AERIES report 3. Increase the number of students who feel safe and connected to their school by 5% State Metric: Other local measures Local Metric: Healthy Kids Survey, District Senior Survey, and Parent Survey			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Decrease suspensions district-wide a. Provide professional development to school site administrators on Alternative Means of Correction		LEA-wide	<u>X</u> ALL	1.a. \$0
2. Decrease expulsions district-wide a. Provide professional development to school site administrators on Alternative Means of Correction		LEA-wide	<u>X</u> ALL	2.a. \$0
3. Promote and expand community forums to increase parent awareness of teen issues a. Provide parent information nights b. Expand School Resource Officer presence to selected junior high schools		LEA-wide	<u>X</u> ALL	3.a. \$4,000 LCFF Base Object: 4300/5700 3.b. \$70,000 LCFF Base Object: 5800

**LCAP Year 2: 2016-2017**

**Goal 7  
Expected Annual  
Measurable  
Outcomes:**

1. Decrease the number of students suspended by 0.2%  
State Metric: Student suspension rates  
Local Metric: AERIES report
2. Decrease the number of students expelled by 0.1%  
State Metric: Student expulsion rates  
Local Metric: AERIES report
3. Increase the number of students who feel safe and connected to their school by 5%  
State Metric:  
Local Metric: Healthy Kids Survey and District Senior Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Decrease suspensions district-wide a. Provide professional development to school site administrators on Alternative Means of Correction	LEA-wide	X ALL	1.a. \$0
2. Decrease expulsions district-wide a. Provide professional development to school site administrators on Alternative Means of Correction	LEA-wide	X ALL	2.a. \$0
3. Promote and expand community forums to increase parent awareness of teen issues a. Provide parent information nights b. Expand School Resource Officer presence to selected junior high schools	LEA-wide	X ALL	3.a. \$4,000 LCFF Base Object: 4300/5700 3.b. \$70,000 LCFF Base Object: 5800

**LCAP Year 3: 2017-2018**

Goal 7 Expected Annual Measurable Outcomes:	1. Decrease the number of students suspended by 0.2% State Metric: Student suspension rates Local Metric: AERIES report 2. Decrease the number of students expelled by 0.1% State Metric: Student expulsion rates Local Metric: AERIES report 3. Increase the number of students who feel safe and connected to their school by 5% State Metric: Local Metric: Healthy Kids Survey and District Senior Survey			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Decrease suspensions district-wide a. Provide professional development to school site administrators on Alternative Means of Correction		LEA-wide	X ALL	1.a. \$0
2. Decrease expulsions district-wide a. Provide professional development to school site administrators on Alternative Means of Correction		LEA-wide	X ALL	2.a. \$0
3. Promote and expand community forums to increase parent awareness of teen issues a. Provide parent information nights b. Expand School Resource Officer presence to selected junior high schools		LEA-wide	X ALL	3.a. \$4,000 LCFF Base Object: 4300/5700
				3.b. \$70,000 LCFF Base Object: 5800

## Annual Update

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

### Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	All students are provided basic services, including teachers appropriately assigned and credentialed, access to standards aligned materials and facilities in good repair.			Related State and/or Local Priorities: 1__X__ 2__X__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	All				
	Applicable Pupil Subgroups:	All				
Expected Annual Measurable Outcomes:	1. 97% of teachers are appropriately assigned and credentialed based on district misassignment report.  2. 100% of students have access to standards aligned curriculum/materials based on the Williams Report.  3. 70% of facilities will have a good or higher rating with minimal deficiencies based on the Williams and FIT reports.			Actual Annual Measurable Outcomes:	1. The district has 98% of its teachers appropriately assigned and credentialed.  2. During the 2014-2015 school year, the district provided each pupil with sufficient textbooks or instructional materials, or both, to use in class and to take home.  3. Based on the 2014-2015 FIT reports, 91% of district school facilities rated “good repair” as defined by Education Code 17002 (d)(1). In addition, the district reroofed 3 schools in the summer of 2014.	

