

Introduction:

LEA: Bowling Green Charter **Contact (Name, Title, Email, Phone Number):** Susan Gibson, Principal, Bowling Green McCoy Academy for Excellence, Susan-Gibson@scusd.edu, (916) 433-5426 **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
Steering Committee McCoy 9/29/14, 11/3/14, 12/1/14, 1/5/2015, 2/23/15, 5/4/15	Discussion of new positions, computer programs, literacy coach, CCSS materials, library funding, SPSA
Steering Committee Chacon 9/11/14, 10/9/14, 11/13/14, 12/11/14, 1/15/15, 2/12/15, 3/12/15, 4/9/15, and 5/14/15	Discussion of new positions, computer programs, CCSS materials, HET materials, library funding, SPSA, PD-training
Parent and ELAC Meetings McCoy 11/20/14, 12/4/14, 12/18/15	Feedback on priorities: Safety, cleanliness, interventions, parent involvement
Parent (weekly 10/2/14-3/26/15) and ELAC Meetings Chacon: 9/25/14, 11/21/14, 12/4/14, 1/16/15, 2/13/15, 3/17/15, 4/20/15	Feedback on priorities: Safety, cleanliness, interventions, parent involvement, enrichment, training

<p>District wide LCAP meetings 2/17/15, 3/26/15, 5/14/15 and online survey December 2015 and May 2015</p>	<p>Feedback on plan provided at the district level. December 2015 survey - community ratification of overall goals to carry forward and May 2015 survey - sharing of annual update and LCAP draft</p>
<p>Annual Update: Districtwide LCAP meeting 3/26/15 shared Annual Update</p> <p>Community Guide provided by district shared metrics and expenditures</p>	<p>Annual Update: Stakeholder involvement around the metrics and expenditures in the Annual Update impacted the draft in several ways: there was strong feedback to make the LCAP a "data rich" document with more specificity when describing staffing or services provided. For Bowling Green Charter, the inclusion of many SCUSD District-wide services was not deemed necessary.</p>

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).

Action/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 1:	Increase percent of students are on track to graduate college and career ready.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	*Development of relevant, rigorous, well-rounded education *Investment in professional development *Identification of clear expectations for grade level mastery *Development of comprehensive programs and support
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Goal Applies to:	Schools: Bowling Green Elementary Charter School	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015 - 16

Expected Annual Measurable Outcomes:	Growth will be measured using 2014 - 2015 CAASPP results upon receipt in 7/2015; 2013 API: 764, Low income: 764, EL: 749; RFEP rate increase from 9.3% (2013-14) to 10%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready. Services: A basic educational program is provided to all students at Bowling Green Charter School as the foundation to developing Career and College Ready students. Offer on-going professional learning, on site collaboration, and instructional coaching as a means to support the implementation of CCSS.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classroom teachers and substitutes McCoy: 19 FTE \$2,149,969; \$25,000 Teacher Substitutes Chacon: 16 FTE \$1,624,429; \$26,600 Teacher Substitutes 1000-3000 Base Classified office staff McCoy: 1.75 FTE \$111,199 Chacon: 1.75 FTE \$ 100,456 2000-3000 Base Noon/Breakfast Duty McCoy: 1.25 FTE \$19,800 Chacon: 2 FTE \$25,920 2000-3000 Base Basic Facilities Costs and Oversight (Pro-Rata Share) McCoy: \$61,936

			<p>Chacon: \$50,000 5700-5799: Transfers Of Direct Costs Base</p> <hr/> <p>Utilities McCoy: \$45,771 Chacon: \$31,831 5000-5999: Services And Other Operating Expenditures Base</p> <hr/> <p>Instructional Supplies and Textbooks McCoy: \$25,000 Chacon: \$40,000 4000-4999: Books And Supplies Base</p> <hr/> <p>Instructional Supplies and Textbooks McCoy: Chacon: \$7,255 4000-4999: Books And Supplies Title I</p> <hr/> <p>Literacy coach McCoy: \$45,000 5800: Professional/Consulting Services And Operating Expenditures Sup 07 F/R</p> <hr/> <p>Professional development McCoy: Chacon: \$25,000 5800: Professional/Consulting Services And Operating Expenditures Base</p> <hr/> <p>Professional development McCoy: Chacon: \$7,898 5800: Professional/Consulting Services And Operating Expenditures Title I</p>
<p>Offer on-going professional learning, on site collaboration, and instructional coaching as a means to support the implementation of CCSS. (continued)</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional development McCoy: Chacon: \$2,000 5800: Professional/Consulting Services And Operating Expenditures Sup 07 F/R</p> <hr/> <p>Professional development McCoy: Chacon: \$2,000 5800: Professional/Consulting Services And Operating Expenditures Sup 09 EL</p> <hr/> <p>Instructional Supplies and Textbooks McCoy:</p>

			<p>Chacon: \$8,000 4000-4999: Books And Supplies Sup 07 F/R</p> <hr/> <p>Instructional Supplies and Textbooks McCoy: Chacon: \$10,888 4000-4999: Books And Supplies Sup 09 EL</p>
<p>Provide special education services.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with disabilities</p>	<p>Special Education Encroachment McCoy: \$290,260 Chacon: \$228,422 7000-7439: Other Outgo Base</p>
<p>Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.</p> <p>Services: Provide instructional assistance to help engage and support students while teachers facilitate small group instruction. Increase expanded learning opportunities such as before, during, and after school interventions, enrichment programs, and summer programs.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Instructional Aides McCoy: Chacon: \$52,705 2000-3000 Title I</p> <hr/> <p>Instructional Aides McCoy: \$30,151 Chacon: \$140,365 2000-3000 Sup 07 F/R</p> <hr/> <p>Instructional Aides McCoy: Chacon: 29,712 2000-3000 Sup 09 EL</p> <hr/> <p>Copier rental, duplicating McCoy: \$4,500 Chacon: \$2,634 5000-5999: Services And Other Operating Expenditures Base</p> <hr/> <p>Print shop costs for classroom instructional materials McCoy: \$1,500 Chacon: \$0 5700-5799: Transfers Of Direct Costs Base</p> <hr/> <p>Computer programs for intervention and school wide support McCoy: \$100,000 Chacon: \$65,000 5800: Professional/Consulting Services And Operating</p>

