

Introduction:

Introduction: A dependent charter of the Tulare Joint Union High School District, Sierra Vista Charter High School was originally Sierra Vista High School, and was developed in 1984 as an alternative for students who would otherwise be unable to attend school within a traditional setting. In 2014, the school converted to a charter high school. Our program is open to all students and offers both, a traditional independent study method of instruction, as well as online instruction options. An internal review of the independent study program and the need to provide additional options to enhance student opportunities and performance within the independent study program were the impetus for the development of a charter high school. The vision and purpose of Sierra Vista Charter High School is to provide a quality developmental program addressing the academic, career, and personal/social development of all students. Our program is a vital part of the mission of the Tulare Joint Union High School District. Our program supports, facilitates, and maximizes personal and academic achievement for all students, is proactive and preventative in its focus, assists students in acquiring and utilizing life-long learning skills, provides services to enhance academics, encourages self-awareness, fosters interpersonal communication skills, develops college and career readiness skills, and prepares all students to be contributing members of society. The goals for students at Sierra Vista Charter High School are: 1) to become effective communicators; 2) to advance through their grades and master the standards in reading, writing, and math; 3) to develop 21st century skills of critical thinking, creativity, communication, and collaboration, that result in college and career readiness; 4) to develop strong learning skills through literacy instruction, collaborative learning, and independent tasks; and 5) to develop information, media, and technological skills.

Sierra Vista Charter High School is part of the Tulare Joint Union High School District and is located in a unique community nestled within the heart of one of the most fertile agricultural regions in the San Joaquin Valley. The district encompasses a community of more than 78,000 residents who are passionate about the quality of life for our students during their school-age years and beyond. The district currently serves over 5,500 students. Sierra Vista Charter High School staff are committed to providing all students with a safe, nurturing educational environment that inspires students to reach their individual potential. Sierra Vista Charter High School is comprised of a diverse population of students in grades 9-12, and is comprised of 161 socio-economically disadvantaged and 15% English language learners (Source: 2015-16 CalPADS). Sierra Vista Charter High School is using the LCAP process to identify areas of needed improvement. The LCAP will highlight goals which focus on improving student achievement for all students, but more specifically students that are low income (LI), English-language learners (EL), and Foster youth (FY).

LEA: Sierra Vista Charter High

Contact: Larriann Torrez, Principal, larriann.torrez@tulare.k12.ca.us, (559)687-7384

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. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the

district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

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

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

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

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

State Priorities

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

school.