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Recruit and retain highly qualified staff 1.1 Attend recruitment fairs 1.2 Additional certificated FTEs to lower K-3 class size district wide 2. Provide CCSS aligned instructional materials 2.1 CCSS aligned instructional materials/textbook adoptions 2.2 CCSS aligned supplemental materials 2.3 Duplication of CCSS materials	1.1 \$15,000 LCFF Base 5000 1.2 \$2,000,000 LCFF Base 1000 2.1 \$2,500,000 Common Core Funds 4000	1.1 The district attended 5 recruitment fairs, hiring 155 ACT members. 1.2 To lower class size in K-3, the district hired 24 teachers. 2.1 During the 2014-2015 school year, the district continued to have teachers involved in professional development which included writing the English Language Arts units of study for grades K-12. Teachers began to use the newly adopted a K-5 math textbook, and through a committee of teachers a 6 <sup>th</sup> – high school math textbook was piloted and adopted for the 2015-2016 school year.	1.1 \$8,887 LCFF Base 5200 1.2 \$2,000,000 LCFF Base 1100/3000 2.1 \$2,081,775 Common Core funds 4200/4300



3. Provide adequate technology infrastructure and equipment 3.1 Upgrade of technology infrastructure and acquisition of computers and equipment		2.2 \$130,000 Common Core funds 4000 2.3 \$210,000 Common Core funds 5000 3.1 \$7,000,000 LCFF Base/ Common Core funds 5000 4.1 \$100,000 LCFF Base 5000 5.1 \$2,500,000 LCFF Base 7000	2.2 Each grade was able to purchase supplemental materials for English Language Arts. 2.3 Each grade level was able to send materials for duplication to support the English Language Arts units of study. 3.1 The district constructed 21 new computer labs, upgraded 23 computer labs, and replaced 2,726 computers, monitors, and printers if they were 4 years or older. The district is in the process of upgrading the infrastructure and data center. 4.1 The Techsploration Committee is being provided professional development which includes attending the CUE Conference and exploring different devices for teachers to use in their classrooms. 5.1 Deferred maintenance projects were prioritized and work began during the summer of 2014 and has continued throughout the school year. During the summer of 2014, new roofs were installed at Oak Ridge ES, Eagle Canyon ES, Canyon Hills JHS, and Townsend JHS; HVAC replacement was completed at Eagle Canyon ES, and LED lighting retrofit was completed at Ayala HS.		2.2. \$130,000 Common Core funds 4300 2.3 \$210,000 Common Core funds 5700 3.1 \$5,352,329 LCFF Base/ Common Core funds 4400 4.1 \$8,036 LCFF Base 1100/3000/4300/ 5200 5. \$2,500,000 LCFF Base 6200
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X ALL			X 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)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		This goal will remain the same but has been enhanced to include the addition of technology support staff. It was determined by stakeholders via a variety of meetings and surveys that technology was a vital component of the LCAP. During the summer of 2014, 21 new computer labs were constructed which included the technology component of both hardware and software. The 2015-2016 LCAP will continue to provide technology infrastructure, computer devices, as well as additional technology staff to support the school sites. Additionally, deferred maintenance funding will be increase by \$500,000 for a total of \$3 million in 2015-2016.			

Original GOAL 2 from prior year LCAP:	Staff will utilize instructional practices and materials aligned to CCSS. NGSS will be implemented in 2016-2017.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Establish a district wide baseline for utilization of instructional practices and materials aligned to CCSS based on classroom observations and walk through surveys.		Actual Annual Measurable Outcomes:	Classroom observations and walk through surveys are still in the process of being developed.
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Provide professional development in CCSS and 21st Century skills 1.1 Development of CCSS units of study 1.2 In-house/contracted professional development trainings	1.a. \$500,000 Common Core funds 5000-5999 1.b. \$800,000 LCFF Base 1000/5000 \$200,000 Title II 1000/5000	1.1 English Language Arts units of study were created and are being refined during professional development provided to teachers. The units of study have been implemented in grades K-12. 1.2 Professional development training for the ELA units of study included ELA instructional shifts, literacy shifts, and the 4 C's (collaboration, communication, critical thinking, and creativity). Professional development was also provided in mathematical shifts. The district provided 4 professional development days to provide teachers and instructional aides instructional practices aligned with CCSS.	1.1 \$1,608,805 Common Core funds 5800 1.2 \$800,000 LCFF Base 1100/3000/4300/ 5700/5800 \$200,000 Title II 1100/3000/4300/ 5700/5800	
<i>Original 2014-2015 Part B Planned Actions/Services included:</i>				
2. Utilize instructional coaches to increase effective instruction which will increase student achievement. 2.1 Additional intervention specialists	2.1 \$3,800,000 LCFF Supp 1000	2.1 There were 36.6 intervention specialists hired to support the professional development in the areas of CCSS, ELA, math, and science.	2.1 \$3,531,311 LCFF Supp 1100/3000	

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Feedback obtained from the parent stakeholder meetings, the LCAP employee night, and districtwide surveys indicated the need for continued professional development for teachers in the areas of common core, 21 <sup>st</sup> century skills, and technology. This goal has been enhanced to include: the Multi-tiered Systems of Support (MTSS) process at each school site with both strategic and intensive interventions in place; the addition of nine intervention counselors ensuring student are successful; Intervention specialists continuing their work with staff on improving their instructional practices; enrichment through Gifted and Talented Education (GATE), Visual and Performing Arts (VAPA), Scholastic Aptitude Test (SAT) summer prep.			