			Expenditures Base
			Expanded learning McCoy: Chacon: \$26,035 1000-4000 Sup 07 F/R
			Resource Teacher McCoy: \$164,585 (1.5 FTE) 1000-3000 Base
			Resource Teacher McCoy: \$55,286 (0.5 FTE) 1000-3000 Sup 09 EL

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Growth will be measured using 2014 - 2015 CAASPP results; 2013 API: 764, Low income: 764, EL: 749; 2013 - 2014 RFEP rate will increase from 10 - 11%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.</p> <p>Services: A basic educational program is provided to all students at Bowling Green Charter School as the foundation to developing Career and College Ready students.</p> <p>Offer on-going professional learning, on site collaboration, and instructional coaching as a means to support the implementation of CCSS.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classroom teachers and substitutes McCoy: 19 FTE \$2,149,969; \$25,000 Teacher Substitutes Chacon: 16 FTE \$1,624,429; \$26,600 Teacher Substitutes 1000-3000 Base</p> <p>Classified office staff McCoy: 1.75 FTE \$111,199 Chacon: 1.75 FTE \$ 100,456 2000-3000 Base</p> <p>Noon/Breakfast Duty McCoy: 1.25 FTE \$19,800 Chacon: 2 FTE \$25,920 2000-3000 Base</p> <p>Basic Facilities Costs and Oversight (Pro-Rata Share) McCoy: \$61,936 Chacon: \$50,000 5700-5799: Transfers Of Direct Costs Base</p> <p>Utilities McCoy: \$45,771 Chacon: \$31,831 5000-5999: Services And Other Operating Expenditures Base</p> <p>Instructional Supplies and Textbooks</p>

			<p>McCoy: \$25,000 Chacon: \$40,000 4000-4999: Books And Supplies Base</p> <p>Instructional Supplies and Textbooks McCoy: Chacon: \$7,255 4000-4999: Books And Supplies Title I</p> <p>Literacy coach McCoy: \$45,000 5800: Professional/Consulting Services And Operating Expenditures Sup 07 F/R</p> <p>Professional development McCoy: Chacon: \$25,000 5800: Professional/Consulting Services And Operating Expenditures Base</p> <p>Professional development McCoy: Chacon: \$7,898 5800: Professional/Consulting Services And Operating Expenditures Title I</p>
<p>Offer on-going professional learning, on site collaboration, and instructional coaching as a means to support the implementation of CCSS. (continued)</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional development McCoy: Chacon: \$2,000 5800: Professional/Consulting Services And Operating Expenditures Sup 07 F/R</p> <p>Professional development McCoy: Chacon: \$2,000 5800: Professional/Consulting Services And Operating Expenditures Sup 09 EL</p> <p>Instructional Supplies and Textbooks McCoy: Chacon: \$8,000 4000-4999: Books And Supplies Sup 07 F/R</p> <p>Instructional Supplies and Textbooks McCoy: Chacon: \$10,888 4000-4999: Books And Supplies Sup 09 EL</p>
<p>Provide special education services.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> All OR:</p>	<p>Special Education Encroachment McCoy: \$290,260</p>

		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with disabilities 	<p>Chacon: \$228,422 7000-7439: Other Outgo Base</p>
<p>Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.</p> <p>Services: Provide instructional assistance to help engage and support students while teachers facilitate small group instruction. Increase expanded learning opportunities such as before, during, and after school interventions, enrichment programs, and summer programs.</p>	<p>LEA wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>Instructional Aides McCoy: Chacon: \$52,705 2000-3000 Title I</p> <hr/> <p>Instructional Aides McCoy: \$30,151 Chacon: \$140,365 2000-3000 Sup 07 F/R</p> <hr/> <p>Instructional Aides McCoy: Chacon: 29,712 2000-3000 Sup 09 EL</p> <hr/> <p>Copier rental, duplicating McCoy: \$4,500 Chacon: \$2,634 5000-5999: Services And Other Operating Expenditures Base</p> <hr/> <p>Print shop costs for classroom instructional materials McCoy: \$1,500 Chacon: \$0 5700-5799: Transfers Of Direct Costs Base</p> <hr/> <p>Computer programs for intervention and school wide support McCoy: \$100,000 Chacon: \$65,000 5800: Professional/Consulting Services And Operating Expenditures Base</p> <hr/> <p>Expanded learning McCoy: Chacon: \$26,035 1000-4000 Sup 07 F/R</p> <hr/> <p>Resource Teacher McCoy: \$164,585 (1.5 FTE) 1000-3000 Base</p>

			Resource Teacher McCoy: \$55,286 (0.5 FTE) 1000-3000 Sup 09 EL
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Growth will be measured using 2014 - 2015 CAASPP results; 2013 API: 764, Low income: 764, EL: 749; 2013 - 2014 RFEP rate will increase from 11% - 12%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.</p> <p>Services: A basic educational program is provided to all students at Bowling Green Charter School as the foundation to developing Career and College Ready students.</p> <p>Offer on-going professional learning, on site collaboration, and instructional coaching as a means to support the implementation of CCSS.</p>	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Classroom teachers and substitutes McCoy: 19 FTE \$2,149,969; \$25,000 Teacher Substitutes Chacon: 16 FTE \$1,624,429; \$26,600 Teacher Substitutes 1000-3000 Base</p> <p>Classified office staff McCoy: 1.75 FTE \$111,199 Chacon: 1.75 FTE \$ 100,456 2000-3000 Base</p> <p>Noon/Breakfast Duty McCoy: 1.25 FTE \$19,800 Chacon: 2 FTE \$25,920 2000-3000 Base</p> <p>Basic Facilities Costs and Oversight (Pro-Rata Share) McCoy: \$61,936 Chacon: \$50,000 5700-5799: Transfers Of Direct Costs Base</p> <p>Utilities McCoy: \$45,771 Chacon: \$31,831 5000-5999: Services And Other Operating Expenditures Base</p> <p>Instructional Supplies and Textbooks McCoy: \$25,000 Chacon: \$40,000 4000-4999: Books And Supplies Base</p> <p>Instructional Supplies and Textbooks McCoy: Chacon: \$7,255 4000-4999: Books And Supplies Title I</p> <p>Literacy coach</p>

