Introduction:

LEA: George Washington Carver School of Arts and Science   **Contact (Name, Title, Email, Phone Number):** Allegra Alessandri, Principal, allegra-alessandri@scusd.edu, 916-228-5751   **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
Parent Advisory Meetings 9/29, 11/19, 1/13	Parent Advisory meetings provided a forum to inform, educate and gather input and feedback from critical stakeholder: parents,and community members. The meeting focused on learning about the State priorities-- student engagement, parent engagement, basic services and other student outcomes.
Advisory Board meetings 10/9, 3/5	At this meeting Carver principal and staff engaged in discussion of the Local Control Funding Formulas and State Priorities.

Student Council meetings 9/29, 12/1, 2/23	Students learned about the Local Control Funding Formulas and State Priorities. They shared out ideas in the areas of Student achievement, School climate, course access and Common Core.
District wide LCAP meetings 2/17, 3/26, 5/14	All stakeholders had the opportunity to provide feedback on the plan at the district level and to learn more about the state priorities, and required metrics.
District wide survey May 2015	George Washington Carver stakeholders participated in the district's LCAP survey which illustrated the support for services provided on a district wide level.
Annual Update:	**Annual Update:**
Districtwide LCAP meeting 3/26/15 shared Annual Update	Stakeholder involvement around the metrics and expenditures in the Annual Update impacted the draft in several ways: to include more data, and to be more specific when referring to expenditures at school sites.
Student Council 2/23 and Parent Advisory 3/5	For George Washington Carver's community, there is the need to make the LCAP more reflective of our school's mission and goals.

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:	In order to increase percentage of students who are on track to graduate college and career ready, there is a need to provide additional academic support for struggling students.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify SCUSD Strategic Plan Pillar 1; GTS

Identified Need :	Struggling students need additional academic supports	
Goal Applies to:	Schools:	George Washington Carver School of Arts and Science Charter High School
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Maintain high school graduation rate which was Cohort Rate of 100% in 2013-14 at 100%; EL maintain at 100%; Low Income maintain at 100%. Math & ELA proficiency goals for 11th grade for the 2015-16 school year will be set upon receipt of 2014-15 baseline data expected 7/2015 Increase Common Core Professional Learning from 2 teachers to 4 teachers Provide professional learning in Visual and Performing Arts focusing on Arts Integration for 100% of teachers Maintain 100% textbook sufficiency Increase percent of students who demonstrate college and career readiness through establishment of baseline with 2014-15 11th grade SBAC (formerly EAP). Increase a-g completion from 30.3% 12th grade graduates completing all UC/CSU Required Courses to 33% Increase percent of students scoring 3 or above on AP exams from 12.9% to 13.5% Increase percent of students earning 3 or more California State University, Sacramento -ACE credit from 30% to 35% Increase reclassification rate from 0% to 22%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire a Resource teacher to provide support for struggling students.	Schoolwide	X All ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salary 1000-3000 Sup 07 F/R 47,500 Salary 1000-3000 Title I 27,325
Parent Communication regarding student progress	Schoolwide	X All ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Postage 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 540 Communication Costs 5000-5999: Services And Other Operating Expenditures Sup 09 EL 820

			English proficient _ Other Subgroups: (Specify)	

<table>
<tr><td colspan="5" align="center">LCAP Year 2: 2016-17</td></tr>
<tr><td colspan="2">Expected Annual Measurable Outcomes:</td><td colspan="3">Maintain high school graduation rate which was Cohort Rate of 100% in 2013-14 at 100%; EL maintain at 100%; Low Income maintain at 100%.

Math & ELA proficiency goals for 11th grade for the 2015-16 school year will be set upon receipt of 2014-15 baseline data expected 7/2015

Increase Common Core Professional Learning from 2 teachers to 4 teachers

Provide professional learning in Visual and Performing Arts focusing on Arts Integration for 100% of teachers

Maintain 100% textbook sufficiency

Increase percent of students who demonstrate college and career readiness through establishment of baseline with 2014-15 11th grade SBAC (formerly EAP).