Original GOAL 3 from prior year LCAP:	Students will have access to a broad course of subject areas which leads to graduation and success in college and career.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: High School	Applicable Pupil Subgroups: High School		
Expected Annual Measurable Outcomes:	1. All students will increase enrollment by 0.25% in the A-G course offering as compared to the 2013-2014 data. 2. Establish a baseline as measured by the District Senior Survey indicating student access to courses which prepare them for college and career ready.		Actual Annual Measurable Outcomes:	1. The 2014-15 data will not be available until Spring 2015 in order to make a comparison. In the 2013-14 school year, 46% of the district's graduating seniors met the UC/CSU entry requirements. 2. The District Senior Survey has been created and will be implemented in the Spring of 2015.
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Increase and improve elective course offerings. 1.1 Additional certificated FTEs for elective course offerings 1.2 Explore signature practices for our schools		1.1 \$160,000 LCFF Base 1000 1.2 \$5,000 LCFF Base 4000	1.1 The district has added several new courses that will be offered at the secondary level which are A-G approved. The district is working with ROP to ensure the classes offered through this program are also A-G approved. Both Magnolia and Ramona were given one additional FTE to expand their elective offerings. 1.2 A number of schools, elementary, junior high and high school, have begun to explore signature practices to promote at their school sites.	1. \$160,000 LCFF Base 1100/3000 2. \$0 LCFF Base 4300
Scope of service:	School-wide		Scope of service:	School-wide
X ALL			X ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

__Other Subgroups:(Specify)_____		__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?	Goals 3, 5, and 7 from the 2014-2015 LCAP year were focused on increasing student achievement and preparing students for college and career. We have combined these goals into Goal 3 in 2015-2016 LCAP. More schools will participate in exploring research based signature practices for their schools. The district will also provide additional resources to support high school pathways and academies through Linked Learning and Career Technical Education (CTE) programs in 2015-2016.		

Original GOAL 4 from prior year LCAP:	Students will be prepared to succeed in college and career.		Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Establish baseline data of district benchmarks aligned to CCSS.	Actual Annual Measurable Outcomes:	The California Department of Education (CDE) delayed the release of the SBAC formative assessments therefore the District postponed the creation of the 2 <sup>nd</sup> – 12 <sup>th</sup> grade ELA benchmarks and 2 <sup>nd</sup> – 8 <sup>th</sup> grade math benchmarks.	
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Expand the Multi- Tiered System of Support (MTSS) model to provide intervention services to all students needing additional support (academic and behavioral) 1.1 Pilot behavioral intervention materials/ measurement tools  <i>Original 2014-2015 Part B Planned Actions/Services included:</i>  1.2 Instructional intervention materials (intensive) 1.3 Instructional intervention materials (strategic) 1.4 Intervention teachers 1.5 Add one counselor to Alternative Education	1.1 \$100,000 Mental Health 4000          1.2 \$500,000 LCFF Supp 4000 1.3 \$500,000 LCFF Supp 4000 1.4 \$2,600,000 LCFF Supp 1000	1.1 The District implemented MTSS-behavioral at six pilot school. In this program there are three tiers. Tier 1 utilizes the curriculum entitled Second Step. Tier 2 allows students to be referred to small group counseling sessions for 6-8 weeks. Tier 3 is for students who need intensive support and work with an intervention counselor.  1.2 Several programs were purchased to be used as intensive intervention materials. These include but are not limited to Read 180, Math 180, and SRA Flex. 1.3 Several programs were purchased to be used as intensive intervention materials. These include but are not limited to Math 180, SRA Flex, and ILX math 1.4 There were 33 intervention teachers hired, one for each school site, to work with students at both the strategic and intensive levels.	1.1 \$100,000 Mental Health 4300          1.2 \$500,000 LCFF Supp 4300 1.3 \$451,309 LCFF Supp 4300 1.4 \$2,966,964 LCFF Supp 1100/3000	

		1.5 \$118,000 LCFF Supp 1000	1.5 One additional counselor was hired to work with the students at the Alternative Educational Center.	1.5 \$119,128 LCFF Supp 1100/3000	
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __X Low Income pupils __X English Learners __X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __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?		Goal 4 from 2014-2015 LCAP was incorporated into Goal 2 of the 2015-2016 LCAP which provides a variety of intervention and enrichment programs.			