			<p>McCoy: \$45,000 5800: Professional/Consulting Services And Operating Expenditures Sup 07 F/R</p> <p>Professional development McCoy: Chacon: \$25,000 5800: Professional/Consulting Services And Operating Expenditures Base</p> <p>Professional development McCoy: Chacon: \$7,898 5800: Professional/Consulting Services And Operating Expenditures Title I</p>
<p>Offer on-going professional learning, on site collaboration, and instructional coaching as a means to support the implementation of CCSS. (continued)</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional development McCoy: Chacon: \$2,000 5800: Professional/Consulting Services And Operating Expenditures Sup 07 F/R</p> <p>Professional development McCoy: Chacon: \$2,000 5800: Professional/Consulting Services And Operating Expenditures Sup 09 EL</p> <p>Instructional Supplies and Textbooks McCoy: Chacon: \$8,000 4000-4999: Books And Supplies Sup 07 F/R</p> <p>Instructional Supplies and Textbooks McCoy: Chacon: \$10,888 4000-4999: Books And Supplies Sup 09 EL</p>
<p>Provide special education services.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with disabilities</p>	<p>Special Education Encroachment McCoy: \$290,260 Chacon: \$228,422 7000-7439: Other Outgo Base</p>

<p>Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.</p> <p>Services: Provide instructional assistance to help engage and support students while teachers facilitate small group instruction. Increase expanded learning opportunities such as before, during, and after school interventions, enrichment programs, and summer programs.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Instructional Aides McCoy: Chacon: \$52,705 2000-3000 Title I</p> <hr/> <p>Instructional Aides McCoy: \$30,151 Chacon: \$140,365 2000-3000 Sup 07 F/R</p> <hr/> <p>Instructional Aides McCoy: Chacon: 29,712 2000-3000 Sup 09 EL</p> <hr/> <p>Copier rental, duplicating McCoy: \$4,500 Chacon: \$2,634 5000-5999: Services And Other Operating Expenditures Base</p> <hr/> <p>Print shop costs for classroom instructional materials McCoy: \$1,500 Chacon: \$0 5700-5799: Transfers Of Direct Costs Base</p> <hr/> <p>Computer programs for intervention and school wide support McCoy: \$100,000 Chacon: \$65,000 5800: Professional/Consulting Services And Operating Expenditures Base</p> <hr/> <p>Expanded learning McCoy: Chacon: \$26,035 1000-4000 Sup 07 F/R</p> <hr/> <p>Resource Teacher McCoy: \$164,585 (1.5 FTE) 1000-3000 Base</p> <hr/> <p>Resource Teacher McCoy: \$55,286 (0.5 FTE) 1000-3000 Sup 09 EL</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Bowling Green School will provide and maintain a clean, safe, welcoming, and healthy environment.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Bowling Green uses a holistic approach to student achievement that fosters students engagement in clean, healthy and safe environments. Data indicates the following needs: <ul style="list-style-type: none"> • Increase student engagement with maintenance of a clean environment • Increased attendance rates • Decrease suspension rates
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Goal Applies to:	Schools: <u>Bowling Green Elementary Charter School</u> Applicable Pupil Subgroups: <u>All</u>
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LCAP Year 1: 2015 - 16

Expected Annual Measurable Outcomes:	School wide attendance rates will increase to 96% for McCoy and 98% for Chacon (BG 2013-2014 96.94%). Decrease Chronic Absence rates, 8% for McCoy and maintain 3.5% for Chacon. Number of students suspended will decrease for each school site to 4 students with out of school suspensions.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 2.1: Students will be provided cleaner, better maintained learning environments. Services: Cleaner, better maintained schools are more inviting, comfortable learning environments to encourage students to attend school.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Custodians / SPOM McCoy :\$57,624 Chacon: \$57,621 2000-3000 Base Custodial supplies McCoy: \$10,000 Chacon: \$10,000 4000-4999: Books And Supplies Base
2.2 The school will become a safer, more culturally competent environment where student learn social and emotional skills and receive support to increase their engagement in learning.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Child welfare and attendance, police services McCoy: \$8,696 Chacon: 0 5000-5999: Services And Other Operating Expenditures Base

<p>Services: Develop and maintain safe school plan and relationships between staff and students to facilitate a safe, positive school climate.</p> <p>Social emotional support will be provided through Student Support Center staff.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>School Social Worker McCoy: 0.9 FTE \$88,635 Chacon: 0 1000-1999: Certificated Personnel Salaries Title I</p> <p>School Social Worker McCoy: 0.1 FTE \$9,849 Chacon: 0 1000-1999: Certificated Personnel Salaries Sup 07 F/R</p> <p>Student Support Specialist McCoy: \$ 105,618 2000-3000 Sup 07 F/R</p>
<p>2.3 The school will provide varied opportunities for students to become interested in school and learning through technology based activities, extended day and enrichment activities.</p> <p>Services: Computer programs and hardware, extra curricular, field trips, access to school site library.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Bowling Green After School Program 5000-5999: Services And Other Operating Expenditures Other</p> <p>Computer programs (Also in Goal 1 - 1.2) McCoy: \$100,000 Chacon: \$65,000</p> <p>4000-4999: Books And Supplies Base</p> <p>Library Media Tech (0.875 FTE) McCoy: \$31,335 Chacon: \$22,504</p> <p>2000-3000 Base</p> <p>Library books McCoy: \$5,000 Chacon: \$5,000</p> <p>4000-4999: Books And Supplies Base</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>School wide attendance rates will maintain at 96% for McCoy and maintain at 98% for Chacon (BG 2013-2014 96.94%). Decrease Chronic Absence rates, to 7% for McCoy and maintain 3.5% for Chacon. Number of students suspended will decrease for each school site to 3 students with out of school suspensions.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 2.1: Students will be provided cleaner, better maintained learning environments.</p> <p>Services: Cleaner, better maintained schools are more inviting,</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Custodians / SPOM McCoy :\$57,624 Chacon: \$57,621 2000-3000 Base</p>

