

Center for Advanced Learning

**LOCAL CONTROL & ACCOUNTABILITY PLAN
2016-17**

Introduction:

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LCAP Year: 2016-17

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. All LEAs must complete the LCAP and Annual Update Template 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 school site, 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 2016-17	Impact on LCAP 2016-17
<p>CAL used the following processes for stakeholder input in the development of the Revised 2016-17 LCAP:</p> <ol style="list-style-type: none"> 1. Designed a stakeholder survey to gather input regarding priorities and goals for student learning and achievement. Survey participants included: <ul style="list-style-type: none"> • 202 Parents • 39 Staff/Teachers • 2 Board Members • 2 Community Members <p>Survey results were disseminated to the entire school community.</p> 2. On a monthly basis, the CAL faculty and Principal met to discuss student achievement, challenges and other goals and concerns for the school. These discussions heavily inform formal goal setting for the coming year. 3. On a monthly basis, the Site-Based Advisory Council, comprised of the elected President of the Parent Association, a teacher/staff representative and others, met with the Principal to discuss school policies and procedures and budget priorities, making recommendations to the Board. These discussions played a significant role in LCAP goal setting. 4. On a monthly basis, “Coffee with the Principal” meetings enable parents to provide feedback to the Principal about the school and address parent concerns. We also solicit data-driven feedback from parents such as how the school can improve attendance rates. These conversations informed our formal goal setting as we prepared this LCAP. 	<p>Survey responses include the following:</p> <ul style="list-style-type: none"> • 97% of parent survey respondents are families that qualify for free or reduced price lunch • 2% of parent survey respondents are guardians of foster youth • 41% of survey respondents were from parents of English Learners • 94% of survey respondents agree or strongly agree that CAL’s students are achieving • 96% agree or strongly agree that CAL’s students are motivated to come to school • 89% agree or strongly agree that CAL encourages parent involvement and participation • 75% of respondents have attended at least one Parent Workshop so far this year, with 7% attending 5-7 Workshops; 77% agreed that the Workshops are scheduled at a convenient time • 94% agree or strongly agree that CAL maintains a positive school climate (student sense of safety and school connectedness) • 95% agree or strongly agree that CAL ensures sufficient student access to instructional materials, including technology • 83% agree or strongly agree that CAL’s facilities are in good repair • The highest priority for stakeholders continues to be increasing student achievement (47% of survey respondents), followed by maintaining a positive school climate (14%), recruiting/retaining highly qualified teachers (14%) and ensuring student access to educational materials and technology (13%). <p>Common feedback from meetings with stakeholders include:</p> <ul style="list-style-type: none"> • Provide additional aides in the classrooms to help attainment of higher achievement goals, particularly for

<p>5. Ongoing Board of Directors meetings include regular discussion of the school's progress towards goals and resource allocations. These meetings and discussions also informed LCAP goal setting and resource allocations.</p> <p>6. A draft of the Revised 2016-17 LCAP was made available to the entire school community and we solicited input from parents, teachers/staff and other stakeholders leading up to its final adoption by the CAL Board.</p> <p>7. On January 28, 2017, the CAL Governing Board adopted the Revised 2016-17 LCAP.</p>	<p>students with special needs, English Learners, and students struggling to meet grade level standards.</p> <ul style="list-style-type: none"> • Acquire appropriate educational technology and expand its usage in the classroom; increasing the opportunities for using technology for learning common core concepts both at school and at home as well. • Provide targeted Professional Development to train teachers in the effective use of tech-based tools in the classroom. • Provide targeted Professional Development to more consistently improve student outcomes for students that are struggling in academics, discipline and social emotional well-being. • Provide programs, activities and formats that enhance parent, student and community engagement in the school for better outcomes in achievement. • Provide communication to families about available resources in the community. • Explore new ways to expand student aspirations for higher achievement. • Opportunities for businesses to help support school activities.
<p>Annual Update:</p> <p>Throughout the 2016-17 school year, preparation of the Revised 2016-17 Annual Update has included:</p> <p>A stakeholder survey was conducted to gather input regarding priorities and goals for student learning and achievement. Survey participants included:</p> <ul style="list-style-type: none"> • 202 Parents • 39 Staff/Teachers • 2 Board Members • 2 Community Members <p>Survey results were disseminated to the entire school</p>	<p>Annual Update:</p> <p>Survey responses include the following:</p> <ul style="list-style-type: none"> • 97% of parent survey respondents are families that qualify for free or reduced price lunch • 2.% of parent survey respondents are guardians of foster youth • 8% of survey respondents were from parents of English Learners • 94% of survey respondents agree or strongly agree that CAL's students are achieving • 96% agree or strongly agree that CAL's students are motivated to come to school