Original GOAL 5 from prior year LCAP:	Students will possess 21st century skills which lead to graduation and success in college and career.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_ <u>X</u> 5__ 6__ 7__ 8_ <u>X</u> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All; English learners; Foster Youth; Low Income		
	Applicable Pupil Subgroups:	All; English learners; Foster Youth; Low Income		
Expected Annual Measurable Outcomes:	1. Students will increase enrollment by 0.25% in the A-G course offering as compared to the 2013-2014 data. 2. Increase enrollment in the high school pathways. 3. Create and develop rubrics for End of Unit Culminating Activities which demonstrates 21 <sup>st</sup> Century Education Skills taught within RCD ELA Units of Study. 4. Teachers will be encouraged to collaborate during their PLC time to ensure they have a solid understanding of their ELA units of study. 5. Increase by 1% the number of student passing the AP exam with a score of 3 or higher.		Actual Annual Measurable Outcomes:	1. This data will be available in the summer of 2015. 2. The District added additional certificated FTE's for pathway courses. 3. Rubrics were created in the ELA units of study which align with each culminating activity and incorporates the 4 C's (communication, cooperation, collaboration, and creativity). 4. Each school site has an established weekly PLC time where teachers collaborate. 5. Increased the number of students taking AP classes which we can compare in the summer 2015 when results are made available.
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Expand career pathways through (CTE) Linked Learning (CTE) including hands-on experiences from HS to JHS and Elementary 1.1 Linked Learning Coordinator (CTE) 1.2 Additional certificated FTEs for pathway courses 1.3 Professional development for Linked Learning (CTE) 1.4 Extend career technician hours 1.5 Classified community/business liaison 1.6 Externships for teachers/Internships for students	1.1 \$130,000 Pending award of CCPT grant 1000 1.2 \$320,000 Pending award of CCPT grant 1000 1.3 \$25,000 Pending award of CCPT grant 1000	The District was not awarded the CCPT grant and therefore was not able to accomplish the planned actions/services	1.1 \$0 Pending award of CCPT grant 1100/3000 1.2 \$0 Pending award of CCPT grant 1100/3000 1.3 \$0 Pending award of CCPT grant 1100/3000	



		1.4 \$55,000 Pending award of CCPT grant 2000 1.5 \$65,000 Pending award of CCPT grant 2000 1.6 \$10,000 Pending award of CCPT grant 5000			1.4 \$0 Pending award of CCPT grant 2200/3000 1.5 \$0 Pending award of CCPT grant 2400/3000 1.6 \$0 Pending award of CCPT grant 5800
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal 5 from the 2014-2015 LCAP has been realigned and is reflected in Goal 3 of the 2015-2016 LCAP. This enhanced goal will provide the added resources and support for the pathways and academies through Linked Learning and Career Technical Education (CTE) programs to ensure student success toward high school graduation, college, and career.			

Original GOAL 6 from prior year LCAP:	English learners receive increased opportunities to enroll in more advanced courses, leading to college and career readiness.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	English learners		
	Applicable Pupil Subgroups:	English learners		
Expected Annual Measurable Outcomes:	65% of English Learners will progress at least one ELD level annually as measured by the CELDT  16% of ELs will be reclassified		Actual Annual Measurable Outcomes:	In April 2015 the District received CELDT scores needed to begin the process of reclassification. Analyzing this information will determine the reclassification of district students.
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Original 2014-2015 Part B Planned Actions/Services included:				
5. Provide additional resources for at-risk families 5.1 Expand parent resource centers contracted services with our cities	5.1 \$250,000 LCFF Supp 1000/3000	5.1 The district HOPE resource centers are located at five of our school sites.	5.1 \$262,687 LCFF Supp 1100/3000	
6. Summer School Jump Start 6.1 Intervention support to staff summer jumpstart program	6.1 \$100,000 LCFF Supp 1000/3000	6.1 During the summer of 2014 ELL students were provided support through a jumpstart program.	6.1 \$13,804 LCFF Supp 1100/3000	
7. Provide after school tutoring services 7.1 Provide SES services to foster youth k-8	7.1 \$100,000 LCFF Supp 5000	7.1 Expanded SES services to include foster youth K-12.	7.1 \$34,200 LCFF Supp 5800	
8. Improve school site operational processes and enrollment procedures 8.1 Ongoing training to office staff regarding operational processes and enrollment procedures for foster youth	8.1 \$0	8.1 Training of the operational processes and enrollment procedures for foster youth was provided to all school site office staff.	8.1 \$0	