<p>comfortable learning environments to encourage students to attend school.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Custodial supplies McCoy: \$10,000 Chacon: \$10,000 4000-4999: Books And Supplies Base</p>
<p>2.2 The school will become a safer, more culturally competent environment where student learn social and emotional skills and receive support to increase their engagement in learning.</p> <p>Services: Develop and maintain safe school plan and relationships between staff and students to facilitate a safe, positive school climate.</p> <p>Social emotional support will be provided through Student Support Center staff.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Child welfare and attendance, police services McCoy: \$8,696 Chacon: 0 5000-5999: Services And Other Operating Expenditures Base</p> <p>School Social Worker McCoy: 0.9 FTE \$88,635 Chacon: 0 1000-1999: Certificated Personnel Salaries Title I</p> <p>School Social Worker McCoy: 0.1 FTE \$9,849 Chacon: 0 1000-1999: Certificated Personnel Salaries Sup 07 F/R</p> <p>Student Support Specialist McCoy: \$ 105,618 2000-3000 Sup 07 F/R</p>
<p>2.3 The school will provide varied opportunities for students to become interested in school and learning through technology based activities, extended day and enrichment activities.</p> <p>Services: Computer programs and hardware, extra curricular, field trips, access to school site library.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Bowling Green After School Program 5000-5999: Services And Other Operating Expenditures Other</p> <p>Computer programs (Also in Goal 1 - 1.2) McCoy: \$100,000 Chacon: \$65,000</p> <p>4000-4999: Books And Supplies Base</p> <p>Library Media Tech (0.875 FTE) McCoy: \$31,335 Chacon: \$22,504</p> <p>2000-3000 Base</p> <p>Library books McCoy: \$5,000 Chacon: \$5,000</p> <p>4000-4999: Books And Supplies Base</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	School wide attendance rates will maintain at 96% for McCoy and maintain at 98% for Chacon. Decrease Chronic Absence rates, to 6% for McCoy and maintain 3.5% for Chacon. Number of students suspended will decrease for each school site to 2 students with out of school suspensions.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 2.1: Students will be provided cleaner, better maintained learning environments.</p> <p>Services: Cleaner, better maintained schools are more inviting, comfortable learning environments to encourage students to attend school.</p>	LEA wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Custodians / SPOM</p> <p>McCoy :\$57,624</p> <p>Chacon: \$57,621</p> <p>2000-3000 Base</p> <hr/> <p>Custodial supplies</p> <p>McCoy: \$10,000</p> <p>Chacon: \$10,000</p> <p>4000-4999: Books And Supplies Base</p>
<p>2.2 The school will become a safer, more culturally competent environment where student learn social and emotional skills and receive support to increase their engagement in learning.</p> <p>Services: Develop and maintain safe school plan and relationships between staff and students to facilitate a safe, positive school climate.</p> <p>Social emotional support will be provided through Student Support Center staff.</p>	LEA wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Child welfare and attendance, police services</p> <p>McCoy: \$8,696</p> <p>Chacon: 0</p> <p>5000-5999: Services And Other Operating Expenditures Base</p> <hr/> <p>School Social Worker</p> <p>McCoy: 0.9 FTE \$88,635</p> <p>Chacon: 0</p> <p>1000-1999: Certificated Personnel Salaries Title I</p> <hr/> <p>School Social Worker</p> <p>McCoy: 0.1 FTE \$9,849</p> <p>Chacon: 0</p> <p>1000-1999: Certificated Personnel Salaries Sup 07 F/R</p> <hr/> <p>Student Support Specialist</p> <p>McCoy: \$ 105,618</p> <p>2000-3000 Sup 07 F/R</p>
<p>2.3 The school will provide varied opportunities for students to become interested in school and learning through technology based activities, extended day and enrichment activities.</p> <p>Services: Computer programs and hardware, extra curricular, field</p>	LEA wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Bowling Green After School Program 5000-5999: Services And Other Operating Expenditures Other</p> <hr/> <p>Computer programs (Also in Goal 1 - 1.2)</p> <p>McCoy: \$100,000</p> <p>Chacon: \$65,000</p> <hr/> <p>4000-4999: Books And Supplies Base</p>

trips, access to school site library.		_ Other Subgroups: (Specify)	Library Media Tech (0.875 FTE) McCoy: \$31,335 Chacon: \$22,504 2000-3000 Base <hr/> Library books McCoy: \$5,000 Chacon: \$5,000 4000-4999: Books And Supplies Base
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Parents, family and community stakeholders will become more fully engaged as partners in the education of students at Bowling Green Charter.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Increase parent participation in Steering Committee, ELAC, PTA Maintain support for Parent Resource Center (Chacon) Build capacity for Parent Teacher Home Visit program
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Goal Applies to:	Schools: Bowling Green Charter
Applicable Pupil Subgroups:	All

LCAP Year 1: 2015 - 16

Expected Annual Measurable Outcomes:	Steering Committee, PTA and ELAC will have parent representation At least two teachers, and 20 families participating in the Parent Teacher Home Visit Program Parent Resource Center will offer two parent workshops
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Parents are involved as partners in committees, provided with outreach and capacity-building activities.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent Training McCoy: \$1,263 Chacon: \$2,422 5800: Professional/Consulting Services And Operating Expenditures Title I <hr/> Parent Training McCoy: Chacon: \$1,000 5800: Professional/Consulting Services And Operating Expenditures Sup 07 F/R <hr/> Parent Training McCoy: Chacon: \$1,000 5800: Professional/Consulting Services And Operating Expenditures Sup 09 EL <hr/> Postage and Duplicating for Communications McCoy: \$2,000

			5000-5999: Services And Other Operating Expenditures Title I Parent Communication and Outreach (No to low cost): Newsletters, Fliers as needed, Marquee, Website, Messenger, Meetings, and Home visits
3.2 Effective Communications: Translation	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Translators Chacon: \$1,000 2000-2999: Classified Personnel Salaries Title I Translators McCoy: \$4,436 2000-2999: Classified Personnel Salaries Sup 09 EL

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Steering Committee, PTA and ELAC will have parent representation At least two teachers, and 20 families participating in the Parent Teacher Home Visit Program Parent Resource Center will offer two parent workshops
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Parents are involved as partners in committees, provided with outreach and capacity-building activities.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent Training McCoy: \$1,263 Chacon: \$2,422 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Training McCoy: \$1,000 Chacon: \$1,000 5800: Professional/Consulting Services And Operating Expenditures Sup 07 F/R Parent Training McCoy: \$1,000 Chacon: \$1,000 5800: Professional/Consulting Services And Operating Expenditures Sup 09 EL Postage and Duplicating for Communications McCoy: \$2,000 5000-5999: Services And Other Operating Expenditures Title