<p>community</p> <p>Site-Based Advisory Council Meetings:</p> <ul style="list-style-type: none"> • September 27, 2016 • October 18, 2016 • November 8, 2016 • December 13, 2016 • January 17, 2017 <p>Parent Workshops:</p> <ul style="list-style-type: none"> • 9/29/2016 • 10/20/2016 • 11/10/2016 • 1/26/2017 <p>Coffee with the Principal Meetings:</p> <ul style="list-style-type: none"> • 9/7/2016 • 10/5/2016 • 11/16/2016 • 12/7/2016 <p>Board Meetings:</p> <ul style="list-style-type: none"> • July 30, 2016 • October 29, 2016 • November 6, 2016 • November 10, 2016 • January 7, 2017 <p>Note: Translators are provided at all meetings.</p>	<ul style="list-style-type: none"> • 89% agree or strongly agree that CAL encourages parent involvement and participation • 75% of respondents have attended at least one Parent Workshop so far this year, with 7% attending 5-7 Workshops; 77% agreed that the Workshops are scheduled at a convenient time • 94% agree or strongly agree that CAL maintains a positive school climate (student sense of safety and school connectedness) • 95% agree or strongly agree that CAL ensures sufficient student access to instructional materials, including technology • 83% agree or strongly agree that CAL's facilities are in good repair • The highest priority for stakeholders continues to be increasing student achievement (47% of survey respondents), followed by maintaining a positive school climate (14%), recruiting/retaining highly qualified teachers (14%) and ensuring student access to educational materials and technology (13%). <p>Common feedback from meetings with stakeholders include:</p> <ul style="list-style-type: none"> • Provide additional aides in the classrooms to help attainment of higher achievement goals, particularly for students with special needs, English Learners, and students struggling to meet grade level standards. • Acquire appropriate educational technology and expand its usage in the classroom; increasing the opportunities for using technology for learning common core concepts both at school and at home as well. • Provide targeted Professional Development to train teachers in the effective use of tech-based tools in the classroom. • Provide targeted Professional Development to more consistently improve student outcomes for students that are struggling in academics, discipline and social
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	<p>emotional well-being.</p> <ul style="list-style-type: none">• Provide programs, activities and formats that enhance parent, student and community engagement in the school for better outcomes in achievement.• Provide communication to families about available resources in the community.• Explore new ways to expand student aspirations for higher achievement.• Opportunities for businesses to help support school activities
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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 school site 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 district wide, 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?

GOAL:	Goal #1: Provide an environment, resources and staffing that help to maximize student achievement.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____
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Identified Need :	<ol style="list-style-type: none"> 1. CAL needs to continue to recruit and employ teachers who meet state certification and licensure requirements as required by ESSA and the charter. 2. CAL needs to increase student access to technology-based learning with additional technology integration in each classroom, and increase the utilization of online interactive curriculum and assessments through programs and Professional Development for faculty. 3. CAL needs to increase stakeholder satisfaction with the quality of CAL’s facilities through continued maintenance and improvements of the school site. 4. CAL needs to increase student proficiency on CAASPP testing. 5. CAL needs to maintain or increase reclassification rates for English learners.
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Goal Applies to:	Schools: Center for Advanced Learning Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 100% of teachers will be appropriately credentialed and assigned. 2. New laptops/tablets for student use will be integrated into weekly learning so that 100% of students in grades K-5 have access to online learning daily. 3. 100% of teachers will participate in professional development on tech-based learning in their classrooms, including using Study Island weekly assessments, to provide targeted differentiated instruction to increase student achievement. 4. CAL administrators will continue to track facilities maintenance inspections and ensure CAL’s facility is in good repair. 5. 50% of parents and other survey respondents will agree that CAL’s facility is in good repair. 6. CAL’s reclassification rate for English learners will be higher than LAUSD’s reclassification rate.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CAL will add 1 instructional aide to the Kindergarten grade level. This will allow for both Kindergarten classrooms to have a full time aide.	Grades TK/K	<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	\$28,100.00