Scope of service:			Scope of service:		
<u>  </u> ALL			<u>  </u> ALL		
OR: <u>  </u> X Low Income pupils <u>  </u> X English Learners <u>  </u> X Foster Youth <u>  </u> X Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)			OR: <u>  </u> X Low Income pupils <u>  </u> X English Learners <u>  </u> X Foster Youth <u>  </u> X Redesignated fluent English proficient <u>  </u> 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>Goal 6 of the 2014-2015 LCAP was incorporated into Goal 4 of the 2015-2016 LCAP. This goal includes specific actions and services that support English learners, foster youth, and students from low-income families. This goal provides students with services to ensure their readiness for graduation, college, and career. In 2015-2016 the district will increase resources and services to support foster youth with addition of a foster youth counselor, expansion of afterschool tutoring services, and increased clerical support to assist the transition of foster youth to schools. Other new services include: nine intervention counselors, expansion of the AVID program, the afterschool tutoring services for homeless students, and the Parent Resource center to include the Health Clinic. The district will continue with the summer jump start program at all elementary school sites and has been renamed the English Learner Summer Academy.</p>				

Original GOAL 7 from prior year LCAP:	Students will be ready for college without remediation.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools: High	Applicable Pupil Subgroups: ALL			
Expected Annual Measurable Outcomes:	Establish a baseline of students scoring "Ready for College" in ELA and math on the EAP using the SBAC 11th grade assessment.		Actual Annual Measurable Outcomes:	The 2014 baseline data indicates 27% of the district students are ready for college ELA but only 10% are ready for college math.	
<b>LCAP Year: 2014-2015</b>					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
Scope of service:			Scope of service:		
__ALL			__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)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		This goal was undeveloped in the 2014-2015 LCAP plan and is included in Goal 3 of the 2015-2016 LCAP plan.			

Original GOAL 8 from prior year LCAP:	Students, parents, staff and community receive ongoing and timely communication.		Related State and/or Local Priorities: 1__ 2__ 3_ <u>X</u> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	English learners; Foster Youth; LI		
Expected Annual Measurable Outcomes:	<p>Establish a baseline of parents who indicated they had an opportunity to provide input into the student learning related process as measured through the end of the year "parent survey."</p> <p>Establish a baseline of parents participating in parent programs, trainings, and/or workshops as measured by sign-in sheets and surveys.</p>		Actual Annual Measurable Outcomes:	<p>A parent survey has been developed and submitted to Executive Cabinet for review and feedback to be used in the 2015-2016 school year.</p> <p>Parent programs, trainings, and workshops have been offered at all Title I schools. Many new schools have implemented programs at their schools for the first time this year.</p>
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Improve parent engagement through the use of community outreach 1.1 Enhance CVUSD's web hosting service  <i>Original 2014-2015 Part B Planned Actions/Services include:</i> 1.2 Classified bilingual clerks 1.3 Bilingual translation	1.1 \$40,000 LCFF Base 5000  1.2 \$306,000 LCFF Supp 2000 1.3 \$200,000 LCFF Supp 5000	1.1 The District has enhanced the web hosting service this year.  1.2 Classified Bilingual Clerks were hired to support school sites. 1.3 The district utilizes translation services to ensure that materials are translated into the appropriate language for the population served.	1.1 \$40,000 LCFF Base 5800  1.2 \$161,709 LCFF Supp 2400/3000 1.3 \$1,045 LCFF Supp 5800	