			I Parent Communication and Outreach (No to low cost): Newsletters, Fliers as needed, Marquee, Website, Messenger, Meetings, and Home visits
3.2 Effective Communications: Translation	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Translators Chacon: \$1,000 2000-2999: Classified Personnel Salaries Title I Translators McCoy: \$4,436 2000-2999: Classified Personnel Salaries Sup 09 EL
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Steering Committee, PTA and ELAC will have parent representation At least two teachers, and 20 families participating in the Parent Teacher Home Visit Program Parent Resource Center will offer two parent workshops		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Parents are involved as partners in committees, provided with outreach and capacity-building activities.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent Training McCoy: \$1,263 Chacon: \$2,422 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Training McCoy: Chacon: \$1,000 5800: Professional/Consulting Services And Operating Expenditures Sup 07 F/R Parent Training McCoy: Chacon: \$1,000 5800: Professional/Consulting Services And Operating Expenditures Sup 09 EL Postage and Duplicating for Communications McCoy: \$2,000 5000-5999: Services And Other Operating Expenditures Title I

			Parent Communication and Outreach (No to low cost): Newsletters, Fliers as needed, Marquee, Website, Messenger, Meetings, and Home visits
3.2 Effective Communications: Translation	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Translators Chacon: \$1,000 2000-2999: Classified Personnel Salaries Title I <hr/> Translators McCoy: \$4,436 2000-2999: Classified Personnel Salaries Sup 09 EL

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Increase the percent of students who are on-track to graduate college and career ready.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>Pillar 1, District Strategic Plan; District Guide to Success</u>	
Goal Applies to:	Schools:	Bowling Green Elementary Charter School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Establish math and ELA proficiency baselines as measured by the CAASPP. Establish math and ELA below proficiency baselines as measured by the CAASPP. API remains frozen at 2013 levels: API: 764 Low Income; 764 EL: 749 Increase reclassification rate from 6.2% (2012-13) to 8%		Actual Annual Measurable Outcomes:	Math and ELA proficiency baselines will be established upon receipt of the CAASPP results in 7/2015. Math and ELA below proficiency baselines will be established upon receipt of the CAASPP results in 7/2015. API remains frozen at 2013 levels: API: 764 Low Income; 764 EL: 749 Reclassification rate: 9.3%
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready. Services: A basic educational program is provided to all students at Bowling Green Charter School as the	Classroom teachers and substitutes - 11.8 FTE (Chacon)		Bowling Green Charter provided full staffing for the 14-15 school year. All instructional materials were available for every student.	Classroom teachers and substitutes - 12 FTE (Chacon)
	1000-3000 Base 1,303,834			1000-3000 Base 1,314,952
	Classroom teachers and substitutes - 17 FTE (McCoy)			Classroom teachers and substitutes - 17 FTE (McCoy)
	1000-3000 Base 1,948,962			0000: Unrestricted Base 2,031,937
	Classified Staff (Clerical Staff,			Classified Staff (Chacon) 2000-2999:

<p>foundation to developing Career and College Ready students.</p>	<p>Registrar, Office Manager, Clerical Substitute) - Chacon</p> <p>2000-2999: Classified Personnel Salaries Base 82,586</p> <p>Classified Staff (Clerical Staff, Registrar, Office Manager, Clerical Substitute) - McCoy</p> <p>2000-2999: Classified Personnel Salaries Base 15,000</p> <p>Noon/Breakfast Duty 2 FTE Chacon</p> <p>2000-2999: Classified Personnel Salaries Base 25,999</p> <p>Noon/Breakfast Duty McCoy</p> <p>2000-2999: Classified Personnel Salaries Base 15,000</p> <p>Basic facilities costs and Oversight (Pro-Rata Share); Utilities (Electricity, Gas, City) - Chacon 5000-5999: Services And Other Operating Expenditures Base 251,235</p> <p>Basic facilities costs and Oversight (Pro-Rata Share); Utilities (Electricity, Gas, City) - McCoy 5000-5999: Services And Other Operating Expenditures Base 145,247</p> <p>Instructional Supplies (Chacon) 4000-4999: Books And Supplies Base 28,498</p> <p>Instructional Supplies (McCoy) 4000-4999: Books And Supplies Base 10,266</p>		<p>Classified Personnel Salaries Base 58,839</p> <p>Classified Staff (McCoy) 2000-2999: Classified Personnel Salaries Base 103,069</p> <p>Noon/Breakfast Duty Chacon 2000-2999: Classified Personnel Salaries Base 19,064</p> <p>Noon/Breakfast Duty McCoy 2000-2999: Classified Personnel Salaries Base 16,631</p> <p>Basic Facilities Costs (Pro Rata Share) Chacon 5000-5999: Services And Other Operating Expenditures Base 153,577</p> <p>Basic Facilities Costs (Pro Rata Share) McCoy 5000-5999: Services And Other Operating Expenditures Base 204,283</p> <p>Instructional Supplies (Chacon) 4000-4999: Books And Supplies Base 8,405</p> <p>Instructional Supplies (McCoy) 4000-4999: Books And Supplies Base 35,576</p>
<p>Scope of Service Schoolwide</p> <p><input checked="" type="checkbox"/> All</p>		<p>Scope of Service Schoolwide</p> <p><input checked="" type="checkbox"/> All</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.</p> <p>Services: Funding of additional 2 days added to certificated and classified contracts. (formerly furlough days)</p>	<p>End of furlough days 1000-3000 Suppl/Con 1,598,407</p>	<p>The staff at Bowling Green Charter are included in this districtwide expenditure.</p>	<p>End of furlough days 1000-3000 Suppl/Con \$1,598,407</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.</p> <p>Services: Offer on-going professional learning including, on-site collaboration, and job-embedded instructional coaching as a means to support the implementation of the Common Core</p>	<p>Professional learning for CCSS for teachers, principals, and instructional aides.</p> <p>(State CCSS funding, Title I, Title II, grant funds)</p> <p>1000-4000 Other 3,000,000</p> <p>CCSS instructional materials are provided to students district-wide.</p>	<p>School receives a portion of LEA-provided services.</p>	<p>Professional Learning (McCoy) Share of State CCSS Funding 1000-4000 Grant 21,049</p> <p>Professional Learning (Chacon) share of State CCSS Funding 1000-4000 Grant 7,294.30</p> <p>Professional Learning (McCoy) 1000-4000 Title I 30,000</p> <p>CCSS Instructional Materials (Share</p>