		__ Other Subgroups:(Specify)_____	
CAL will maintain a full time Resource Specialist Teacher and Resource Specialist Aide to support the success of SPED students.	ALL	ALL OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: SPED	\$111,510.00
CAL will attract and maintain high quality teachers and ensure they are appropriately assigned and fully credentialed.	ALL	<input checked="" type="checkbox"/> ALL __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$1,052,499.30
CAL will maintain four classroom aides for grades K-2.	Grades K-2	<input checked="" type="checkbox"/> ALL __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$81,953.00
CAL will maintain a Reading Lab instructional aide for ongoing intervention. The aide will work with students from grades K-3.	Grades K-3	<input checked="" type="checkbox"/> ALL __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$54,050.00
CAL will purchase and install additional laptop computers for student use in grades 2-5. This will complete our 1-to-1 plan where all students in grades K-5 will have either a laptop computer or tablet for use during class time.	ALL	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$60,000
CAL will provide professional development to all faculty to ensure effective integration of tech-based resources and online/software-based curriculum (e.g Scoot Pad, Accelerated Reader, Time for Kids. Brain Pop, Jr. and Brain Pop).	ALL	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	\$15,000

CAL will provide clean and welcoming facilities for both students and families.	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)_____	\$57,600
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LCAP Year 2: 2017-18

- Expected Annual Measurable Outcomes:**
- 100% of teachers will be appropriately credentialed and assigned.
 - New laptops/tablets for student use will be integrated into weekly learning as necessary so that 100% of students in grades K-5 have access to online learning daily.
 - 100% of teachers will participate in professional development on tech-based learning in their classrooms, including using Study Island weekly assessments, to provide targeted differentiated instruction to increase student achievement.
 - CAL administrators will continue to track facilities maintenance inspections and ensure CAL's facility is in good repair.
 - 50% of parents and other survey respondents will agree that CAL's facility is in good repair.
 - CAL's reclassification rate for English learners will be higher than LAUSD's reclassification rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CAL will ensure both Kindergarten classrooms have a full time instructional aide.	Grades TK/K	<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)_____	\$60,000
CAL will maintain a full time Resource Specialist Teacher and Resource Specialist Aide to support the success of SPED students.	ALL	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: SPED	\$114,000

CAL will attract and maintain high quality teachers and ensure they are appropriately assigned and fully credentialed.	ALL	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,100,000
CAL will maintain classroom aides for grades 1-2.	Grades 1-2	<input checked="" type="checkbox"/> ALL <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)_____	\$60,000
CAL will maintain a Reading Lab instructional aide for ongoing intervention. The aide will work with students from grades K-3.	Grades K-3	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$56,000
CAL will ensure all students in grades K-5 have either a laptop computer or tablet for use during class time, and will purchase additional laptops or tablets as necessary.	ALL	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000
CAL will provide professional development to all faculty to ensure effective integration of tech-based resources and online/software-based curriculum (e.g. Scoot Pad, Accelerated Reader, Time for Kids. Brain Pop, Jr. and Brain Pop).	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)	\$17,000
CAL will provide clean and welcoming facilities for both students and families.	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)	\$59,000

LCAP Year 3: 2018-19

Expected Annual Measurable

1. 100% of teachers will be appropriately credentialed and assigned.

Outcomes:	<ol style="list-style-type: none"> 2. New laptops/tablets for student use will be integrated into weekly learning as necessary so that 100% of students in grades K-5 have access to online learning daily. 3. 100% of teachers will participate in professional development on tech-based learning in their classrooms, including using Study Island weekly assessments, to provide targeted differentiated instruction to increase student achievement. 4. CAL administrators will continue to track facilities maintenance inspections and ensure CAL's facility is in good repair. 5. 50% of parents and other survey respondents will agree that CAL's facility is in good repair. 6. CAL's reclassification rate for English learners will be equal to or higher than LAUSD's reclassification rate. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CAL will ensure both Kindergarten classrooms have a full time instructional aide.	Grades TK/K	<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)_____	\$62,000
CAL will maintain a full time Resource Specialist Teacher and Resource Specialist Aide to support the success of SPED students.	ALL	ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: SPED	\$116,000
CAL will attract and maintain high quality teachers and ensure they are appropriately assigned and fully credentialed.	ALL	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,150,000.00
CAL will maintain two classroom aides for grades 1-2.	Grades 1-2	<input checked="" type="checkbox"/> ALL <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)_____	\$61,000
CAL will maintain a Reading Lab instructional aide for ongoing intervention. The aide will work with students from	Grades K-3	<input checked="" type="checkbox"/> ALL	\$57,000

grades K-3.		<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)_____	
CAL will ensure all students in grades K-5 have either a laptop computer or tablet for use during class time, and will purchase additional laptops or tablets as necessary.	ALL	<input checked="" type="checkbox"/> ALL <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)_____	\$12,000
CAL will provide professional development to all faculty to ensure effective integration of tech-based resources and online/software-based curriculum (e.g Scoot Pad, Accelerated Reader, Time for Kids. Brain Pop, Jr. and Brain Pop).	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)_____	\$20,000
CAL will provide clean and welcoming facilities for both students and families.	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)_____	\$60,000