2. Promote and expand parent and family participation in parent programs 2.1 21 <sup>st</sup> century education/SBAC information nights 2.2 Parent academies development 2.3 Facilitator services  <i>Original 2014-2015 Part B Planned Actions/Services included:</i> 2.4 Parent training/parent trainer		2.1 \$4,000 LCFF Base 4000 2.2 \$0 2.3 \$7,500 LCFF Base 5000  2.4 \$200,000 LCFF Supp 2000/3000	2.1 District staff provided four Parent Information nights on CCSS/SBAC and 21 <sup>st</sup> Century Education. 2.2 Parent programs include School Smarts, LCAP Parent meetings, PATT, Partnerships for Learning Network, Homework Help, Technology Parent Workshops, etc. The parent trainer hosted 78 parent trainings during the 2014-2015 school year. These were held at over 20 school sites. 2.3 An outside consultant was utilized by the district to provide support in working with the community on the LCAP  2.4 A district parent trainer provides a variety of parent workshops, teacher workshops, and provides support to individual school sites.	2.1 \$4,000 LCFF Base 4300 2.2 \$0 2.3 . \$7,500 LCFF Base 5800  2.4 \$168,597 LCFF Supp 2200/3000
3. Encourage parent, family and community input in their students' learning 3.1 Develop and distribute district wide and site based surveys 3.2 District wide and site based community forums related to LCAP		3.1 \$1,000 LCFF Base 4000 3.2 \$1,000 LCFF Base 4000	3.1 Each school site will send out an end-of-the-year (May 2015) survey which is currently in place through School Site Council. 3.2 The District has hosted several community forums related to LCAP. Each site provided parents input into the LCAP via PTA meetings, School Site Council meetings, and special meetings held at the school site for input on the LCAP.	3.1 \$1,000 LCFF Base 4300 3.2. \$1,000 LCFF Base 4300
Scope of service:	LEA-wide and School-wide		Scope of service:	LEA-wide and School-wide
__ALL			__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)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal 8 from the 2014-2015 LCAP is now Goal 5 in the 2015-2016 LCAP. The district will continue to have parent nights on curriculum, technology, and 21 <sup>st</sup> century skills in the 2015-2016 school year. Community forums and site based LCAP meetings will be held during the 2015-2016 school year. The district provided over 78 parent trainings which were very well received and will continue these community forums in the upcoming year.		

Original GOAL 9 from prior year LCAP:	Increase student attendance rates and graduation rates to reduce the number of student drop outs.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	District will attain a 97.5% student attendance rate as measured by P2 report.  Reduce by 0.5% the number of students who drop-out of school as measured by CALPADS.  Increase graduation rate by 0.5% as measure by CALPADS.		Actual Annual Measurable Outcomes:	The District attained a 97% student attendance rate as measured by the P2 report for the 2013-2014 school year.  The 2013-2014 baseline dropout rate was 6%. The 2014-2015 data will be available for analysis in the winter of 2016.  The 2013-2014 baseline graduation rate was 92%. The 2014-2015 data will be available for analysis in the winter of 2016.
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Promote "Attendance Counts" 1.1 Saturday School 1.2 Attendance incentives back to school site budgets 1.3 Banners and flyers for "Attendance Counts"	1.1 \$20,000 LCFF Base 1000 1.2 \$20,000 LCFF Base 4000 1.3 \$15,000 LCFF Base 4000	1.1 Each school site offers Saturday School to recapture missed days of attendance of students. Teachers are hired to work with students on various Saturdays during the school year. 1.2 Sites were given a percentage of money earned from hosting Saturday School program beginning in 2015-16. 1.3 Each school site has a banner posted which encourages and promotes daily attendance. This is sponsored by one of our community business supporters.	1.1 \$15,818 LCFF Base 1100/3000 1.2. \$0 LCFF Base 4300 1.3 \$15,000 LCFF Base 4300	

2. Provide support to families of at-risk students 2.1 Child Welfare and Attendance Coordinator-existing 2.2 Community Outreach Advisor-existing 2.3 Probation Officers-existing		2.1 \$123,000 LCFF Base 1000/3000 2.2 \$55,000 LCFF Base 2000/3000 2.3 \$165,000 LCFF Base 5000	2.1 The District employs Child, Welfare, and Attendance Coordinator to support families and school sites with at-risk students. 2.2 The District employs a Community Outreach Advisor to support families and school sites with at-risk students. 2.3 SBC Probation Department contracts with the District to provide two School Probation Officers to assist with at-risk students.	2.1 \$116,277 LCFF Base 1100/3000 2.2 \$56,076 LCFF Base 2200/3000 2.3 \$165,000 LCFF Base 5800
Scope of service:	LEA-wide		Scope of service:	LEA-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)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		This goal will continue next year. The district attendance goal of 97.5% was not reached as a district but several schools reached and exceeded this goal during the 2014-2015 school year. The official attendance rate, graduation rate, and dropout rate will be available in the summer of 2015. This data will be shared with PAC/DELAC at the start of the 2015-2016 school year.		



