LEA: New Jerusalem Elementary School District/Tri-Valley Learning Corporation

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LCAP Years: 2016-2019

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.

Introduction: The authorizing agent for Acacia Elementary Charter School is New Jerusalem Elementary School District, a 222 ADA K-8 district located in the city of Tracy in San Joaquin County. New Jerusalem students are represented by 7% African American, 9% Asian, 54% Hispanic, and 26% White. English learners represent 21% of all students, with 11% Students with Disabilities, and 58% Socio-economically disadvantaged students. AECS is in its third year of operation.

While New Jerusalem is the authorizing agent for AECS, the district is located in central Stockton and the charter draws students primarily from Stockton Unified, a K-12 district of over 30,000 students. AEC data for Proposition 39 indicate 93% of the students reside within SUSD's boundaries. SUSD's demographics reflect students who are 11% African American, 10% Asian, 61% Hispanic, 7% White, 26% English learners, 9% Students with Disabilities, and 87% Socio-economically disadvantaged, which represents higher numbers of socio-economically disadvantaged students and higher numbers of English learners than New Jerusalem.

Acacia Elementary Charter is a TK-5th grade elementary single school district with a diverse student population boasting 305 students of various backgrounds and ethnicities. Exact student demographic data for AECS is 7%White, 52% Hispanic, 39%African American, 2% Pacific Islander, 89.3% Socio-economically disadvantaged, 34% English learner, 10% Special Education. AECS supports 15 homeless students, and 3 foster youths.

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
Even as a first year start-up, Acacia Elementary Charter (AECS) had endeavored to meet the requirements and the spirit of stakeholder engagement in the development of the Local Control and Accountability Plan (LCAP). The certificated, classified and board were informed of changes with LCFF and LCAP requirements at the start of the school year in 2014-15. Faculty, staff, and parents were involved through professional development discussions, Parent-Teacher group meetings, and School Site Council. Surveys were employed as a means of gathering feedback on site operations, process, and concerns. **Public Hearing and Governing Board Authorization:** A public hearing was held on June 27, 2016 and the LCAP was made available on the TVLC website. Changes made to the LCAP based on comments and suggestions from stakeholders were incorporated in the revised LCAP. On June 27, 2016 the LCAP was presented to the Tri Valley Learning Corporation Board and a public hearing was held for the proposed 2016-2017 budget. Board approval was granted concurrently on June 27, 2016 for the LCAP and the District adopted budget. Both documents were posted on the Tri Valley Learning Corporation website with links provided on the AECS website.	**Seven critical issues were identified** from the AECS strategic plan, Local Education Agency (LEA) Plan, English Learner (EL) Master Plan, and Comprehensive Early Intervening Services (CEIS) Plan: 1. Unify stakeholders, implement programs consistently and be accountable for results for all subgroups 2. Focus on improving student achievement in lower grades through CCSS to close achievement gaps 3. Improve access to educational programs 4. Implement culturally responsive CCSS instruction 5. Use data to align resources 6. Increase student engagement in learning process 7. Raise expectations for students and parents and give them more voice in decision-making; assist in ranking the critical issues Six Guiding Statements will raise academic achievement for all students and close achievement gaps: 1. We will improve and support student achievement through quality instruction and professional development 2. We will ensure all students have access to challenging,

	meaningful educational programs and social and academic support services that will improve equity and achievement. 3. We will acknowledge and respect the cultural and economic diversity within San Joaquin County population and implement research based instructional and support practices to meet student's individual needs. 4. We will actively engage ALL students in their learning process by providing safe school environments 5. We will collaborate with family, students and community stakeholders in our decision making processes 6. We will utilize valid data at the school site and district level to align our resources in support of student success The AECS team of community stakeholders reviewed the Six Guiding Statements developed and translated them into two overarching goals: 1. Improve and support student learning to close achievement gaps and ensure all students' progress so they will be ready for success at the secondary level and beyond. 2. Foster respectful, collaborative, and reflective school and district cultures that ensure academic and social/ emotional well-being for each student.
Annual Update:	**Annual Update:**
2015-16 update-School Site Council meetings: **2014-15 Update-School Site Council meetings:** The composition of the SSC is federally-mandated to include parents/community members, staff, faculty, and students. AECS has 9 members: 4 teachers, 0 students, 3 parents, 1 classified staff member, 1 community member, and the principal. The SSC met monthly to: 1. Measure effectiveness of improvement strategies at the school. 2. Seek input from school advisory committees. 3. Reaffirm or revise school goals.	**2015-16 Update-** **2014-15 Update-**The SSC gave input to the goals of the LCAP in the following manner: Focus on the budget from the LCAP increasing academic and behavioral interventions for students, and to increase effectiveness of instruction through professional development.