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process

Impact on LCAP

<p>The Budget Advisory Committee (BAC) representatives discuss progress toward LCAP goals, metrics, and other areas of focus. The BAC includes parents, students, staff, administration, and Board of Trustees representatives.</p> <p>LCAP information and consultation sessions with CTA and CSEA. Union representatives attend BAC meetings and School Services budget session. Union bargaining sessions include LCAP considerations and discussions.</p> <p>LCAP information was presented in English and Spanish. Stakeholder input was gathered at Site Staff meetings, School Site Council, Parent Organization meetings, and through online surveys in English and Spanish.</p> <p>Superintendent's Cabinet discusses development and completion of LCAP with regard to staffing needs and LCAP timeline for public hearing and budget approval.</p> <p>Board of Trustees reviews LCAP goals and impact on multi-year projections.</p> <p>Meeting Dates:</p> <p>BAC-11/30/15, 1/25/16, 4/11/16, 5/24/16</p> <p>CSEA-11/30/15, 1/25/16, 4/11/16, 4/28/16, 4/29/16, 5/17/16, 5/24/16, 6/8/16, 6/24/16</p> <p>CTA-11/30/15, 1/25/16, 4/11/16, 5/13/16, 5/24/16</p> <p>Cabinet-8/20/15, 11/19/15, 12/10/15, 1/21/16, 2/4/16, 2/17/16, 3/3/16</p> <p>Board of Trustees-3/3/16, 3/17/16, 4/7/16, 5/5/16, 5/19/16, 6/9/16, 6/23/16</p> <p>School Services of California May Review-5/19/16, attended by CTA, CSEA and District Staff</p> <p>SVCHS Parent Advisory Meetings-2/22/16</p> <p>SVCHS Staff Meeting-3/9/16</p>	<p>BAC confirms that LCAP goals align to District initiatives. Recommendations to condense our goals in order to have a laser focus on preparing students to be college and career ready, focusing on English Learners and maintaining a safe and welcoming school climate.</p> <p>Feedback from the various stakeholder meeting resulted in actions with accompanied funding, including staffing considerations, were drafted into the LCAP.</p> <p>Discussion confirms addition of .50 FTE Counseling time has had a positive impact on parental involvement. Need for additional staffing considerations were drafted into the LCAP.</p> <p>Board of Trustees transparently displayed the actions proposed as well as a summary of the feedback from the various stakeholder groups.</p> <p>Between February 26, 2016 and March 18, 2016, feedback was solicited from each stakeholder group. From April 12-May 18, revisions and edits to the next 3-year plan were made.</p> <p>On May 24th, the draft LCAP was further edited by the BAC in the following areas: college and career readiness, English language acquisition and achievement, and school climate.</p>
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<p>Annual Update:</p> <p>Information was shared with each stakeholder group on the LCAP actions that had been accomplished and the outcomes on metrics being collected. Monthly, information was shared with the Board of Trustees on actions, with updates after BAC meetings on the metrics and progress. Dates highlighted above identify meetings where the actions taken and data and metrics were shared.</p>	<p>Annual Update:</p> <p>Goal #1: After analyzing our goals, actions and data, goal 1 will be part of a new goal which will consist of all students graduating college and career ready. Based on the results above, our district will continue to focus on supporting our students in English and mathematics.</p> <p>Goal #2: The access to instructional technology goal will be part of a new goal which consists of all students graduating college and career ready.</p> <p>Goal #3: This school year our district created a districtwide ELD PLC. This PLC consisted of not only ELD teachers, but also teachers from the English, history, and mathematics departments. Release time was provided to the teachers to be able to attend the ELD PLC meetings. The focus of the PLC was on looking at the academic progress of EL students as measured by their grades on their core classes. The PLC team analyzed the grades and attendance data and worked as a team to develop next steps to address the identified needs. Release time was also provided for additional professional development in social studies and mathematics. .</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the

specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or

individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

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

GOAL:	All students will graduate college and career ready.		Related State and/or Local Priorities: X 1 _2 X 3 _4 _5 X 6 X 7 X 8 Local: N/A
Identified Need:	<p>Based on 2015-16 semester grades, 64% of students are passing ELA courses.</p> <p>Based on 2015-16 semester grades, 74% of students are passing Mathematics courses.</p> <p>Based on 2015-16 semester grades, 80% of students are passing Science courses.</p> <p>Based on 2015-16 semester grades, 75% of students are passing their Social Studies courses.</p> <p>California Assessment of Student Performance and Progress (CAASPP) indicate that:</p> <ul style="list-style-type: none"> 25% of the students who took CAASPP English test results met or exceeded the standards. 0% of the students who took CAASPP Math test results met or exceeded the standards. 		
Goal Applies to:	Schools:	Sierra Vista Charter High School-Charter wide	
		Grades: 9th, 10th, 11th, 12th	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			

Expected Annual Measurable Outcomes:	<p>Increase the percentage of students passing their ELA courses based on semester grades from 64% to 65%,</p> <p>Increase the percentage of students passing their Math courses based on semester grades from 74% to 75%,</p> <p>Increase the percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress (CAASPP) from 25% to 26%.</p> <p>Increase the percentage of students meeting or exceeding the standards in Math on the California Assessment of Student Performance and Progress (CAASPP) from 0% to 1%.</p> <p>Increase the percentage of students passing their Science course from 80% to 81%.</p> <p>Increase the percentage of students passing their Social Studies course from 75% to 76%.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide PLC/PD release time both during and after the school day to focus on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready.</p>	<p>Sierra Vista Charter High School- Charter wide</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,000</p> <p>LCFF S/C: 1000 -1999</p> <p>Certificated Personnel Salaries</p>
<p>Provide English language arts and mathematics support courses provided by staff members during the school day, Reconnecting Youth course, and using Read 180 and Math 180 to support English learners and special education students.</p>	<p>Sierra Vista Charter High School- Charter wide</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4,650</p> <p>LCFF S/C: 1000 -1999</p> <p>Certificated Personnel Salaries</p> <p>\$12,000</p> <p>LCFF S/C: 4100</p> <p>Core Curricula Materials</p>