Original GOAL 10 from prior year LCAP:	Provide safe and secure school environments.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Decrease the number of students suspended by 0.2% as measured by AERIES report.  Decrease the number of students expelled by 0.1% as measure by AERIES report.  Increase the number of students who feel safe and connected to their school based on the Healthy Kids Survey and District Senior Survey.	Actual Annual Measurable Outcomes:	This data will not be available until June 2015.  This data will not be available until June 2015.  The District Senior Survey will be given in the spring of 2015	
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Promote and expand community forums to increase parent awareness of teen issues 1.1 Parent Information Nights 1.2 SRO presence at selected junior high schools	1.1 \$4,000 LCFF Base 4000 1.2 \$70,000 LCFF Base 5000	1.1 The District hosted 4 Parent Information Nights which focuses on drugs, sexting, and parenting skills. 1.2 The District worked with the City of Chino to expand the use of SRO's on the junior high school campuses by sharing the cost of one SRO which is split between Magnolia and Ramona Junior High Schools	1.1 \$4,000 LCFF Base 4300 1.2 \$70,000 LCFF Base 5800	
Scope of service:	LEA-wide	Scope of service:	LEA-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)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

This goal will continue for the 2015-2016 school year. This information is not available until summer 2015. Preliminary reports indicate that the number of suspensions are lower. Administrators have worked diligently to provide other means of correction rather than suspensions.

### **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.)

The Chino Valley Unified School District is below the 55 percent enrollment of unduplicated students in the district, and below 40 percent of enrollment of unduplicated students at some of the school sites. The district is using supplemental funds districtwide and school wide based on education research to meet the district goals of increasing student achievement for students of low income, foster youth and English learners. Based on education research which identifies best practices for professional development, the district hired and continues to train Intervention Specialist (Instructional Coaches). The district has provide ongoing systematic professional development and coaching for Intervention Specialist to implement the coaching model at each school site to help close the student achievement gap and accelerate learning for all students by building teacher capacity through the implementation of effective instructional practices. Instructional practices have been aligned with the research from John Hattie, Visible Learning "A Synthesis of over 800 Meta-Analyses Relating to Achievement". Further, teachers are provide professional development in the area of CCSS, instructional shifts, 8 Standards of Mathematical Practices, critical thinking, communication, collaboration, creativity, and instructional technology and are support throughout the year by Intervention Specialist.

The district has used extensive research to revamp its RTI model and transform it into MTSS based on the latest researcher. The district is implementing Formative Assessment System for Teachers (FAST), which was developed by Dr. Theodore Christ and a team of expert researchers in assessment at the University of Minnesota. FAST a K-8 universal screening for all students provides in-depth analysis in early reading, reading comprehension, math, and social, academic and emotional behaviors. Intervention teachers will test all kindergarten through sixth grade students, and seventh and eighth grade students performing below grade level standards in ELA, math and/or with behavior concerns with research based universal screen tool, FAST. Intervention Teachers and classroom teachers will provide tired intervention to all students needing remediation. The district has purchased researched based tired three intervention materials and trained intervention teachers on the implementation in ELA and math to support students who need intensive intervention.

The district has increased funding to expand the AVID program which is supported by research and focus on college readiness skills. The program provides more teacher training, tutors and the expansion of AVID to more school sites. Finally, more resources have been allocated to evidence based parent involvement and trainings to support parents in the education for student success.

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$16,024,214</u>
<p>The district's LCFF supplemental grant target amount at full implementation is estimated at \$22.3 million. Using the estimated gap funding percentage for 2015-2016 of 53.08%, the increase in estimated supplemental grant funding is \$7.3 million. The total estimated LCFF supplemental minimum expenditures for 2015/16 is \$12.9 million.</p> <p>For the 2015-2016 school year, the district is expecting to allocate approximately \$12.9 million to actions and services that directly support low income, foster youth, and English learner pupils. Specifically, the actions and services include:</p> <ol style="list-style-type: none"> <li>1. Maintain the Multi-Tiered System of Support (MTSS) model to provide intervention services (academic and behavioral)</li> <li>2. Provide intervention teachers to support students not performing at grade level.</li> <li>3. Support MTSS behavioral needs with K-12 intervention counselors.</li> <li>4. Maintain intervention specialists to increase effective instruction which will increase student achievement</li> <li>5. Technology support at school sites for both students and staff</li> <li>6. Improve elective course offerings at two junior high schools</li> <li>7. Provide EL Summer Academy at elementary sites</li> <li>8. Provide after school tutoring services to underserved student population</li> <li>9. Provide AVID support to underserved student population</li> <li>10. Improve parent engagement through the use of community outreach</li> <li>11. Promote and expand parent and family participation in parent programs</li> <li>12. Provide additional resources for at-risk families</li> <li>13. Students will be provided the opportunity to take the SAT</li> <li>14. Improve school site operational processes and enrollment procedures</li> </ol> <p>By allocating resources in a districtwide or school wide manner, the district is able to provide services to all unduplicated pupils, including those pupils at schools with less than 40% of enrollment of unduplicated pupils.</p>	