GOAL:	Goal #2: CAL will ensure all students are provided a rigorous, high-quality instructional program that is fully aligned with the California Common Core/state standards in all core subjects.	Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	1. CAL needs to increase student proficiency rates on the CAASPP in both ELA and Math over previous year, both school wide and for each numerically significant pupil subgroup (socioeconomically disadvantaged, Hispanic/Latino, EL). 2. CAL needs to provide focused professional development to all teachers to increase student proficiency rates on standardized tests in ELA and Math. 3. CAL needs to provide students with relevant and rigorous materials and resources and the personnel to support with implementation.
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Goal Applies to:	Schools: Center for Advanced Learning Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1. Ensure each numerically significant pupil subgroup’s ELA/ Literacy and Math CAASPP would be as follows: <ul style="list-style-type: none"> • ELA/ Literacy: 46% will “meet or exceed” standards overall; 48%, EL; 43%, socioeconomically disadvantaged; 43%, Hispanic/Latino • Math: 46% “meet or exceed” standards overall; 46%, EL; 41%, socioeconomically disadvantaged; 43% Hispanic/Latino 2. Utilize benchmark assessments (three times annually) to identify students in need of additional supports to achieve proficiency. 3. Ensure teachers collaborate weekly (grade level planning meetings) with Resource Specialist teacher, instructional aide (if applicable), and principal to provide targeted instruction for all students. 4. Provide professional development on differentiating instruction to meet the needs of all students. 5. Continue to provide after-school/Saturday intervention workshops for students who are identified based on benchmark assessments as needing additional support to meet proficiency on the CAASPP. 6. CAL’s reclassification rate for English learners will be equal to or higher than LAUSD’s reclassification rate.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CAL will provide all teachers with focused professional development on core subject areas that align with California Common Core Standards.	ALL	<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners	\$2,500

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
CAL will ensure adequate staffing levels to provide coverage for teachers during weekly grade level planning meetings.	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)_____	\$22,689.92
CAL will provide fieldtrips that connect classroom learning with real world applications.	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)_____	\$15,000
CAL will purchase textbooks and learning materials to support student learning.	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)_____	\$70,000
CAL will maintain IT services for support with technology use in the classroom.	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)_____	\$57,600
CAL will continue to encourage children to achieve academic success through Honor Roll Award Assemblies and Accelerated Reader Celebrations.	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)_____	\$5,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1. Ensure each numerically significant pupil subgroup’s ELA/ Literacy and Math CAASPP would be as follows: <ul style="list-style-type: none"> • ELA/ Literacy: 46% will “meet or exceed” standards overall; 48%, EL; 43%, socioeconomically disadvantaged; 43%, Hispanic/Latino
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- Math: 46% “meet or exceed” standards overall; 46%, EL; 41%, socioeconomically disadvantaged; 43% Hispanic/Latino
2. Utilize benchmark assessments (three times annually) to identify students in need of additional supports to achieve proficiency.
 3. Ensure teachers collaborate weekly (grade level planning meetings) with Resource Specialist teacher, instructional aide (if applicable), and principal to provide targeted instruction for all students.
 4. Provide professional development on differentiating instruction to meet the needs of all students.
 5. Continue to provide after-school/Saturday intervention workshops for students who are identified based on benchmark assessments as needing additional support to meet proficiency on the CAASPP.
 6. CAL’s reclassification rate for English learners will be equal to or higher than LAUSD’s reclassification rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CAL will provide all teachers with focused professional development on core subject areas that align with California Common Core Standards.	ALL	X_ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$5,000
CAL will ensure adequate staffing levels to provide coverage for teachers during weekly grade level planning meetings.	ALL	X_ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$23,608
CAL will provide fieldtrips that connect classroom learning with real world applications.	ALL	X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$15,000
CAL will purchase textbooks and learning materials to support student learning.	ALL	X_ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$70,000