4. Revise improvement strategies and expenditures. 5. Recommend the approved single plan for student achievement (SPSA) to the governing board. 6. Monitor implementation of the SPSA. **Dates**: 10.21.15, 11.6.15, 1.15.15**,** 2.12.15, 3.12.15, 4.23.15	
2015-16 Faculty Meetings: The faculty includes 28 certificated and support staff who met every Wednesday during instructional calendar. **2014-15 Faculty Meetings:** The faculty included 22 staff who met every other Wednesday for staff meetings.	**2015-16:** The faculty provided input to the LCAP by monitoring and reviewing student academic benchmarks for ELA and Math. Intervention programs were supported as a result of ongoing monitoring of student academic data. **2014-15:** The faculty gave input to the goals of the LCAP by supporting the budget to include tutoring and professional development for curriculum.
2015-16:- Governing Board Meetings: **Monthly Reports were given to the Tri Valley Learning Corp.** **Dates: 8/15, 9/15, 10/15, 11/15, 1/16, 2/16, 3/16,4/16,5/16, 6/9/16** **2014-15-Governing Board Meetings:** Monthly reports were given to the Tri-Valley Learning Corporation. **Dates:** 8.28.14, 9.25.14, 10.23.14, 11.27.14, 1.22.15, 2.26.15, 3.26.15, April, May, 6.25.15	**2015-16:** The Governing Board focused their input on LCAP by responding to reports from Acacia Elementary Charter for increased funding for instructional support through professional development, instructional coaching, intervention plans and programs. **2014-15:** The Governing Board focused their input on field trips, building community relationships, and parental involvement and satisfaction.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual schoolsites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

		Related State and/or Local Priorities:
GOAL 1	Improve and support student learning to close the achievement gap and ensure all students progress ready for success at the secondary level and beyond.	1___ 2__ 3___ 4___ 5__ 6__ 7__ 8__
		COE only: 9__ 10__
		Local : Specify _____
Identified Need :	Students need access to highly qualified teachers. Teachers need to participate in CCSS training in order to ensure student learning. Students need standards-based curriculum and instruction. Students need to be academically successful even if they have at-risk achievement previously. Parent involvement needs to increase to ensure support of student learning. Efforts to increase two-way communication with parents need to occur regularly. **Note:** As AECS Tk-5th grade school/district, no metrics are available for share of students who pass the AP exam or share of students who are deemed prepared for college by the EAP.	

Goal Applies to:	Schools:	LEA	
	Applicable Pupil Subgroups:		ALL

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	**Priority 1:** 100% of teachers will be highly qualified and be teaching in their credentialed area. 100% of students will have standards-aligned materials. **Priority 2:** 100% of teachers will participate in CCSS training and implement the strategies as evidenced by administrator walk-throughs and teacher lesson plans and collaborative conversations. **Priority 3:** Increase parent participation and involvement in school events (Back-to-school, fundraisers, open house, field trips, SSC) by 10% % as measured by surveys and number counts at events. **Priority 4:** Baseline CAASPP data will be established and increase 10% of all students and all subgroups of students who will meet or exceed standards for the 2016 CAASPP ELA. Baseline CAASPP data will be established for math and increase 10% of all students and all subgroups of students who will meet or exceed standards for the 2016 CAASPP math. AMAO 1: no data exist yet– establish baseline. AMAO 2a: no data exist yet– establish baseline. AMAO 2b: no data exist – establish baseline **Note:** As AESC is a TK-5th grade school, no metrics are available for share of students who pass the AP exam or share of students who are deemed prepared for college by the EAP.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AECS will hire only highly qualified teachers as ADA grows. LEA grew from 90 students 2013-14, 180 2014-15, 305 in 2015-16-456. As necessary, new teachers will participate in BTSA.	LEA	___ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other	$150,000 LCFF Base $810,000 LCFF Supplemental/