<p>State Standards (CCSS). Provide CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation.</p>	<p>(State CCSS funding) 4000-4999: Books And Supplies Grant 1,500,000 CCSS Instructional Materials (McCoy) 4000-4999: Books And Supplies Sup 07 F/R 10,000</p>		<p>of State CCSS funding) Both Campuses 4000-4999: Books And Supplies Grant 113,251 CCSS Instructional Materials (McCoy) 4000-4999: Books And Supplies Sup 07 F/R 62,319</p>
<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready. Services: Develop and implement a robust early literacy program at pre-K and elementary grades to construct a strong foundation on which to build deep content knowledge via curricular resources, assessments, intervention teachers, and supplemental materials.</p>	<p>Early literacy programs are provided in each elementary school in the district in kindergarten through 3rd grade. Early literacy begins in preschool programs at schools that have Head Start and State Preschool funding. (Child Development Fund, Head Start and State Preschool funding) 1000-4000 Other 10,000,000 Conferences (McCoy) 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 10,000</p>	<p>School receives a portion of LEA wide services</p>	<p>Professional Development Early Literacy (Chacon) 1000-4000 Sup 07 F/R 6,000 Conferences (Chacon) 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 4,120</p>
<p>Scope of Service Districtwide, PreK-3</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service Districtwide, PreK-3</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	

<p>proficient _ Other Subgroups: (Specify)</p>		<p>_ Other Subgroups: (Specify)</p>	
<p>Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.</p> <p>For Students with Disabilities: Provide specific professional learning opportunities to special education teachers on Common Core implementation Implement specific teaching strategies to assist students with disabilities in accessing Common Core instruction (i.e. Universal Design for Learning).</p> <p>Identify and adopt curricular resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.</p>	<p>Special Education program funded from SCUSD SELPA encroachment fee</p> <hr/> <p>1000-4000 Base 510,850</p>	<p>Bowling Green Charter provides services for students with disabilities, including the opportunity for teachers to take part in professional learning and providing curricular resources for students with disabilities.</p> <p>The Special Education program is funded from the SCUSD SELPA encroachment.</p>	<p>Special Education Encroachment (Both campuses) 1000-4000 Base 331,386</p>
<p>Scope of Service Districtwide</p> <hr/> <p>_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities</p>		<p>Scope of Service Districtwide</p> <hr/> <p>_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities</p>	
<p>Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed</p> <p>Services:</p>	<p>Supplemental Copier Rental, Duplicating</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Base 9,499</p> <hr/> <p>Resource Teachers (4 FTE Chacon)</p>	<p>Resource teachers and instructional assistants provided a variety of supports to students at Bowling Green Charter campuses. However, all funds allocated for extended day were not fully used.</p>	<p>Supplemental Copier Rental, Duplicating 5000-5999: Services And Other Operating Expenditures Base 14,498</p> <hr/> <p>Resource Teachers (4 FTE Chacon) 1000-3000 Suppl/Con 439,124</p>

<p>Increase expanded learning opportunities such as before, during, and after school interventions, enrichment programs and summer programs.</p> <p>Provide Instructional Assistants to help engage and support students while teachers facilitate small group instruction.</p>	<p>1000-3000 Suppl/Con 344,170</p> <p>Resource Teachers (4 FTE McCoy): 1000-3000 Suppl/Con 403,673</p> <p>Instructional Aide Chacon 2000-3000 Sup 07 F/R 67,291</p> <p>Instructional Aide McCoy 2000-3000 Sup 07 F/R 50,000</p> <p>2000-3000 Sup 09 EL 6,000</p> <p>Extended Day, Teacher Temporary (Chacon)</p> <p>1000-3000 Sup 07 F/R 20,999</p> <p>Extended Day, Teacher Temporary (McCoy) 1000-3000 Sup 07 F/R 58,235</p>		<p>Resource Teachers (4 FTE McCoy): 1000-3000 Suppl/Con 415,605</p> <p>Instructional Aide Chacon 2000-3000 Sup 07 F/R 56,973</p> <p>Instructional Aide McCoy 2000-3000 Sup 07 F/R 49,451</p> <p>2000-3000 Sup 09 EL</p> <p>Extended Day, Teacher Temporary (Chacon) 1000-3000 Sup 07 F/R 0</p> <p>Extended Day, Teacher Temporary (McCoy) 1000-3000 Sup 07 F/R 8,750</p>
<p>Scope of Service Schoolwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Schoolwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed</p> <p>Services: Funds are allocated for academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth.</p>	<p>Foster Youth Services staff (see Goal 1.1)</p> <p>1000-4000 Title ID</p> <p>Additional FYS Associate</p> <p>1000-4000 Base 65,000</p>	<p>School receives a portion of LEA-wide Foster Youth services, as needed based on enrollment.</p> <p>The additional position was not filled this year by the district.</p>	<p>Foster Youth Services staff 1000-4000 Title ID</p> <p>Additional FYS Associate 1000-4000 Base</p>

<p>Scope of Service Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.</p> <p>Services: Implement a comprehensive early literacy assessment system comprised of screening, diagnostic, and progress monitoring tools.</p>	<p>Student progress is monitored through the district benchmark assessments and the Data Director Data Management system contract.</p> <p>5000-5999: Services And Other Operating Expenditures Base 120,000</p> <p>Teacher Subs for Academic Conferences (Chacon)</p> <p>1000-3000 Sup 07 F/R 8,000</p> <p>Teacher Subs for Academic Conferences (McCoy) 1000-3000 Sup 07 F/R 10,000</p> <p>1000-3000 Sup 09 EL 5,000</p>	<p>School receives a portion of LEA-wide services for data management.</p> <p>Academic conferences are used throughout both campuses for ongoing analysis of student progress. Funds were over-estimated at McCoy campus.</p>	<p>Data Director Data Management Contract 5000-5999: Services And Other Operating Expenditures Base 130,000</p> <p>Teacher Subs for Academic Conferences (Chacon) 1000-3000 Sup 07 F/R 7,962</p> <p>Teacher Subs for Academic Conferences (McCoy) 1000-3000 Sup 07 F/R 10,134</p> <p>1000-3000 Sup 09 EL 0</p>
<p>Scope of Service Schoolwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Schoolwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1.3:</p>	<p>Management Information Technician</p>	<p>School receives a portion of districtwide</p>	<p>Management Information Technician</p>

<p>Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.</p> <p>Services: Provide additional academic assessment data for ELs and reclassified students who have not made adequate progress.</p>	<p>2000-3000 Title III 90,000</p>	<p>service.</p>	<p>2000-3000 Title III 81,049</p>
<p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>For the 2015-16 LCAP, Bowling Green will not include the services provided by SCUSD (chartering authority), and will just express the services at the site.</p> <p>Based on evaluation of data and student progress, a literacy coach will be added at the McCoy campus in 2015-16, and both campuses will add computer programs for assessment and intervention.</p>		

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.