Provide credit recovery courses for students at-risk of not graduating through Edgenuity and Plato.	Sierra Vista Charter High School-Charter wide Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$23,800 LCFF S/C: 1000 -1999 Certificated Personnel Salaries \$32,500 LCFF S/C: 4100 Core Curricula Materials
LCAP Year 2			
Expected Annual Measurable Outcomes:	<p>Increase the percentage of students passing their ELA courses based on semester grades from 65% to 66%,</p> <p>Increase the percentage of students passing their Math courses based on semester grades from 76% to 77%,</p> <p>Increase the percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress (CAASPP) from 27% to 28%.</p> <p>Increase the percentage of students meeting or exceeding the standards in Math on the California Assessment of Student Performance and Progress (CAASPP) from 2% to 3%.</p> <p>Increase the percentage of students passing their Science course from 82% to 83%.</p> <p>Increase the percentage of students passing their Social Studies course from 77% to 78%.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Continue to provide PLC/PD release time both during and after the school day to focus on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready.	Sierra Vista Charter High School-Charter wide Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,000 LCFF S/C: 1000 -1999 Certificated Personnel Salaries
Continue to provide English language arts and mathematics support courses provided by staff members during the school day, Reconnecting Youth, and using Read 180 and Math 180 to support English language learners and special education students.	Sierra Vista Charter High School-Charter wide Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$4,890 LCFF S/C: 1000 -1999 Certificated Personnel Salaries \$12,000 LCFF S/C: 4100 Core Curricula Materials
Continue to provide credit recovery courses for students at-risk of not graduating.	Sierra Vista Charter High School-Charter wide Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$24,990 LCFF S/C: 1000 -1999 Certificated Personnel Salaries \$32,500 LCFF S/C: 4100 Core Curricula Materials
LCAP Year 3			

Expected Annual Measurable Outcomes:	<p>Increase the percentage of students passing their ELA courses based on semester grades from 66% to 67%,</p> <p>Increase the percentage of students passing their Math courses based on semester grades from 78% to 79%,</p> <p>Increase the percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress (CAASPP) from 29% to 30%.</p> <p>Increase the percentage of students meeting or exceeding the standards in Math on the California Assessment of Student Performance and Progress (CAASPP) from 4% to 5%.</p> <p>Increase the percentage of students passing their Science course from 84% to 85%.</p> <p>Increase the percentage of students passing their Social Studies course from 79% to 80%.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue to provide PLC/PD release time both during and after the school day to focus on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready.</p>	<p>Sierra Vista Charter High School- Charter wide</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,000</p> <p>LCFF S/C: 1000 -1999</p> <p>Certificated Personnel Salaries</p>
<p>Continue to provide English language arts and mathematics support courses provided by staff members during the school day, Reconnecting Youth, and using Read 180 and Math 180 to support English learners and special education students.</p>	<p>Sierra Vista Charter High School- Charter wide</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4,970</p> <p>LCFF S/C: 1000 -1999</p> <p>Certificated Personnel Salaries</p> <p>\$12,000</p> <p>LCFF S/C: 4100</p> <p>Core Curricula Materials</p>