		Subgroups:(Specify)_____	Concentration

Support student learning to close the achievement gap by:
  1. CCSS Unit planning and assessment for learning training for all teachers
  2. ELA/Math Common Core Standards Training
  3. Project GLAD training
  4. Community Service Learning
  5. Other professional development for instructional strategies i.e. AVID training
	LEA	_x__ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient __Other
		Subgroups:(Specify)_____
			$10,000 LCFF
			$50,000 Supplemental/ Concentration

AECS will increase parent involvement by partnering with PTSA to encourage the parents to assist as field trip chaperones, small group support as volunteers in the classroom, and general student spirit-raising through a student store to assist with student engagement.	LEA	_x__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000 Supplemental

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LCAP Year 2: 2017-18

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Expected Annual Measurable Outcomes:	**Priority 1:** 100% of teachers will be highly qualified. 100% of students will have standards-aligned materials. **Priority 2:** 100% of teachers will have had training in CCSS and PBL as will be evidenced by teacher lesson plans, walkthroughs and data/goal setting chats **Priority 3:** Increase parent participation and involvement in school events (Back-to-school, fundraisers, open house, field trips, SSC) by an additional10% % as measured by surveys and number counts at events. **Priority 4:** Increase by 10% students and all subgroups of students who will meet or exceed standards for the 2017 CAASPP ELA. Increase by 10% students and all subgroups of students who will meet or exceed standards for the 2017 CAASPP math. AMAO 1 = Increase by 5% the number of ELs who grow a proficiency level. AMAO 2a = Increase by 5% the number of newcomers who meet CELDT criterion. AMAO 2b = Increase by 5% the number of long-term ELs who meet CELDT criterion. **Note:** As AECS is a 6th – 8th grade school, no metrics are available for share of students who pass the AP exam or share of students who are deemed prepared for college by the EAP.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AECS will hire only highly qualified teachers as ADA grows. Anticipated growth for 2017-18 is 23 FTE. Teachers will be provided with BTSA support as needed and all teachers will participate in mandatory professional learning for deep implementation of the CCSS.	LEA	___ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$150,000 LCFF Base $850,000 Supplemental/ Concentration

Strengthen support for student learning to close the achievement gap by monitoring the implementation of the professional development on classroom walkthroughs, student achievement data analysis, and through PLC meetings:
  1. CCSS Unit planning and assessment for learning
  2. Community Service Project Learning Implementation
  3. Full Intervention and Enrichment Program (What I Need-WIN hour)
	LEA	___ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
			$10,000 LCFF
			$50,000 Supplemental/ Concentration

AECS will increase parent involvement by providing for PIQE for parents, and provide curricular information nights The principal will investigate creating a social media presence on Facebook and Twitter.	LEA	___ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000 Supplemental

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	**Priority 1:** 100% of teachers will be highly qualified. 100% of students will have standards-aligned materials. **Priority 2:** 100% of teachers will have had training in CCSS and PBL as will be evidenced by teacher lesson plans, walkthroughs and data/goal setting chats Teacher implementation of CCSS will increase as evidenced by student achievement data on local and state assessments. **Priority 3:** Increase parent participation and involvement in school events (Back-to-school, fundraisers, open house, field trips, SSC) by an additional10% % as measured by surveys and number counts at events. **Priority 4:** Increase by 10% students and all subgroups of students who will meet or exceed standards for the 2018 CAASPP ELA.

	Increase by 10% students and all subgroups of students who will meet or exceed standards for the 2018 CAASPP math. AMAO 1 = Increase by 5% the number of ELs who grow a proficiency level. AMAO 2a = Increase by 5% the number of newcomers who meet CELDT criterion. AMAO 2b = Increase by 5% the number of long-term ELs who meet CELDT criterion. **Note:** As AECS is a TK-5th grade school, no metrics are available for share of students who pass the AP exam or share of students who are deemed prepared for college by the EAP.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AEC will hire only highly qualified teachers as ADA grows. Anticipated growth for 2016-17 is 4.0 FTE. Teachers will be provided with BTSA support as needed and all teachers will participate in mandatory professional learning for deep implementation of the CCSS. Implementation of the strategies learned will occur as evidence by administrator walkthroughs and data analysis of student achievement during professional collaboration time.	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$150,000 LCFF Base $850,000 LCFF Supplemental/ Concentration
Support student learning to close the achievement gap by monitoring the implementation of the professional development on classroom walkthroughs, student achievement data analysis, and through PLC meetings. Provide interventions for reading and math as needed through supplementary curriculum or extra tutoring time.	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,000 LCFF $60,000 Supplemental/ Concentration
AECS will increase parent involvement by providing for Parent Institute for Quality Education (PIQE) classes for parents. The principal will investigate creating a social media presence on Facebook and Twitter to support student successes and to involve parents with daily school life. Parents will be encouraged to attend field trips and chaperone academic events.	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$1,000 Supplemental

