**Introduction:**

**LEA:  EDUHSD Virtual Academy**          **Contact (Name, Title, Email, Phone Number):  Aaron Palm, Director, apalm@eduhsd.net, 530-622-6212**
**LCAP Year:  2015-16**

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

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

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

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

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

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

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

## *State Priorities*

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

*A. Conditions of Learning:*

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

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

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

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

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

**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 |
|---|---|
| The EDUHSD Virtual Academy at Shenandoah facilitated a comprehensive stakeholder engagement process designed to gain feedback from a wide cross section of our education community. The process included the outreach to our students, parents and all staff. The school reached out to the varied stakeholder groups and shared our goals, plans and progress. The stakeholder groups were also provided with the school's LCAP 2014-15 Expected Outcomes summary sheet, the 2013-14 LCAP Indicators of Progress and related data and the Assessment of Planned Base Expenditures summary sheets to review. This information provided the stakeholder groups with the goals, baseline student performance data that will be used to measure progress towards the goals, and analysis of planned and provided actions. After reviewing the information, the stakeholder groups were asked the following: What changes to goals, actions, services, and | The involvement and feedback from the stakeholder groups is an integral part of the school planning process. The process for outreach and the information received leads to shared expectations and accountability. Given that there are limited resources, the input helps to prioritize expenditures, initiatives, and innovations. |

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| expenditures does your group/committee recommend be made in the LCAP as a result of the review of progress and the assessment of the effectiveness of the actions and services?<br><br>The school met with our Charter Advisory Committee, Student Leadership Team and Staff.  The Charter Advisory Committee is made up of the Principal, two teachers, one classified representative, one district representative, one community member, 3 parents and 3 students.  One of the students is a member of the Student Leadership Team.  The Student Leadership team is made up of representatives from each grade level.  Members of the group have been elected to the posts of President, Treasurer and Secretary.  The staff consisted of all staff members at the school site.<br><br>All of the feedback from these groups was collected and brought forth to our Charter Advisory Committee.  The student representative on the committee shared out the Student Leadership Teams feedback.  The teachers on the committee shared out the staff feedback on the LCAP.  The Charter Advisory Committee then became the conduit for facilitating the necessary changes to the school's LCAP plan. | |
| **Annual Update:**<br>Stakeholder groups reported the changes to goals, actions, services, and expenditures their group/committee recommended be made in the 2015-16 LCAP as a result of the review of progress and the assessment of the effectiveness of the actions and services that were provided in the 2014-15 LCAP. | **Annual Update:**<br>Based on the feedback of all stakeholder groups, the LCAP goals and plan of action were modified. The data indicated to all-stakeholder groups that struggling students needed a more direct intervention.  The groups suggested shifting the focus of the funds from teacher training to assessment and remediation programs for students that will be utilized in an academic support class for struggling students.<br><br>It was also noted by the parent and student feedback that not all students have access to the online portals we offer from home.  So the group suggested moving some funding to the purchase of chromebooks for students who cannot afford technology at home. |

| | All of these suggestions have been accepted and implemented into our Single Plan for Student Achievement.  These suggestions are now action items for our school. |
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**Section 2:  Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

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

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

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

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

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

**Goal:**  Describe the goal:

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

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

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

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

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

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

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

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

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

| GOAL 1: | Starting with the 2015-16 school year all incoming students will be assessed in reading and math to determine their appropriate class placement in math in English to maximize success.  The staff will utilize the 2014-15 school year for choosing the assessment tool. | Related State and/or Local Priorities:<br>1_X 2_X 3_X 4_X 5_X 6__ 7__ 8__<br>COE only:  9__  10__<br>Local : Specify _____ |
|---|---|---|
| Identified Need : | To increase the proficiency of our students in English and mathematics.<br><br>Increase the percentage of students scoring "standard met" and "standard exceeded" on SBAC assessments.  Students insufficiently scored below "proficient" on the old CST tests.<br><br>Increase the percentage of students getting C's or higher in their English and mathematics classes. | |
| Goal Applies to: | Schools: | EDUHSD Virtual Academy |
| | Applicable Pupil Subgroups: | The EDUHSD Virtual Academy commits to improving the performance of all our students while closing the achievement gap for our economically disadvantaged students, individuals with exceptional needs, English learners, and foster youth. |
| **LCAP Year 1:** 2015-16 | | |
| Expected Annual Measurable Outcomes: | Increase the percentage of students scoring "standard met" and "standard exceeded" on SBAC assessments.  Students insufficiently scored below "proficient" on the old CST tests. | |