Continue to provide credit recovery courses for students at-risk of not graduating.	Sierra Vista Charter High School- Charter wide Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$25,400 LCFF S/C: 1000 -1999 Certificated Personnel Salaries \$32,500 LCFF S/C: 4100 Core Curricula Materials
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GOAL:	All English Learners will improve their English Language Acquisition and achievement.			Related State and/or Local Priorities: X 1 _2 X 3 _4 _5 X 6 X 7 _8 Local: N/A
Identified Need:	Based on the 2015-16 California English Language Development Test (CELDT), 41.2% of our English Learners demonstrated proficiency in the English Language. In 2015-16, 3 (10%) of our English Learners were reclassified as English Proficient. Based on 2015-16 semester grades, 53% of our English learners passed their Mathematics course. Based on 2015-16 semester grades, 67% of our English learners passed their Social Studies course.			
Goal Applies to:	Schools:	Sierra Vista Charter High School-Charter wide Grades: 9th, 10th, 11th, 12th		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	Increase the percentage of students scoring proficient or above on the CELDT from 41% (based on district's 2015-16 calculations) to 45%. Increase the number of students reclassified as English proficient from 10% to 11%. Increase the percentage of EL students passing Social Studies courses based on semester grades from 67% to 68%. Increase the percentage of EL students passing mathematics courses based on semester grades from 53% to 54%. Establish a baseline for the number of EL students passing Science courses based on semester grades.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Provide ELD support in the students schedule.	Sierra Vista Charter High School- Charter wide Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$168,440 LCFF S/C: 1000 -1999 Certificated Personnel Salaries
Provide staff development on embedding ELD standards and instructional strategies in Social Studies, Mathematics, and Science.	Sierra Vista Charter High School- Charter wide Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$3,500 LCFF S/C: 1000 -1999 Certificated Personnel Salaries
LCAP Year 2			
Expected Annual Measurable Outcomes:	<p>Increase the percentage of students scoring proficient or above on the CELDT from 52% 54%.</p> <p>Increase the number of students reclassified as English proficient from 13% to 14%.</p> <p>Increase the percentage of EL students passing Social Studies courses based on semester grades from 70% to 71%.</p> <p>Increase the percentage of EL students passing mathematics courses based on semester grades from 56% to 57%.</p> <p>Increase number of EL students passing Science courses based on semester grades by 1%</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Continue ELD support in student schedule.	Sierra Vista Charter High School- Charter wide Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$176,900 LCFF S/C: 1000 -1999 Certificated Personnel Salaries
Continue to provide staff development on embedding ELD standards and instructional strategies in Social Studies, Mathematics, and Science.	Sierra Vista Charter High School, Charter wide Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$3,500 LCFF S/C: 1000 -1999 Certificated Personnel Salaries
LCAP Year 3			
Expected Annual Measurable Outcomes:	<p>Increase the percentage of students scoring proficient or above on the CELDT from 54% 56%.</p> <p>Increase the number of students reclassified as English proficient from 14% to 15%.</p> <p>Increase the percentage of EL students passing Social Studies courses based on semester grades from 71% to 72%.</p> <p>Increase the percentage of EL students passing mathematics courses based on semester grades from 57% to 58%.</p> <p>Increase number of EL students passing Science courses based on semester grades by 1%</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Continue to provide ELD support in student schedule.	Sierra Vista Charter High School- Charter wide Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$179,500 LCFF S/C: 1000 -1999 Certificated Personnel Salaries
Continue to provide staff development on embedding ELD standards and instructional strategies in Social Studies, Mathematics and Science.	Sierra Vista Charter High School- Charter wide Grades: 9th, 10th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$3,500 LCFF S/C: 1000 -1999 Certificated Personnel Salaries

GOAL:	All students will be part of a positive learning environment where they feel welcomed, valued, safe and engaged as part of a greater community.			Related State and/or Local Priorities: _1 X 2 _3 X 4 X 5 _6 _7 _8 Local: N/A
Identified Need:	The current pupil-to-counselor ratio at SVCHS is 210:.5 In 2015-16, 0 parents participated in the Parent Institute for Quality Education (PIQE) program. In 2015-16, the Parent Link app had 24 SVCHS followers. In 2015-16, SVCHS's average attendance rate was 71.3%			
Goal Applies to:	Schools:	Sierra Vista Charter High School-Charter wide		
		Grades: 9th, 10th, 11th, 12th		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	Increase the pupil-to-counselor ratio at 210:1 Implement the PIQE program in the 2016-17 year and enroll 5 parents. Increase the number of registrations on the District's parent Link app, measured by the software provider, for SVCHS from 24 to 30. Increase SVCHS's average attendance rate from 71% to 75%.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Implement the Parent Institute for Quality Education (PIQE) program for parents at SVCHS.	Sierra Vista Charter High School- Charter wide Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$5,000 LCFF S/C: 5800 Contracted Services
Continue to provide Parent Link app to communicate information to parents. Provide training to staff on use of Parent Link.	Sierra Vista Charter High School- Charter wide Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,010 LCFF S/C: 1000 -1999 Certificated Personnel Salaries
Increase the counselor at SVCHS to 1 FTE.	Sierra Vista Charter High School- Charter wide Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$52,160 LCFF S/C: 1000 -1999 Certificated Personnel Salaries
Provide Positive Behavioral Intervention Strategies and Support Student incentives.	Sierra Vista Charter High School- Charter wide Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,500 LCFF S/C: 43000 Materials and Supplies
LCAP Year 2			