GOAL 2	Foster respectful, collaborative, and reflective school cultures that ensure academic and emotional well-being for each student.	Related State and/or Local Priorities:
		1__ 2__ 3__ 4__ 5___ 6___ 7 __ 8___
		COE only: 9__ 10__
		Local : Specify _____

Identified Need :	Student attendance needs to increase. Student suspension rates are 0%. Perception of the level of safety at the school needs to improve as per parent/student survey. Students need academic support to be at grade-level and focused on college readiness. Students need to participate in academic challenges on site and at the county level as well as CJSF. **Note:** As AECS is a TK-5th grade school, no metrics are available for middle school dropout rates, CTE enrollment, or concurrent community college enrollment.

Goal Applies to:	Schools:	LEA	
	Applicable Pupil Subgroups:	ALL	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	**Priority 5:** ADA will increase by 5% Chronic absenteeism: 0 students were sent to a SARB. As AECS is a TK-5th grade school, no available metrics exist for middle school dropout rates, high school dropout rates, or high school graduation rates. **Priority 6:** Suspension rate for 2015-16 is 2% Expulsion rate for 2013-14 is 0%. In-school suspensions: Establish baseline. Student and parent perception of school safety will improve by 10% as measured by CHKS and student/parent surveys. **Priority 7:** 100% of ELs will receive designated ELD daily. 100% of students will receive AVID infused instruction on a daily basis. **Priority 8:** AECS will have an Academic Pentathlon team to compete at the county level. AECS will have as many students as possible compete in the county Science Olympiad.

Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted

	Service		Expenditures
Improve perception of safety on site by increasing number of campus monitors and time they work. Add Site Supervisor and Safety Officer and 2 yard supervisors. Research necessary supports and alternatives to suspension i.e. Add Conflict Management Program- School Wide Add Volunteer Mentors and Add school wide consistent program for character education directed by school counselor	LEA	___ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,000 LCFF Base $40,000 Supplemental/ Concentration
Professional learning time for teachers' use of cultural competencies from SJCOE. Teachers will attend professional learning to increase their knowledge of community service learning and for science and social studies and provide opportunities for students to learn through hands-on, relevant activities and projects. Contact Museum of Tolerance for support and services.	LEA	___ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 LCFF $10,000 Supplemental/ Concentration
All ELs will have access to appropriate, designated ELD. Continue SST's for students who demonstrate academic at-risk behaviors. Students will participate in county-sponsored academic events.	LEA	___ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 Supplemental

	LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	**Priority 5:** ADA will increase by 1%. Chronic absenteeism: 0 students sent to SARB As AECS is a TK-5th grade district, no available metrics exist for middle school dropout rates, high school dropout rates, or high school graduation rates. **Priority 6:** Suspension rate will remain at 2%. Expulsion rate is currently at 0% In-school suspensions: 5% decrease from established baseline. Student and parent perception of school safety will improve by 10% as measured by CHKS and student/parent surveys. **Priority 7:** 100% of ELs will receive ELD daily. 50%of students will receive infused instruction on a daily basis. **Priority 8:** AECS will continue to have an Academic team to compete at the county level. AECS will continue to have as many students as possible compete in the county Science Olympiad			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to focus on perception of safety on site by increasing number of campus monitors and time they work as ADA increases. Add 2 people at 32 hours/week @ $15/hr. Monitor the implementation of restorative justice techniques and peer review tribunal.	LEA	___ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,000 LCFF Base $50,000 Supplemental/ Concentration
Establish professional agreements for teachers' use of cultural competencies and how to enact them during instruction. (Professional collaboration time). Continue the SST process for AECS students who demonstrate	LEA	_X_ALL OR: __Low Income pupils __English Learners	$10,000 LCFF $10,000 Supplemental/

academic at-risk behaviors. Improve monitoring system of students sent to SST. Professional learning on established instructional norms and AVID strategies for all new teachers as ADA increases. Administrators to monitor implementation via classroom walkthroughs, data chats, and professional collaboration meeting minutes.		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Concentration
All ELs will have access to appropriate, designated ELD. Establish EL reclassification criteria. ELs will be monitored for potential reclassification. Students will participate in county-sponsored academic events.	LEA	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 Supplemental