| | Increase the percentage of students getting C's or higher in their English and mathematics classes. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| English and mathematics assessment tool to determine the proper placement of students. | School-wide | _X_ ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | LCAP Funds:<br>$10,000.00 for the online portal tools |
| English and math support classes for these students that utilizes remediation software customized to each students unique need. This class will be designed to bring students up to grade level. | School-wide | _X_ ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____<br><br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | LCAP Funds:<br>$10,000.00 for the online portal tools (the same money as above. The assessment tool and remediation tool are one in the same.) |

| **LCAP Year 2**: 2016-17 |
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| Expected Annual Measurable Outcomes: | Increase the percentage of students scoring "standard met" and "standard exceeded" on SBAC assessments.  Students insufficiently scored below "proficient" on the old CST tests.<br><br>Increase the percentage of students getting C's or higher in their English and mathematics classes. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| English and mathematics assessment tool to determine the proper placement of students. | School-wide | _X_ ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | LCAP Funds:<br>$10,000.00 for the online portal tools |
| English and math support class for these students that utilizes | School-wide | _X_ ALL | LCAP Funds: |

| remediation software customized to each students unique need. This class will be designed to bring students up to grade level. | | **OR:**<br>__Low Income pupils   __English Learners<br>__Foster Youth   __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | $10,000.00for the online portal tools (the same money as above. The assessment tool and remediation tool are one in the same.) |

<p align="center"><strong>LCAP Year 3</strong>: 2017-18</p>

| Expected Annual Measurable Outcomes: | Increase the percentage of students scoring "standard met" and "standard exceeded" on SBAC assessments.  Students insufficiently scored below "proficient" on the old CST tests.<br><br>Increase the percentage of students getting C's or higher in their English and mathematics classes. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| English and mathematics assessment tool to determine the proper placement of students. | School-wide | _X_ALL<br><br>OR:<br>__Low Income pupils   __English Learners<br>__Foster Youth   __Redesignated fluent English proficient __Other Subgroups: (Specify)_____ | LCAP Funds: $10,000.00 for the online portal tools |
| English and math support class for these students that utilizes remediation software customized to each students unique need. This class will be designed to bring students up to grade level. | School-wide | _X_ALL<br><br>OR:<br>__Low Income pupils   __English Learners<br>__Foster Youth   __Redesignated fluent English proficient __Other Subgroups: (Specify)_____<br><br>OR:<br>__Low Income pupils   __English Learners<br>__Foster Youth   __Redesignated fluent English proficient __Other Subgroups: (Specify)_____ | LCAP Funds: $10,000.00 for the online portal tools (the same money as above. The assessment tool and remediation tool are one in the same.) |

| GOAL 2: | Seventy-five percent of our students will graduate having fulfilled the A-G college entrance requirement. | Related State and/or Local Priorities:<br><br>1_X 2_X 3_X 4_X 5__ 6__ 7_X 8_X<br><br>COE only: 9__ 10__<br><br>Local : Specify _____ |
|---|---|---|

| Identified Need : | | The Virtual Academy graduation data indicates that not enough students are meeting the A-G college entrance requirements upon graduation. |
|---|---|---|
| Goal Applies to: | Schools: | EDUHSD Virtual Academy |
| | Applicable Pupil Subgroups: | The EDUHSD Virtual Academy commits to improving the performance of all our students while closing the achievement gap for our economically disadvantaged students, individuals with exceptional needs, English learners, and foster youth. |