Expected Annual Measurable Outcomes:	<p>Maintain the pupil-to-counselor ratio at 210:1</p> <p>Increase the number of parents participating in the PIQE program from 5 to 10.</p> <p>Increase the number of registrations on the District's parent Link app, measured by the software provider, for SVCHS from 30 to 35.</p> <p>Increase SVCHS's average attendance rate from 75% to 80%.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide Parent Institute for Quality Education (PIQE) program for parents at SVCHS.	Sierra Vista Charter High School-Charter wide Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$5,000 LCFF S/C: 5800 Contracted Services
Continue to provide Parent Link app to communicate information to parents. Continue to provide training to staff on use of Parent Link as needed.	Sierra Vista Charter High School-Charter wide Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,010 LCFF S/C: 1000 -1999 Certificated Personnel Salaries

Maintain 1 FTE counselor position at SVCHS.	Sierra Vista Charter High School- Charter wide Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$54,800 LCFF S/C: 1000 -1999 Certificated Personnel Salaries
Continue with Positive Behavioral Intervention and Support Student incentives.	Sierra Vista Charter High School- Charter wide Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,500 LCFF S/C: 4300 Materials and Supplies
LCAP Year 3			
Expected Annual Measurable Outcomes:	<p>Maintain the pupil-to-counselor ratio at 210:1</p> <p>Increase the number of parents participating in the PIQE program from 10 to 15.</p> <p>Increase the number of registrations on the District's parent Link app, measured by the software provider, for SVCHS from 35 to 40.</p> <p>Increase SVCHS's average attendance rate from 80% to 85%.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Continue to provide Parent Institute for Quality Education (PIQE) program for parents at SVCHS.	Sierra Vista Charter High School- Charter wide Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$5,000 LCFF S/C: 5800 Contracted Services
Continue to provide Parent Link app to communicate information to parents. Continue to provide training to staff on use of Parent Link.	Sierra Vista Charter High School- Charter wide Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,010 LCFF S/C: 1000 -1999 Certificated Personnel Salaries
Continue the 1 FTE counselor at SVCHS.	Sierra Vista Charter High School- Charter wide Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$55,590 LCFF S/C: 1000 -1999 Certificated Personnel Salaries
Continue with Positive Behavioral Intervention and support student incentives.	Sierra Vista Charter High School- Charter wide Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,500 LCFF S/C: 4300 Materials and Supplies

Annual Update

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

Guiding Questions:

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

Original Goal from prior year LCAP:					Related State and/or Local Priorities: Local:
Goal Applies to:	Schools:	Grades:			
	Applicable Pupil Subgroups:				
Expected Annual Measurable Outcomes:				Actual Annual Measurable Outcomes:	
LCAP Year: 2016-17					
Planned Actions/Services			Actual Actions/Services		
			Budgeted Expenditures		Estimated Actual Annual Expenditures
Scope of service:	Grades:			Scope of service:	Grades:
What changes in actions, servivces, and expenditures					

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:	158949
<p>Charter demographics indicate that 77% of our students qualify for Free & Reduced meals, 18% are English learners, and 1% are Foster Youth. Because these groups represent a significant percentage of our population, our stakeholders have determined all charter goals are designed to close the achievement gap, provide additional learning opportunities, and meet the needs of these targeted students. The charter's unduplicated eligible students comprise 80% of our student population. In closing the achievement gap and implementing our goals, our stakeholders have determined the best approach is to allow the remaining 20% of students to automatically receive similar services. By providing these services charter-wide, we are able to serve the populations that generated these funds.</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.

12.15	%
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The charter is meeting its minimum proportionality requirement by expenditure of the total 2015-2016 supplemental and concentration grant funding for qualifying purposes as listed on Attachment A. The charter has demonstrated the proportional use of supplemental and concentration grant funds by budgeted expenditure of those dollars. No attempt is made to demonstrate proportional use by percentage of services.

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).