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

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided

for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

7.74	%
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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 is calculated as 7.74%. Consistent with the requirements of 5 CCR 15496, the actions and services provided in the LCAP year demonstrate increased and improved services for the unduplicated pupils as described below:

1. Maintain the Multi-Tiered System of Support (MTSS) model to provide intervention services (academic and behavioral)
  - In the 2014-2015 school year, the district employed 33 intervention teachers at various sites.
  - In the LCAP year, the district plans to maintain the number of intervention teachers. In addition, all school sites will be equipped with appropriate intervention materials.
  - In the LCAP year, the district will implement FastBridge, a universal screen program for MTSS for student in the area of EIA, math and behavior.
2. Provide intervention teachers to support students not performing at grade level
  - In the 2014-2015 school year, the district employed 33 Intervention Teachers
  - In the LCAP year, the district plans to maintain the Intervention Teachers
  - In the LCAP year, the district will provide professional development for Intervention Teachers to help support the implementation of FastBridge, a universal screen program for ELA, math and behavior.
3. Support MTSS behavioral needs with K-12 Intervention Counselors
  - In the 2014-2015 school year, the district employed intervention counselors at each junior high and high school and .5 at the K-8 schools.
  - In the LCAP year, the district will hire an additional K-12 Intervention Counselors: one at each comprehensive high school; 0.5 at each K-8; four the elementary level; and one to work specifically with foster youth students.
4. Utilize intervention specialists to increase effective instruction which will increase student achievement
  - In the 2014-2015 school year, the district employed 36.6 Intervention Specialist positions.
  - In the LCAP year, the district plans to maintain the Intervention Specialist positions.
  - In the LCAP year, Intervention Specialist receive professional development on Common Core Instructional Shifts, 8 Standards of Mathematical Practices, critical thinking, communication, collaboration, creativity, and instructional technology to support and coach teachers.
5. Support students/staff with technology at sites.
  - In the 2014-2015 school year, the district provided technology support to school sites.
  - In the LCAP year, the district will enhance the technology support by employing technology specialists
  - In the LCAP year, Technology Specialist will provide professional development to teachers in the integration of technology into the instructional program.

6. Improve elective course offerings at two junior high schools
  - In the 2014-2015 school year, the district expanded the elective course offerings with an additional 2 FTE's
  - In the LCAP year, the district will maintain the FTE's for junior high elective courses
7. Summer school jumpstart
  - In the 2014-2015 school year, the district increased opportunities for elementary sites to offer summer intervention programs for EL students.
  - In the LCAP year, the district will increase opportunities for every elementary school site to offer summer invention programs for EL students.
8. Provide after school tutoring services
  - In the 2014-2015 school year, the district increased the after school tutoring opportunities for foster youth
  - In the LCAP year, the district will increase the after school tutoring opportunities for foster youth and homeless students
9. Provide AVID support to underserved population of students
  - In the 2014-15 school year, the district will provide AVID support to underserved student in addition teacher training will be provided along with student tutors.
  - In the LCAP year, the district will maintain the AVID support to underserved student in addition teacher training will be provided along with student tutors.
10. Improve parent engagement through the use of community outreach
  - In the 2014-2015 school year, the district hired part time bilingual clerks at sites with more than 15% of their student population speaking a language other than English. In addition, the district provided translation services as necessary.
  - In the LCAP year, the district will maintain part time bilingual clerks at sites with more than 15% of their student population speaking a language other than English. The district plans to maintain translation services.
11. Promote and expand parent and family participation in parent programs
  - In the 2014-2015 school year, the district hired a Parent Trainer to support schools sites and improved parent participation and engagement.
  - In the LCAP year, the district plans to maintain the Parent Trainer who will increase parent participation/engagement through development of a customized curriculum to CVUSD and expanded opportunities for parents to participate.
12. Provide additional resources for at-risk families
  - In the 2014-2015 school year, the district expanded the Parent Resource Centers to provide additional services to at-risk families with students in grades TK-12.
  - In the LCAP year, the district will expand the Parent Resource Centers to additional school sites and provide resources for the district Health Clinic.
13. Students will be provided the opportunity to take the SAT
  - In the 2014-2015 school year, students paid to participate in the SAT
  - In the LCAP year, the district will provide funding for any student to participate in the SAT
14. Improve school site operational processes and enrollment procedures
  - In the 2014-2015 school year, training was provided to school staff to ensure the streamline of operational processes and enrollment procedures for foster youth.
  - In the LCAP year, ongoing training will be provided to school staff to ensure the streamline of operational processes and enrollment procedures for foster youth.

## 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).