**LCAP Year 1:** 2015-16

| Expected Annual Measurable Outcomes: | Increase the percentage of students who graduate meeting the A-G college entrance requirements. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| Every year students will meet with their counselor and submit a 4-year plan or update their 4-year plan via the Naviance system. | School-wide | _X_ ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | LCAP Funds: No LCAP dollars will be used on this action. |
| The school Director and Counselor will attend the UC/CSU conference every year to ensure they are aware of all the pertinent changes to the college A-G requirements. | School-wide | _X_ ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | LCAP Funds: No LCAP dollars will be used on this action. |
| Not all students have access to technology at home in order to have access to the curriculum and tools to pass their classes at home. The Virtual Academy needs to purchase 2 laptops this year in order to ensure that all students have access to the technology they need at home to attain the college A-G requirements. | School-wide | __ALL<br><br>OR:<br>_X_ Low Income pupils __English Learners<br>_X_ Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | LCAP Funds: $1000.00 will be used from our LCAP funds to reach this goal. The remaining funds will come |

| | | | from the schools left over title one budget. |
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| Students need two years of a foreign language in order to meet The A-G requirement. To include foreign language as a viable option for our students in a small school setting we must provide them access to a third party school that is providing high quality A-G foreign language courses. | School-wide | _X_ ALL<br>------------------------------------------------------------------------<br>OR:<br>__ Low Income pupils __ English Learners<br>__ Foster Youth __ Redesignated fluent English Proficient __ Other Subgroups: (Specify)_____ | LCAP Funds: $6000.00 will be spent on the service |

| LCAP Year 2: 2016-17 | | | |
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| Expected Annual Measurable Outcomes: | Increase the percentage of students who graduate meeting the A-G college entrance requirements. | | |
|---|---|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| Every year students will meet with their counselor and submit a 4-year plan or update their 4-year plan via the Naviance system. | School-wide | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCAP Funds: No LCAP dollars will be used on this action. |
| The school Director and Counselor will attend the UC/CSU conference every year to ensure they are aware of all the pertinent changes to the college A-G requirements. | School-wide | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCAP Funds: No LCAP dollars will be used on this action. |
| Not all students have access to technology at home in order to have access to the curriculum and tools to pass their classes at home. The Virtual Academy will continue to ascertain its needs every year to ensure that all students have access to the technology they need at home to attain the college A-G requirements. | School-wide | __ALL<br>OR:<br>_X_Low Income pupils __English Learners<br>_X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCAP Funds: $1000.00 will be used from our LCAP funds every year to reach this goal. |

| Students need two years of a foreign language in order to meet The A-G requirement. To include foreign language as a viable option for our students in a small school setting we must provide them access to a third party school that is providing high quality A-G foreign language courses. | School-wide | _X_ ALL<br>--------------------------------------------------------------------------------<br>OR:<br>__ Low Income pupils __ English Learners<br>__ Foster Youth __ Redesignated fluent English Proficient __ Other Subgroups: (Specify)_____ | LCAP Funds: $6000.00 will be spent on the service |
|---|---|---|---|

**LCAP Year 3**: 2017-18

| Expected Annual Measurable Outcomes: | Increase the percentage of students who graduate meeting the A-G college entrance requirements. | | |
|---|---|---|---|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Every year students will meet with their counselor and submit a 4-year plan or update their 4-year plan via the Naviance system. | School-wide | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____ | LCAP Funds: No LCAP dollars will be used on this action. |
| The school Director and Counselor will attend the UC/CSU conference every year to ensure they are aware of all the pertinent changes to the college A-G requirements. | School-wide | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____ | LCAP Funds: No LCAP dollars will be used on this action. |
| Not all students have access to technology at home in order to have access to the curriculum and tools to pass their classes at home. The Virtual Academy will continue to ascertain its needs every year to ensure that all students have access to the technology they need at home to attain the college A-G requirements. | School-wide | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCAP Funds: $1000.00 will be used from our LCAP funds every year to reach this goal. |
| Students need two years of a foreign language in order to meet the A-G requirement. To include foreign language as a viable option for our students in a small school setting we must provide them access to a third party school that is providing high quality A-G foreign language courses. | School-wide | _X_ ALL<br>--------------------------------------------------------------------------------<br>OR:<br>__ Low Income pupils __ English Learners<br>__ Foster Youth __ Redesignated fluent English Proficient __ Other Subgroups: (Specify)_____ | LCAP Funds: $6000.00 will be spent on the service |