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 2 from prior year LCAP:	Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: Bowling Green Charter Elementary School Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Schoolwide attendance rates will increase to 97% for McCoy and 98% for Chacon. Decrease Chronic Absence rate from 8% (McCoy) Maintain Chronic Absence rate (Chacon) at 3.5% Number of students suspended will decrease for both school sites to 4 students out of school suspensions	Actual Annual Measurable Outcomes: McCoy attendance: 94.88% Chacon attendance: 96.94% Chronic Absence: Not available as of May 20. Will be updated at the end of the school year. Suspensions: Number of students not available. Suspension rate: .832%	
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 2.1: Students will be provided with cleaner, better maintained learning environments. Service: Cleaner, better maintained schools are more inviting, comfortable learning environments to encourage students to attend school.	Custodians/Plant Manager 2000-3000 Base 164,145 Custodial Supplies 4000-4999: Books And Supplies Base 11,999	Bowling Green had a full-time Plant Manager and 12 hours of custodial time.	Custodians/Plant Manager (both) 2000-3000 Base 105,787 Custodial Supplies 4000-4999: Books And Supplies Base 5,788
Scope of Service	LEA wide	Scope of Service	LEA wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
<p>Action 2.2 The school will become a safer, more culturally competent environment where students learn social and emotional skills and receive support to increase their engagement in learning.</p> <p>Services: Assistance to school sites in developing and maintaining safe school plans and relationships between staff and students to facilitate a safe, positive school climate.</p> <p>Community based positive programs support families and schools to prevent attendance problems</p> <p>Mental and physical health supports are provided by nurses and social workers.</p>	<p>Child welfare and attendance, police services (Chacon) 5000-5999: Services And Other Operating Expenditures Base 12,820</p> <p>Safe Schools Manager 2000-3000 Base 130,000</p> <p>Attendance, Drop-Out Prevention Coordinator 1000-4000 Base 75,000</p> <p>Nurses, Health Aides, Social Workers 1000-3000 Base 520,000</p> <p>Connect Center 1000-3000 Base 200,000</p> <p>Bullying Prevention Specialist; PBIS Coaching, Data Management 1000-4000 Base 200,000</p> <p>Social/Emotional Learning (Professional Development, Coordinator) 1000-4000 Grant 163,000</p>	<p>Bowling Green Charter students received safety services, health and social and emotional supports from district staff as needed.</p> <p>Bowling Green Charter receives a portion of the LEA wide services based on enrollment and need.</p>	<p>Child welfare and attendance, police services (Chacon) 5000-5999: Services And Other Operating Expenditures Base 11,896</p> <p>Safe Schools Manager 2000-3000 Base 128,679</p> <p>Attendance, Drop-Out Prevention Coordinator 1000-4000 Base 64,840</p> <p>Nurses, Health Aides, Social Workers 1000-3000 Base 540,000</p> <p>Connect Center 1000-3000 Base 230,068</p> <p>Bullying Prevention Specialist; PBIS Coaching, Data Management 1000-4000 Base 111,914</p> <p>Social/Emotional Learning (Professional Development, Coordinator) 1000-4000 Grant 138,665</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Mental and physical health supports are provided by nurses and social workers.</p>	<p>School Social Worker (McCoy) 1000-3000 Sup 07 F/R 110,000</p>	<p>Bowling Green McCoy campus received the services of a full time school social worker.</p>	<p>School Social Worker 1000-3000 Sup 07 F/R 79,828</p>
<p>Scope of Service Schoolwide McCoy Campus</p>		<p>Scope of Service Schoolwide McCoy Campus</p>	

<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Students with Disabilities</u></p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Students with Disabilities</u></p>	
<p>Action 2.3 Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement.</p> <p>Services: Computer hardware to enhance instruction and provide career technical and college readiness activities.</p>	<p>Complete Computer implementation, carts, Internet Upgrade, Network Upgrade 4000-4999: Books And Supplies Bond 500,000</p>	<p>School received a portion of this districtwide expense, that was significantly more than originally anticipated. Funds used were bond measures E and I, and Q, as well as E-Rate dollars.</p>	<p>Computer implementation, internet and network upgrade 4000-4999: Books And Supplies Bond 1,290,557.70</p>
<p>Scope of Service: Districtwide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Districtwide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 2.3 Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and</p>	<p>Library Books 4000-4999: Books And Supplies Sup 07 F/R 5,000</p> <p>2000-3000 Sup 09 EL 15,273</p> <p>Spanish Language Books (Chacon) 4000-4999: Books And Supplies</p>	<p>The allocation for library books could not be tracked. It has been included in the allocation for supplemental instructional materials.</p>	<p>Library Books 4000-4999: Books And Supplies Sup 07 F/R</p> <p>4000-4999: Books And Supplies Sup 09 EL</p> <p>Spanish Language Books (Chacon)</p>

<p>expanded learning program involvement.</p> <p>Services: Resources to maintain libraries and media centers.</p>	<p>Sup 09 EL 2,000 Equipment (Instructional Technology) Chacon 4000-4999: Books And Supplies Sup 07 F/R 8,988 Equipment (Instructional Technology) McCoy 4000-4999: Books And Supplies Sup 07 F/R 4,500</p>		<p>4000-4999: Books And Supplies Sup 09 EL 3,233 Equipment (Instructional Technology) Chacon 4000-4999: Books And Supplies Sup 07 F/R 18,575 Equipment (Instructional Technology) McCoy 4000-4999: Books And Supplies Sup 07 F/R 90,575</p>
<p>Scope of Service Schoolwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Schoolwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 2.3 Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement.</p> <p>Foster Youth Liaison to decrease the adverse effects of school mobility on Foster Youth.</p>	<p>Foster Youth Services staff 1000-4000 Title ID</p>	<p>School receives a portion of districtwide Foster Youth Services as needed.</p>	<p>Foster Youth Services staff 1000-4000 Title ID</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

<input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Bowling Green McCoy campus will continue to support a School Social Worker and will add funding for a Learning Support Specialist for 2015-16. Both campuses continue to invest in technology.		