CAL will maintain IT services for support with technology use in the classroom.	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)_____	\$58,600
CAL will continue to encourage children to achieve academic success through Honor Roll Award Assemblies and Accelerated Reader Celebrations.	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)_____	\$5,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> Ensure each numerically significant pupil subgroup's ELA/ Literacy and Math CAASPP would be as follows: <ul style="list-style-type: none"> ELA/ Literacy: 46% will "Meet" or "Exceed" standards overall; 48%, EL; 43%, socioeconomically disadvantaged; 43%, Hispanic/Latino Math: 46% will "Meet" or "Exceed" standards overall; 46%, EL; 41%, socioeconomically disadvantaged; 43% Hispanic/Latino Utilize benchmark assessments (three times annually) to identify students in need of additional supports to achieve proficiency. Ensure teachers collaborate weekly (grade level planning meetings) with Resource Specialist teacher, instructional aide (if applicable), and principal to provide targeted instruction for all students. Provide professional development on differentiating instruction to meet the needs of all students. Continue to provide after-school/Saturday intervention workshops for students who are identified based on benchmark assessments as needing additional support to meet proficiency on the CAASPP. CAL's reclassification rate for English learners will be equal to or higher than LAUSD's reclassification rate.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CAL will provide all teachers with focused professional development on core subject areas that align with California Common Core Standards.	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	\$7,500

		__ Other Subgroups:(Specify)_____	
CAL will ensure adequate staffing levels to provide coverage for teachers during weekly grade level planning meetings.	ALL	X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$24,552,32
CAL will provide fieldtrips that connect classroom learning with real world applications.	ALL	X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$15,000
CAL will purchase textbooks and learning materials to support student learning.	ALL	X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$70,000
CAL will maintain IT services for support with technology use in the classroom.	ALL	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$59,600
CAL will continue to encourage children to achieve academic success through Honor Roll Award Assemblies and Accelerated Reader Celebrations.	ALL	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$5,000

GOAL:	Goal #3: Engage parents as partners through education, communication, and collaboration to provide students with a safe, welcoming and inclusive, positive learning environment to ensure students are in class ready to learn.		Related State and/or Local Priorities: 1__ 2__ 3 X 4 X 5 X 6 X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	<ol style="list-style-type: none"> CAL needs to increase parent attendance at Workshops, Coffee with the Principal, and other school events. CAL needs to maintain or increase attendance rates. CAL needs to maintain or decrease student suspension and expulsion rates. CAL needs to ensure positive stakeholder survey results regarding school climate. CAL needs to maintain attendance logs and meeting agendas for parent meetings to track parent participation. 			
Goal Applies to:	Schools: Center for Advanced Learning		Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> Schedule Parent Workshops and Coffee with the Principal events at convenient times to increase parent attendance. At least 85% of parents will attend at least one school event each year. At least 85% of parents will agree or strongly agree that CAL's students are achieving. Attendance rates greater than 96%. Suspension rates less than .5%. Expulsion rates less than .5%. Maintain a positive school climate according to parent surveys and monthly site inspections done by administrators. Continue to implement the Baldrige Criteria to ensure students are engaged in their learning, want to come to school and believe CAL provides a safe, welcoming and inclusive environment for learning. Continue to facilitate the Site-Based Advisory Council, ELAC and other activities (including frequent home/school communications) to facilitate parental engagement and involvement in decision-making and goal setting. 			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Schedule monthly Parent Workshops, Coffee with the Principal, other school events and celebrations, and parent-teacher conferences at convenient times for all parents to participate.	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)_____	\$2,300
Continue to provide attendance intervention through the use of incentives, perfect attendance fieldtrips, parental involvement and other strategies to continue a high rate of daily attendance.	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)_____	\$7,000
Continue to provide activities to build a positive school culture including Multicultural Festival, Black History Month Celebrations, and Hispanic Heritage Month celebrations.	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)_____	\$8,000
Continue to implement Baldrige Criteria to ensure positive student behavior and a low rate of suspension/expulsion.	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)_____	\$2,000
Incorporate Arts program for students in grades 4-5 to expose students to grade specific CA Art Standards.	Grades 4-5	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$20,000
Continue to facilitate the Site-Based Advisory Council, English Learner Advisory Committee (ELAC) and other school wide meetings, home/school communications and events to ensure parent input in decision-making and goal setting for the school.	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)_____	\$1,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