# 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: | Prepare college-ready and career-ready students to successfully meet entrance and performance requirements of postsecondary institutions | Related State and/or Local Priorities:<br><br>1_X_ 2_X_ 3_X_ 4_X_ 5__ 6__ 7_X_ 8_X_<br><br>COE only: 9__ 10__<br><br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: EDUHSD Virtual Academy | |
|---|---|---|
| | Applicable Pupil Subgroups: | The EDUHSD Virtual Academy commits to improving the performance of all our students while closing the achievement gap for our economically disadvantaged students, individuals with exceptional needs, English learners, and foster youth. |

| Expected Annual Measurable Outcomes: | 1. Increase the overall cohort graduation rate with an emphasis on improving the aggregate graduation rate for low socioeconomic students, foster youth, students with disabilities and English Learners<br>2. Increase all graduates meeting UC/CSU a-g requirements with an emphasis on improving the aggregate percentage rate for low socioeconomic students, foster youth, students with disabilities and English Learners<br>3. Increase percentage of 11th-12th graders taking & passing AP courses/exams with an emphasis on improving the aggregate percentage/passing rate for low socioeconomic students, foster youth, students with disabilities and English Learners<br>4. Increase percentage of 11th graders scoring college ready on the EAP for English & Mathematics with an emphasis on improving the aggregate pass rate for low socioeconomic students, foster youth, students with disabilities and English Learners<br>5. Increase First Time Pass Rate on the CAHSEE for English and Mathematics with an emphasis on improving the aggregate pass rate for low socioeconomic students, foster youth, students with disabilities and English Learners<br>6. Increase the percentage of 10th graders completing 120 or more credits with a 2.5 GPA or higher with an emphasis on improving the aggregate percentage | Actual Annual Measurable Outcomes: | 1. Our overall cohort graduation rate held steady at 92% from 2012-13 to 2013-14. In last year's graduating class we did not have any foster youth or English Learners. Our low socioeconomic students and students with disabilities all graduated.<br>2. Our percentage of graduates meeting UC/CSU A-G requirements moved from 2% to 25% in the 2013-14 school year. In last year's graduating class we did not have any foster youth or English Learners. Unfortunately our low socioeconomic students and students with disabilities continued to have 0 that met the A-G college requirements.<br>3. None of our 11th or 12th graders took an AP class or AP test in the 2013-14 school year.<br>4. Unfortunately our sample size was not large enough to receive an EAP report for mathematics in 2012 or 2013. Our school also did not have any students who were foster youth or EL that took these tests. However in English our students with disabilities passed the EAP in 2012 at 30% (6 students) and 25% (4 students) in 2013. Our low socioeconomic data indicates our sample size was too small to get data for in 2012 and 2013. Our combined junior class data indicates that in 2012 30% of our students (7 students) passed the EAP and in 2013 25% (4 students) passed the EAP in English.<br>5. Our CAHSEE pass rate for English and math in 2012-2013 was 89% in ELA and 83% in math. In 2012-13 we had 1 |
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|---|---|---|---|
| | rate for low socioeconomic students, foster youth, students with disabilities and English Learners.<br><br>7. Increase percentage of 10th graders completing a 4-Year academic plan so that in 2015 all students have completed one. | | student with disabilities take the CAHSEE in math and pass.  In the same year we had 5 students with disabilities take the ELA test 40% passed it.  We also had 2 students who were economically disadvantaged and they both passed the ELA and math part of the test. We did not have any foster youth in this year or EL students.  In 2013-14 we also had no EL or foster youth take the CAHSEE test.  In ELA 96% of our students passed the CAHSEE and 96% passed in math as well.  In 2013-14 we had 6 economically disadvantaged take the CAHSEE and pass it for both math and English.  We also had 1 special education student take it and not pass it for math and English.<br><br>6. In the 2013-14 school year the Virtual Academy had 11 out of 24 students with 120 credits or more at the end of their 10th grade year.<br><br>7. In 2013-14 we were successful in ensuring that all 10th graders completed a 4-year plan. |