Increase a-g completion from 33% 12th grade graduates completing all UC/CSU Required Courses to 35%

Increase percent of students scoring 3 or above on AP exams from 13.5% to 14%

Increase percent of students earning 3 or more California State University, Sacramento -ACE credit from 35% to 37%

Increase reclassification rate from 22% to 25%</td></tr>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain Resource teacher to provide support for struggling students.	Schoolwide	X All – – – – – – – – – – OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Salary 1000-3000 Sup 07 F/R 47,500 Salary 1000-3000 Title I 27,325
Parent Communication regarding student progress	Schoolwid	X All – – – – – – – – – –	Postage 5000-5999: Services And Other Operating

		e	OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Expenditures Sup 07 F/R 540 Communication Costs 5000-5999: Services And Other Operating Expenditures Sup 09 EL 820

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LCAP Year 3: 2017-18

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Expected Annual Measurable Outcomes:	Maintain high school graduation rate which was Cohort Rate of 100% in 2013-14 at 100%; EL maintain at 100%; Low Income maintain at 100%. Math & ELA proficiency goals for 11th grade for the 2015-16 school year will be set upon receipt of 2014-15 baseline data expected 7/2015 Increase Common Core Professional Learning from 2 teachers to 4 teachers Provide professional learning in Visual and Performing Arts focusing on Arts Integration for 100% of teachers Maintain 100% textbook sufficiency Increase percent of students who demonstrate college and career readiness through establishment of baseline with 2014-15 11th grade SBAC (formerly EAP). Increase a-g completion from 35% 12th grade graduates completing all UC/CSU Required Courses to 37% Increase percent of students scoring 3 or above on AP exams from 14% to 14.5% Increase percent of students earning 3 or more California State University, Sacramento -ACE credit from 37% to 40% Increase reclassification rate from 25% to 27%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain Resource teacher to provide support for struggling students.	Schoolwide	X All – – – – – – – – – – OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient	Salary 1000-3000 Sup 07 F/R 47,500 Salary 1000-3000 Title I 27,325

		Other Subgroups: (Specify)	
Parent Communication regarding student progress	Schoolwide	X All ------- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Postage 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 540 Communication Costs 5000-5999: Services And Other Operating Expenditures Sup 09 EL 820

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

GOAL 2:	The school 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.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	In order to fulfill this goal, the school needs to purchase a computer cart with 30 Mac Book air laptops.
Goal Applies to:	Schools: George Washington Carver School of Arts and Sciences Charter High School
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Maintain FIT (Facilities Inspection Tool) Inspection Rating at 100% School-wide Attendance Rate for 2014-15 is unavailable; 2013 baseline was 95.66%; 2015-16 goal is increase to 97% 2012-13 Chronic Absence Rate was 12.3% (adjusted from 7.62%) ; 2014-15 rates are not available; 2015-16 goal is decrease to 11.5% 2013 Suspension Baseline data: 13 students; change in data reporting - 2015-16 goal: decrease from 8.6 to 8 per 100 students Maintain Expulsion Rate of 0%. Dropout rate will be maintained at 2014-15 level: 0% school wide; EL 0%; Low income 0%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase computer cart and laptops	Schoolwide	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Laptop Computers and Cart 6000-6999: Capital Outlay Sup 09 EL 10,000
Instructional Materials to provide enhanced instruction	Schoolwide	X All - - - - - - - - - - OR:	Instructional Materials 4000-4999: Books And Supplies Sup 09 EL 4,733

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional Materials 4000-4999: Books And Supplies Sup 07 F/R 14,171

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Maintain FIT (Facilities Inspection Tool) Inspection Rating at 100% School-wide Attendance Rate for 2014-15 is unavailable; 2013 baseline was 95.66%; 2016-17 goal is increase to 97.5% 2012-13 Chronic Absence Rate was 12.3% (adjusted from 7.62%) ; 2014-15 rates are not available; 2016-17 goal is decrease to 11% 2016-17 goal: decrease from 8 to 7.5 per 100 students Maintain Expulsion Rate of 0%. Dropout rate will be maintained at 2014-15 level: 0% school wide; EL 0%; Low income 0%.