1. Schedule Parent Workshops and Coffee with the Principal events at convenient times to increase parent attendance.
2. At least 85% of parents will attend at least one school event each year.
3. At least 85% of parents will agree or strongly agree that CAL's students are achieving.
4. Attendance rates greater than 96%.
5. Suspension rates less than .5%.
6. Expulsion rates less than .5%.
7. Maintain a positive school climate according to parent surveys and monthly site inspections done by administrators.
8. Continue to implement the Baldrige Criteria to ensure students are engaged in their learning, want to come to school and believe CAL provides a safe, welcoming and inclusive environment for learning.
9. Continue to facilitate the Site-Based Advisory Council, ELAC and other activities (including frequent home/school communications) to facilitate parental engagement and involvement in decision-making and goal setting.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Schedule monthly Parent Workshops, Coffee with the Principal, other school events and celebrations, and parent-teacher conferences at convenient times for all parents to participate.	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)_____	\$2,800
Continue to provide attendance intervention through the use of incentives, perfect attendance fieldtrips, parental involvement and other strategies to continue a high rate of daily attendance.	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)_____	\$8,000
Continue to provide activities to build a positive school culture including Multicultural Festival, Black History Month Celebrations, and Hispanic Heritage Month celebrations.	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)_____	\$9,000

Continue to implement Baldrige Criteria to ensure positive student behavior and a low rate of suspension/expulsion.	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)_____	\$2,000
Continue to incorporate Arts program for students in grades 4-5 to expose students to grade specific CA Art Standards. Add Arts program for grades 1-3 so that total program includes grades 1-5.	Grades 1-5	<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)_____	\$50,000
Continue to facilitate the Site-Based Advisory Council, English Learner Advisory Committee (ELAC) and other school wide meetings, home/school communications and events to ensure parent input in decision-making and goal setting for the school.	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)_____	\$1,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1. Schedule Parent Workshops and Coffee with the Principal events at convenient times to increase parent attendance.
	2. At least 85% of parents will attend at least one school event each year.
	3. At least 85% of parents will agree or strongly agree that CAL's students are achieving.
	4. Attendance rates greater than 96%.
	5. Suspension rates less than .5%.
	6. Expulsion rates less than .5%.
	7. Maintain a positive school climate according to parent surveys and monthly site inspections done by administrators.
	8. Continue to implement the Baldrige Criteria to ensure students are engaged in their learning, want to come to school and believe CAL provides a safe, welcoming and inclusive environment for learning.
	9. Continue to facilitate the Site-Based Advisory Council, ELAC and other activities (including frequent home/school communications) to facilitate parental engagement and involvement in decision-making and goal setting.

Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted
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	Service		Expenditures
Schedule monthly Parent Workshops, Coffee with the Principal, other school events and celebrations, and parent-teacher conferences at convenient times for all parents to participate.	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)_____	\$3,000
Continue to provide attendance intervention through the use of incentives, perfect attendance fieldtrips, parental involvement and other strategies to continue a high rate of daily attendance.	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)_____	\$9,000
Continue to provide activities to build a positive school culture including Multicultural Festival, Black History Month Celebrations, and Hispanic Heritage Month celebrations.	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)_____	\$12,000
Continue to implement Baldrige Criteria to ensure positive student behavior and a low rate of suspension/expulsion.	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)_____	\$2,000
Continue to incorporate Arts program for students in grades 4-5 to expose students to grade specific CA Art Standards.	Grades 4-5	<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)_____	\$65,000
Continue to facilitate the Site-Based Advisory Council, English Learner Advisory Committee (ELAC) and other school wide meetings, home/school communications and events to ensure parent input in decision-making and goal setting for the school.	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)_____	\$1,000

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 school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	Goal #1: Math—90% of students will score proficient or above on internal benchmark test.		Related State and/or Local Priorities: 1__ 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	School wide		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	ALL		
	SBAC Testing	Actual Annual Measurable Outcomes:	On the 2016 CAASPP, 42% of students “Met” or “Exceeded” standards in Math, which increased from 29% in 2015.	
			On CAL’s 2015-2016 internal benchmark (i.e. the CAASPP Interim Benchmark Assessment), 61% of students scored “At/Near Standard” or “Above Standard” in Math.	
LCAP Year: 2015-2016				
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures	
CAL will add additional instructional aides in classrooms that show the greatest need.	Four aides: \$119,000 Eureka Math Program: \$30,000 SBAC PD Training: \$2,500	CAL hired four new classroom instructional aides in grades K-2. Each assigned aide was scheduled to work 7 hours per day. Grades K-1 had one instructional aide per grade level being shared between two teachers. Grade 2 had one instructional aide per teacher (two aids total) The Eureka Math curriculum was purchased and implemented school-wide. Materials and manipulatives were purchased as recommended by the curriculum for each classroom school-wide. A team of teachers was sent to the Los Angeles County Office of Education for SBAC training. Teachers received onsite curricula based training in math.	Cost of four aides: \$126,364 Cost of Eureka Math: \$26,000 Cost of Training: \$1,200	
Scope of service:	ALL	Scope of service:	K-2	