| LCAP Year: 2013-14 |
|---|

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| CCSS implementation training for ELA and mathematics teachers. | $1650 | CCSS implementation training for ELA and mathematics teachers. | $1650 |
| Scope of service: EDUHSD Virtual Academy | | Scope of service: EDUHSD Virtual Academy | |
| _X_ ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | _X_ ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient  __Other Subgroups:(Specify)_____ | |

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|---|---|---|---|
| Purchased CCSS aligned print/online teaching materials. | 0 | Purchased CCSS aligned print/online teaching materials. | 0 |
| **Scope of service:** EDUHSD Virtual Academy | | **Scope of service:** EDUHSD Virtual Academy | |
| _X_ALL | | _X_ALL | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | |

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Our training was successfully completed.  So we are now shifting to providing assessment and remediation tools for our struggling students to supplement the resources provided last year. |
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| Original GOAL 2 from prior year LCAP: | Develop schools where individual students are connected and supported to make healthy, responsible decisions | Related State and/or Local Priorities:<br>1__ 2__ 3_X 4_X 5__  6_X 7__ 8_<br>COE only:  9__  10__<br>Local : Specify _____ |
|---|---|---|
| **Goal Applies to:** | Schools: EDUHSD Virtual Academy | |
| | Applicable Pupil Subgroups: | The EDUHSD Virtual Academy commits to improving the performance of all our students while closing the achievement gap for our economically disadvantaged students, individuals with exceptional needs, English learners, and foster youth. |
| Expected Annual Measurable Outcomes: | 1. Increase positive parent responses on the EDUHSD parent survey related to parents' interactions with schools and staff using 2014 data as a baseline<br>2. Incorporate the LCAP process into the annual continuous improvement cycle; given the expanded timeline for development in14-15<br>3. Incorporate feedback generated from stakeholders in the school plans | Actual Annual Measurable Outcomes: | 1. The parent survey has been designed and will be sent to parents at the end of the 2014-15 school year as planned.<br>2. The LCAP process was incorporated into the annual continuous improvement process for the 2014-15 school year. As was previously stated all stakeholder groups on our campus were engaged and the LCAP process became the primary driver in the setting of our school goals.<br>3. The data generated from the stakeholder group was used to |

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| 4. Increase students and parents using Naviance for college and career planning and establish baseline data in 2014-15<br><br>5. Improve college and career planning communication between school staff and parents/students 2014-15 baseline data | | alter the school plans.  For example, this goal is a part of our school plan based solely on the feedback of parents and students.<br>4. All students and parents have access to the Naviance system and all students have done the required work in Naviance. We need to continue to work to get more parent participation in the Naviance system next year.<br>5. We increased the amount of information we send home to parents about college and career information.  We also provided the Naviance system to families.  We also continued our college and career fairs and information nights for families. |

**LCAP Year**: 2013-14

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Connections Coordinator and additional Nurse were hired for our district | LCAP Funds: $0 | Connections Coordinator and additional Nurse were hired for our district | LCAP Funds: $0 |
| Scope of service: EDUHSD Virtual Academy<br><br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: EDUHSD Virtual Academy<br><br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| Student asset development training for the staff | LCAP Funds: $0 | Student asset development training for the staff took place this year. | LCAP Funds: $0 |
| Scope of service: EDUHSD Virtual Academy<br><br>_X_ALL | | Scope of service: EDUHSD Virtual Academy<br><br>_X_ALL | |