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.

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 3 from prior year LCAP:	Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Bowling Green Charter Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Parent Teacher Home Visit Program participation will increase from 113 to 125 Maintain Academic Parent-Teacher Team participation at 3 teachers Maintain Parent Resource Center (Chacon) Establish Youth and Family Resource Center (McCoy)	Actual Annual Measurable Outcomes: Parent Teacher Home Visit Program participation: data not available Academic Parent-Teacher Team participation at 3 teachers Parent Resource Center (Chacon) is active. Youth and Family Resource Center (McCoy) was established.	
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
Action 3.1 Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education. Service: District provides parent outreach and education services and the establishment of Site Parent Resource Centers.	Budgeted Expenditures		Estimated Actual Annual Expenditures
	District Parent Resource Center Staff 2000-3000 Base 150,000 2000-3000 Title I	Bowling Green receives a portion of this districtwide service.	
Scope of Service	Districtwide	Scope of Service	Districtwide

<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 3.1 Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.</p> <p>Service: Services to support parents in attending parent education, informational meetings, school events and in volunteering at the school.</p>	<p>Parent Advisor (McCoy) 2000-3000 Sup 07 F/R 15,000</p> <hr/> <p>2000-3000 Sup 09 EL 27,119</p>	<p>Bowling Green McCoy Campus employed a part-time Parent Advisor to support outreach and communication.</p> <p>Although it was budgeted through LCFF, the funding for this position was not expended through LCFF.</p>	<p>Parent Advisor (McCoy) 2000-3000</p>
<p>Scope of Service Schoolwide (McCoy)</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Schoolwide (McCoy)</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 3.2: Stakeholders will receive improved district and site communications, including translation/interpretation services.</p> <p>Services: School sites communicate regularly with parent/guardians through website, phone outreach, mailings and meetings, especially low income, ELs and students with disabilities.</p>	<p>School Community Liaison (McCoy) 2000-3000 Sup 09 EL 15,000</p>	<p>McCoy Campus hired a bilingual School Community Liaison to assist with home-school communication.</p>	<p>School Community Liaison (McCoy) 2000-3000 Sup 09 EL 11,270</p>

<p>Scope of Service Schoolwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Schoolwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 3.2: Stakeholders will receive improved district and site communications, including translation/interpretation services.</p> <p>Translation and interpretation services for parents of ELs are provided in five languages by bilingual staff at district events and at schools.</p>	<p>Matriculation and Orientation (MOC) translators 2000-3000 Suppl/Con 678,769</p> <hr/> <p>Translation Services (McCoy) 2000-3000 Sup 09 EL 5,000</p>	<p>School receives a portion of the district provided translation services.</p> <p>McCoy also utilized per diem translators for school meetings such as parent conference and IEP, costs for which have not been reconciled yet.</p>	<p>Matriculation and Orientation (MOC) translators 2000-3000 Suppl/Con 697,144</p> <hr/> <p>Translation Services (McCoy) 2000-3000</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>While the Parent Resource Center at Chacon campus is thriving and active, departure of several key staff caused the proposed number of home visits to fall below projections. For 2015-16 plans are to proceed but with lower expectations.</p> <p>The School Community Liaison and Parent Advisor at McCoy are beneficial to increase communication and ensure that campus is welcoming. They will continue to be supported in 2015-16.</p>		

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

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

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

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

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$754,314</u>
<p>In Sacramento City Unified School District, the percentage of students within the target subgroups is approximately 71% of the overall student population. The chartering authority (SCUSD) allocated funds to dependent charter Bowling Green Elementary Charter School (Bowling Green) based on unduplicated numbers of EL, low income, and foster youth to ensure that the school, with two campuses, could make decisions to implement practices and programs to meet the needs of the targeted subgroups, in accordance with stakeholder feedback.</p> <p>The estimated supplemental and concentration grant funding for Bowling Green is \$754,314. Out of this amount, approximately \$550,179 LCFF supplemental and concentration grant funds were budgeted for expenditures such as a literacy coach, resource teacher, professional development, staff to coordinate wraparound services at the school site, and parent outreach supplies. Student data as well as stakeholder input helped to inform the school that these expenditures are necessary and appropriate for target subgroups. Because funds from the May revise were allocated after the close of the school year for this charter school, the difference, representing the additional funds, will have to be reviewed by the School Advisory Board immediately upon re-convening for the 2015-16 school year.</p> <p>The table below indicates how expenditures will be used to meet the needs of ELs, low income students, and foster youth. Bowling Green Charter Elementary School will need to reference the LCAP and site plans when submitting requisitions to ensure that expenditures of LCFF supplemental and concentration grant funds meet the intent of the LCAP and provide support to the targeted subgroups. Bowling Green's School Site Council and School Advisory Board will align their Single Plan for Student Achievement (SPSA) to the goals and actions in the approved Local Control and Accountability Plan.</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.

12.5	%
2%	

The calculated percentage by which services must be increased for the unduplicated students is 12.52%. As mentioned in Section 3A, funds were allocated to Bowling Green Elementary Charter School based on their enrollment of low income and English learner students.

As mentioned in Section 3A, LCFF funds were allocated proportionally to the dependent charter schools, such as Bowling Green Elementary Charter School, with low income, English Learner and foster youth populations. Schools with higher concentrations of unduplicated students received higher allocations of LCFF funds.

The funds allocated to Bowling Green will be principally directed towards staff that provide direct service to unduplicated students. A new Literacy Coach, additional funding for a Resource Teacher, and professional learning will ensure that high quality instruction, assessment and interventions for struggling students will be implemented. Resource teachers can provide opportunities for enhanced instruction for those students performing below proficiency. Instructional assistants will also help to support with interventions, assessments and monitoring of student activities.

Funds will also be directed toward providing a Student Support Specialist and Social Worker to coordinate wraparound services for students with needs that are preventing them from accessing the core curriculum, as well as a Library / Media Tech to ensure that all students understand how to access technology and reading materials that support literacy.

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).