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
The use of technology in the classroom will be expanded to achieve more effective learning.	\$10,000	Dell Chromebook laptop computers were purchased for each 3rd grade classroom (52 in total). A subscription to the Scoop Pad online curriculum was purchased. Three LCD projectors were purchased to replace broken equipment. Teachers received on-going professional development in technology integration for both math and language arts.	Cal spent \$48,911 on computers, the Scoot Pad Subscription, and for three LCD projectors.
Scope of service:	ALL	Scope of service:	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)_____		<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)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>In 2016-17, CAL will continue to allocate resources to teacher professional development, and technology-based learning as detailed in the 2016-17 LCAP goals and sections above.</p> <p>For the 2016-2017 school year, technology allocation was expanded to ensure that there was a 1:1 student to device ratio. The previously purchased iPads were reallocated to the kindergarten and 1st grade students. Additionally, Dell Chromebook laptops were purchased to accommodate the needs of two additional 3rd grade classrooms and grades 2, 4, and 5.</p>		

Original GOAL from prior year LCAP:	Goal #2: Closing the achievement gap. CAL will close the achievement gap between African-American students and other populations by 50%.		Related State and/or Local Priorities: 1__ 2_X 3_ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	School wide Applicable Pupil Subgroups: African-American students	
Expected Annual Measurable Outcomes:	CCSS Test scores		Actual Annual Measurable Outcomes: On the 2016 CAASPP, African American students outperformed the school wide average in both ELA/ Literacy and Math, and experienced a larger increase in scores compared to the 2015 CAASPP than the school wide increases. 73% of African American students “Met” or “Exceeded” standards in ELA/ Literacy, and 45% “Met” or “Exceeded” standards in Math, which is higher than the school wide performance in both subjects. African American students showed a 30% increase in ELA/ Literacy compared to 2015 CAASPP scores, versus a school wide increase of 7% in ELA/ Literacy. African American students showed a 16% increase in Math compared to 2015 CAASPP scores, versus a school wide increase of 13%.
LCAP Year: 2015-2016			
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures

<p>CAL will add additional instructional aides to instruct students where this need is prevalent. Also, additional intervention techniques will be added to address this issue.</p>	<p>Four aides: \$119,000</p>	<p>After reviewing the data for CAL's various student populations, CAL's team decided to utilize the instructional aides in the primary grades, which would have the greatest impact for students who need the most assistance earlier on in their academic training. This decision was made upon viewing internal pre-assessment data and determining the greatest area of need for the underserved populations.</p> <p>CAL hired four new classroom instructional aides in grades K-2. Each assigned aide was scheduled to work 7 hours per day. Grades K-1 had one instructional aide per grade level being shared between two teachers. Grade 2 had one instructional aide per teacher (two aids total)</p> <p>Classroom aides also participated in intervention classes to help target intervention instruction in grades 1-5.</p>	<p>Cost of four aides: \$126,364</p> <p>Cost of four aides used during intervention \$1,457</p>
<p>Scope of service:</p>	<p>ALL</p>	<p>Scope of service:</p>	<p>ALL</p>
<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>After reviewing the data, the CAL team determined that African American students had made better progress on the CAASPP and was now exceeding the school wide average. CAL intends to utilize the expanded technology and online curriculum, and continue to use after-school and weekend intervention classes to address the needs of our African American students. Moving forward, additional teacher training regarding instructional strategies will also be put into place.</p>		