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OR:<br>
__Low Income pupils __English Learners<br>
__Foster Youth __Redesignated fluent English proficient<br>
__Other Subgroups:(Specify)_____
</td>
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<td>
OR:<br>
__Low Income pupils __English Learners<br>
__Foster Youth __Redesignated fluent English proficient __Other<br>
Subgroups:(Specify)_____
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| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Mid-year we actually made an addition to our plan based on parent and student feedback.  We empowered the student leadership team to create more student centered activities during the school day to connect students to their school. |
|---|---|

| Original GOAL 3 from prior year LCAP: | Promote and support an environment throughout the school where staff members effectively communicate with each other and all stakeholders | Related State and/or Local Priorities:<br>1__ 2__ 3_X 4__ 5__ 6_X 7__ 8_<br>COE only:  9__ 10__<br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | EDUHSD Virtual Academy | |
|---|---|---|---|
| | Applicable Pupil Subgroups: | | The EDUHSD Virtual Academy commits to improving the performance of all our students while closing the achievement gap for our economically disadvantaged students, individuals with exceptional needs, English learners, and foster youth. |

| Expected Annual Measurable Outcomes: | 1. Develop processes that encourage productive discourse among staff members Develop, maintain, and improve communication tools that promote two-way communication between the School and stakeholder groups, including staff, parents, students, and community members<br>2. Seek and act upon input from stakeholder groups, including staff, students, parents, and community members maintain and improve relationships between School and employee organizations<br>3. EDUHSD parent survey results<br>4. LCAP development and monitoring process<br>5. Naviance college and career planning reports<br>6. Digital communication reports from Blackboard Connect Meeting agendas and minutes from key groups | Actual Annual Measurable Outcomes: | 1. The staff meetings have been shifted into a Professional Learning Community that encourages accountable and productive communication.  The LCAP process has also been utilized in our Charter Advisory Committee to garner stakeholder feedback.<br>2. As was noted previously a comprehensive effort was made to gather stakeholder feedback on the school plan.  This input was taken and many modifications were made to the plan based on this feedback.<br>3. The parent survey has been instituted and we are waiting for the results for the 2014-15 school year.<br>4. The LCAP monitoring process for our campus has been developed and implemented.<br>5. Naviance has been implemented this year and the reports are ready to share with our stakeholders.<br>6. The Virtual Academy did use the method of email to communicate the Charter Advisory agendas and minutes. |
|---|---|---|---|

| LCAP Year: 2013-14 | | | |
|---|---|---|---|
| **Planned Actions/Services** | | **Actual Actions/Services** | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| LCAP process integrated into our continuous improvement cycle. | LCAP Funds: $0 | LCAP process integrated into our continuous improvement cycle. | LCAP Funds: $0 |
| Scope of service: EDUHSD Virtual Academy <br> _X_ ALL <br> OR: <br> __Low Income pupils __English Learners <br> __Foster Youth __Redesignated fluent English proficient <br> __Other Subgroups:(Specify)_____ | | Scope of service: EDUHSD Virtual Academy <br> _X_ ALL <br> OR: <br> __Low Income pupils __English Learners <br> __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| Incorporate feedback generated from stakeholders in the school plans | LCAP Funds: $0 | Incorporate feedback generated from stakeholders in the school plans | LCAP Funds: $0 |
| Scope of service: EDUHSD Virtual Academy <br> _X_ ALL <br> OR: <br> __Low Income pupils __English Learners <br> __Foster Youth __Redesignated fluent English proficient <br> __Other Subgroups:(Specify)_____ | | Scope of service: EDUHSD Virtual Academy <br> _X_ ALL <br> OR: <br> __Low Income pupils __English Learners <br> __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| Increase student and parent usage of the Naviance system. | LCAP Funds: $0 | Increase student and parent usage of the Naviance system. | LCAP Funds: $0 |
| Continued below | Continued below | | |

| LCAP Year: 2013-14 | | | |
|---|---|---|---|
| **Planned Actions/Services** | | **Actual Actions/Services** | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |

| Improve college and career planning communicate between school staff and parents/students | LCAP Funds: $0 | Improve college and career planning communicate between school staff and parents/students | LCAP Funds: $0 |
|---|---|---|---|
| Scope of service: EDUHSD Virtual Academy | | Scope of service: EDUHSD Virtual Academy | |
| _X_ALL | | _X_ALL | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | OR:<br>__Low Income pupils __English Learners<br>__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? | We need to do more to attract parents to the Naviance system. We will increase our outreach and parent meetings around this program for next year. |
|---|---|