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	**Priority 5:** ADA will increase by 1%. Chronic absenteeism: Closely monitor attendance and send appropriate students to SARB. As AECS is a TK-5th , no available metrics exist for middle school dropout rates, high school dropout rates, or high school graduation rates. **Priority 6:** Suspension rate will decrease by 5%. Expulsion rate will remain at 0%. Office referrals: Will decrease by 5% from previous year. Student and parent perception of school safety will improve by 10% as measured by CHKS and student/parent surveys. **Priority 7:** 100% of ELs will receive ELD daily. 50% of students will receive AVID infused instruction on a daily basis. **Priority 8:** AECS will have an Academic team to compete at the county level. AECS will have as many students as possible compete in the county Science Olympiad

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to focus on perception of safety on site by establishing	LEA	X__ ALL	$25,000

campus security and supervisor on campus Monitor the implementation of conflict resolution an school wide positive intervention techniques. Train and implement school wide Peace Builders Program		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	LCFF Base $50,000 Supplemental/ Concentration
Monitor implementation of professional agreements for teachers' use of cultural competencies and how to enact them during instruction. (Professional collaboration time). Continue the SST process for AECS students who demonstrate academic at-risk behaviors. Improve monitoring system of students sent to SST. Professional learning on established instructional norms and AVID strategies for all new teachers as ADA increases. Administrators to monitor implementation via classroom walkthroughs, data chats, and professional collaboration meeting minutes.	LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,000 LCFF $10,000 Supplemental/ Concentration
All ELs will have access to appropriate, designated ELD. ELs will be monitored for potential reclassification. Monitor ELs after reclassification to ensure continued academic success. Students will participate in county-sponsored academic events such as Science Olympiad, History Alive	LEA	X__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,000 Supplemental

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

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:	Improve and support student learning to close achievement gap and ensure all students progress ready for success at the secondary level and beyond.	Related State and/or Local Priorities:
		1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__
		COE only: 9__ 10__
		Local : Specify _____

Goal Applies to:	Schools:	LEA
	Applicable Pupil Subgroups:	ALL

| Expected Annual Measurable Outcomes: | **Priority 1:**
100% of teachers will be highly qualified.
100% of students will have standards-aligned materials.
Priority 2:
100% of teachers will participate in CCSS training.
Priority 3:
Establish baseline for parent participation and involvement in school events (Back-to-school, fundraisers, open house, field trips, SSC).
Priority 4:
Baseline CAASPP data will be established and increase 10% of all students and all subgroups of students who will meet or exceed standards for the 2016 CAASPP ELA.
Baseline CAASPP data will be established for math and increase 10% of all students and all subgroups of students who will meet or exceed standards for the 2016 CAASPP math.
AMAOs have no data at this time as the district does not take Title III money. | Actual Annual Measurable Outcomes: | **Priority 1:**
40% of teachers were highly qualified.
100% of students had standards-aligned materials for math and strong supplemental materials for ELA.
Priority 2:
100% of teachers participated in CCSS training.
Priority 3:
200 parents were regular participants within school wide events- selective events approx. 30 parents
Priority 4:
Valid baseline data for the CAASPP will be available in August 2015. |

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditur

					es
Support student learning to close the achievement gap by: 6. CCSS Unit planning and assessment for learning training for all teachers 7. ELA/Math Common Core Standards Training 8. Project GLAD training 9. Community Service Learning 10. Other professional development for instructional strategies i.e. AVID training			LCFF Base $3000	100% of teachers received 20 days of professional development to be able to implement the new ELA curriculum Purchased CA Math (McGraw-Hill) curriculum Provided ongoing coaching for interns and teachers Provided training for System 180-44 and iREAD and Academic Toolkit for teachers and ongoing support Selected Community Service Project Curriculum for 2016-17 Did not provide GLAD training due to lack of professional development substitutes available Cultural Responsiveness Training for teachers School Attendance Workshop and Training	LCFF Base $3000