Original GOAL from prior year LCAP:	Goal #3: Language Arts Scores 80% of students continuously enrolled at for least one year will score proficient or above on internal benchmark test and state test in language arts.		Related State and/or Local Priorities: 1x 2_X 3x 4x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: School wide Applicable Pupil Subgroups: ALL			
Expected Annual Measurable Outcomes:	80% of students continuously enrolled at CAL for at least one year will score proficient or above on state test in Language Arts.	Actual Annual Measurable Outcomes:	On the 2016 CAASPP, 44% of students “Met” or “Exceeded” standards in ELA/ Literacy, which increased from 37% in 2015. On CAL’s 2015-2016 internal benchmark (i.e. the CAASPP Interim Benchmark Assessment), 59% of students scored “At/Near Standard” or “Above Standard” in ELA/ Literacy.	
LCAP Year: 2015-2016				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
CAL will add additional instructional aides in classrooms that saw the greatest need.		Four aides: \$119,000	CAL hired four new classroom instructional aides in grades K-2. Each assigned aide was scheduled to work 7 hours per day. Grades K-1 had one instructional aide per grade level being shared between two teachers. Grade 2 had. one instructional aide per teacher (two aids total)	Cost of four aides: \$126,364
Scope of service:	ALL		Scope of service:	ALL
_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?	CAL continues to gain further knowledge of the testing formats and reporting of CAASPP scores, and we will continue to utilize the CAASPP benchmarks to inform instruction moving forward. The Reading Lab has been expanded to include grade 3. CAL intends to utilize the expanded technology and online line curriculum to meet the needs of all students. CAL will also continue to use after-school and weekend intervention classes.			

Original GOAL from prior year LCAP:	Goal #4: Special Education 80% of students continuously enrolled in CAL for at least one year will meet or exceeded their IEP goals	Related State and/or Local Priorities: 1__ 2__ 3 4 <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: School wide Applicable Pupil Subgroups: Special Education Students		
Expected Annual Measurable Outcomes:	80% of special education students will meet or exceed their IEP goals.	Actual Annual Measurable Outcomes:	During the 2015-2016 school year, 98% of Special Education Students met or exceeded their IEP goals.
LCAP Year: 2015-2016			
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
CAL will add additional instructional aides in classrooms that show a greater need to assist students from this population. Also, a more vigorous emphasis will be made to involve parents to participate in improving their child's educational performance, as well as exploring other supportive programs to stimulate learning.	Instructional aides: \$119,00 SPED Intervention Team: \$14,000	CAL hired four new classroom instructional aides in grades K-2. Each assigned aide was scheduled to work 7 hours per day. Grades K-1 had one instructional aide per grade level being shared between two teachers. Grade 2 had one instructional aide per teacher (two aids total) CAL continued using the "Push In Model" with the use of a Resource Specialist and a Special Education Aide, and used integrated technology in the classroom and educational program.	Cost of four aides: \$126,364 Cost of SPED Intervention: \$19,722
Scope of service: ALL		Scope of service: ALL	
<u>__</u> ALL		<u>__</u> ALL	
OR: <u>__</u> Low Income pupils <u>__</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Special Education Students</u>		OR: <u>__</u> Low Income pupils <u>__</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Special Education Students</u>	

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

The Resource Specialist will attend weekly grade level meetings to discuss student progress, interventions, and additional needs. The Reading Lab will be expanded to include grade 3. CAL intends to utilize the expanded technology and online curriculum to meet the needs of all students. CAL will also continue to use after-school and weekend intervention classes.

Additional SPED-specific interventions will be offered to SPED students, and small group instruction will be offered during the day with the classroom instructional aide in grades K-2

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 district wide, school wide, countywide, or charter wide 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 school site in the LCAP year, when using supplemental and concentration funds in a district wide or school wide 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	\$ 439,578.00
<p>Center for Advanced Learning (CAL) will receive \$439,578 in supplemental funding generated by the school’s low-income population and English Language Learners, including its concentration grant funding. CAL will use these funds to: provide additional classroom support with the hiring of teaching assistants, further implement the Common Core State Standards, broaden our technology in the classroom by providing each student with a electronic learning device, utilize computer based learning and assessments to identify student needs, provide early intervention through supplemental instruction, and hire and retain high quality, effective teachers. With more than 94% of our students qualifying as unduplicated pupils, the majority of the aforementioned efforts can be implemented school wide to maximize effectiveness. Additional classroom support will focus on the school’s Special Education and English Learner population to ensure their academic achievement.</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.

14.85	%
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Service to low income, foster youth and EL students will increase in the LCAP year through a larger allocation in funding enabling the school to increase staffing, resources, and materials directly provided to the unduplicated students at all our schools. Total funding for unduplicated pupils in 2016-2017 is \$439,578 and the proportionality percentage is 14.85% Increase in services include:

- Classroom Aides grades K-5
- Increase in technology toward a 1:1 ratio
- Educational technology software
- Intervention
- Reading Lab teacher
- Parent Involvement programs
- Clean and welcoming facilities
- CCSS aligned curriculum for ELA and Math
- Student activities to promote socio-emotional well being
- Student activities to recognize academic growth and achievement
- Student activities to promote school attendance
- Professional development for teachers and staff

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).

01-13-15 [California Department of Education]