**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: | $ 17,000.00 |
|---|---|

The Virtual Academy has 108 students.  Of those students we have no EL students and 1 foster youth student.  We also have 12 special education students and 21 students living in poverty as defined by those who qualify for the free and reduced lunch program which is 19% of our population.

Goal #1:

The advantages of blended learning are the opportunities to differentiate classes and ensure that the curriculum meets students where they are and gets them to where they want to be.  In consultation with our various stakeholders our school decided we needed to remediate students who had gaps in their knowledge when it came to math and English.  To meet this end our school has designed an academic support class that will run alongside the student's math class that they place into.   The LCAP money will be used to properly assess what math class the student should be placed into.  The program will also determine if the student is below grade level.  If they are below grade level they will be enrolled in a support class that will analyze their deficiencies and work to correct those and prepare them to be at grade level math.  The power of this program is that each student will have a tailor made course designed around their learning needs.

Research to Justify:

Tomlinson, C.A. & Moon, T. R. (2013) *Assessment and Student Success in a Differentiated Classroom*

Tomlinson, C.A. (2001) *Differentiate Instruction in Mixed Ability Classrooms*

Grubb, N.W. (2010) *Organizing Schools for Improvement.  Lessons from Chicago*


Goal #2:

Due to 19% of our population being on free and reduced lunch we have students who cannot take advantage of our program due to their lack of sufficient technology at home to engage the curriculum with.  Our stakeholders suggested that the school increase its ability to provide mobile technology to students who lack access to technology at home.  A part of goal number two will utilize LCAP funds to purchase mobile technology for students who need assistance with this at home.  This will ensure that all members of our community have access to our school.

The second part of goal two that will utilize LCAP funds is our foreign language program.  One of our school goals is to prepare all students for

the world of work and college. Our school believes the best way to accomplish this goal is to ensure as many students as possible graduate A-G ready. To meet this goal our school is introducing a new foreign language solution. Our previous solution was not being successful for students based on survey data and grade distribution data. So as a school we decided to supplement our foreign language resources with an online program that has been shown to improve student success in foreign language. This will ensure that all students, but especially students who have traditionally struggled academically in foreign language classes will have the resources they need to be successful in the future.

Research to Justify:

Wilkinson, R. and Picket, K. (2009) *The Spirit Level: Why Greater Equality Makes Societies Stronger*

Hawley Miles, K., Frank, S. (2008) *The Strategic School: Making the Most of People, Time and Money*

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.

| 2.11 | % |

The LCAP funding is designed to ensure that low income pupils, foster youth and EL students are being properly served by their LEA. When analyzing student success data the EDUHSD Virtual Academy looks at school wide data but also disaggregates student success data by sub groups. Our school does not have any EL students and only 1 foster youth student. However, nineteen percent of our school meets the definition of poverty by being eligible for our free and reduced program.

Data disaggregation shows that a disproportionate number of students in poverty are struggling with academic success and not meeting our school goal of graduating A-G ready.  Our various stakeholder groups analyzed a variety of data that indicated that students in general but specifically in poverty where struggling for a variety of opinions.  Three of those reasons are:
  a) Lack of appropriate technology at home to access the curriculum
  b) Not academically prepared for what are traditionally grade level courses
  c) Struggling to gain access to foreign language classes which will make them A-G ready upon graduation

All of our LCAP money will be spent addressing these three points.  All students will receive the academic support they need on the individual level for math and English classes.  Students in poverty will also be provided adequate technology to utilize while at school and home.  And we will bring high quality foreign language classes on to our campus so students with transportation concerns can have access to a complete A-G curriculum.

## 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]