Scope of service: LEA

___ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient __Other
Subgroups:(Specify)_____

AECS will increase parent involvement by partnering with PTSA to encourage the parents to assist as field trip chaperones, small group support as volunteers in the classroom, and general student spirit-raising to assist with student engagement.					
Parent Engagement- Community Outreach Coordinator Fund Raising Events Parenting Classes Farm to Table Community Event Student Academic and Cultural Arts Celebrations			LCFF Base	Hired Community Outreach Coordinator Completed Carnival and afterschool fundraisers Provided Parent Educator and Parenting Classes- Graduated 18 parents with Positive Parenting Program Classes Provided monthly celebrations and Black History Month Student Participation Event	$20,000 Supplemental/Concentration

Scope of service: LEA

___ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient

Scope of service: LEA

___ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient __Other

__Other Subgroups:(Specify)_____		Subgroups:(Specify)_____	
Scope of service: LEA		Scope of service: LEA	
___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)_____	
Project GLAD training	LCFF Base $1000	Did not occur due to lack of substitutes for this training.	No money expended
Scope of service: LEA		Scope of service: LEA	
___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)_____	
Provided training and ongoing support for ELD and ELA Intervention	LCFF Base $3000	Provided System 44 and READ 180 iREAD and ongoing support, coaching and training and materials	LCFF Base $3000
Scope of service: LEA		Scope of service: LEA	
___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)_____	
Provide Training for Community Service Project Learning	LCFF Base $12,000	Provided time for selection of curriculum	LCFF Base $12,000

Scope of service:	LEA		Scope of service:	LEA	
___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?	Implement a local benchmark assessment system to monitor student achievement. Collect data on teacher implementation of CCSS by weekly walkthroughs, professional collaboration minutes, and student achievement data analysis. Ensure 100% of ELs receive the CELDT and ELD Increase communication and outreach to parents by investigating social media options.				

Original GOAL 2 from prior year LCAP:	Foster respect, collaborative and reflective school cultures that ensure academic and emotional well-being for each student.	Related State and/or Local Priorities:
		1_ 2_ 3_ 4_ 5___ 6___ 7___ 8___
		COE only: 9__ 10__
		Local : Specify _____

Goal Applies to:	Schools:	LEA
	Applicable Pupil Subgroups:	ALL

Expected Annual Measurable Outcomes:	**Priority 5:** ADA baseline will be established. **Priority 6:** Suspension rate will decrease by 5%. 0% expulsions. Office referrals: Establish baseline. Student and parent perception of school safety will improve by 10% as measured by CHKS and student/parent surveys.	Actual Annual Measurable Outcomes:	**Priority 5:** ADA baseline is 97.4% **Priority 6:** Suspension rate was 1.4% Expulsions: 0%. Office referrals: Established baseline of 38 students. Student and parent perception of school safety will improve by 10% as measured by CHKS and student/parent surveys.

	Priority 7: 100% of ELs will receive ELD daily. Priority 8: AECS will have a Science Olympiad team.		Priority 7: All designated ELD was offered by Academic Toolkit and System 44 . Priority 8 AECS formed a competitive team for science olympiad, and participated in county event.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide Professional Learning Communities training	LCFF $2500	This activity did not occur this year due to move to new facilities, time constraints on master calendar, developing school culture, and faculty shifting.	No money expended
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)_____	
Develop and promote site-based incentives to reduce lost instructional time from office referrals and increase attendance. Research necessary supports and alternatives to suspension.	LC	School provided anti-bullying assemblies. Administration increased number of walkthroughs in classrooms. Initial training for PBIS occurred – 7 teachers and 1 administrator attended (1 full day)	$10,000 LCFF Supplemental
Scope of service: LEA		Scope of service: LEA	
___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?	Book read with Faculty to continue learning about Cultural proficiency: Terrell, R.D. & Lindsey, R.B. (2008). Culturally Proficient Leadership: The Personal Journey Begins Within. SAGE: Thousand Oaks, CA. Investigate Social Media options for parent involvement Provide PIQE classes for parents to better understand the educational options and preparation for high school.		

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.

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

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

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

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide

manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$___915,148_____
The current year estimated supplemental and concentration grant funding is $915,148. This total represents the Minimum Proportionality Percentage of 28.05% of the Local Control Funding Formula (LCFF). As a district with an unduplicated count of 93% of our total enrolment, we are utilizing supplemental and concentration funds district (school) wide. Quantitative assessment data as well as annual, qualitative stakeholder input reflect a need to use the funds on a district wide basis. The following activities have been identified needs of all AECS students and will be funded in 2016-17: Hire qualified teachers Provide professional development Support student learning Increase parent involvement Give all EL's access to an ELD	

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.

28.05	%

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).