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

Purchase computer cart and laptops	school wide	X All
		- - - - - - - - - - -
		OR:
		  Low Income pupils
		  English Learners
		  Foster Youth
		  Redesignated fluent English proficient
		  Other Subgroups:
		(Specify)
			Laptop Computers and Cart 6000-6999: Capital Outlay Sup 09 EL 10,000

Instructional Materials to provide enhanced instruction	schoolwide	X All
		- - - - - - - - - - -
		OR:
		  Low Income pupils
		  English Learners
		  Foster Youth
		  Redesignated fluent English proficient
			Instructional Materials 4000-4999: Books And Supplies Sup 09 EL 4,733
			Instructional Materials 4000-4999: Books And Supplies Sup 07 F/R 14,171

		Other Subgroups: (Specify)	

LCAP Year 3: 2017-18			

Expected Annual Measurable Outcomes:	Maintain FIT (Facilities Inspection Tool) Inspection Rating at 100% School-wide Attendance Rate for 2014-15 is unavailable; 2013 baseline was 95.66%; 2017-18 goal is increase to 98% 2012-13 Chronic Absence Rate was 12.3% (adjusted from 7.62%) ; 2014-15 rates are not available; 2017-18 goal is decrease to 10.5% 2013 Suspension Baseline data: 13 students; change in data reporting - 2015-16 goal: decrease from 8 to 7 per 100 students Maintain Expulsion Rate of 0%. Dropout rate will be maintained at 2014-15 level: 0% school wide; EL 0%; Low income 0%.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase computer cart and laptops	School wide	X All –––––––––– OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Laptop Computers and Cart 6000-6999: Capital Outlay Sup 09 EL 10,000
Instructional Materials to provide enhanced instruction	Schoolwide	X All –––––––––– OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials 4000-4999: Books And Supplies Sup 09 EL 4,733 Instructional Materials 4000-4999: Books And Supplies Sup 07 F/R 14,171

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 percent of students who are on track to graduate career and college ready.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify SCUSD Strategic Plan Pillar I; GTS

Goal Applies to:	Schools: George Washington Carver School of Arts and Science
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	1. Increase high school graduation rate (2012-2013): Cohort Rate: from 90.7% to 92% Low Income: from 90% to 92% Maintain EL graduation rate at 100% 2. Beginning in 2014-15, growth will be measured using CAASPP • Establish math and ELA proficiency baselines as measured by the CAASPP. • Establish math and ELA below proficiency baselines as measured by the CAASPP. 3. API remains frozen at 2013 levels: API: 787 Low Income: 782 EL: 700 4. Increase % of students who demonstrate college preparedness on EAP: 2011-12 Results English: from 21% to 22% Math: from 0% to 5% 5. Increase a-g completion rate. 2012-13 from 28.2% to 33% 6. Maintain the number of students participating in Pathways/Career Academies at 100%	Actual Annual Measurable Outcomes:	1. High school graduation rate (2013-2014): Cohort Rate: 100% Low Income: 100% EL: 100% 2. Beginning in 2014-15, growth will be measured using CAASPP. Baseline will be established with results received in 7/2015. 3. API remains frozen at 2013 levels: API: 787 Low Income: 782 EL: 700 4. % of students who demonstrate college preparedness on EAP: 2012-13 Results English: 11% Math: 1% 5. a-g completion rate. 2013-14: 30.3% 6. Students participating in Pathways/Career Academies: 100% 7. Reclassification Rate: 0%

7. Increase Reclassification Rate from 20% - 22%			

LCAP Year: 2014-15

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. Service: A basic educational program is provided to all students in attending The Met School as the foundation to developing Career and College Ready students. Funding of additional 2 days added to certificated and classified contracts. (formerly furlough days) Provide Common Core State Standards (CCSS) aligned instructional materials with embedded assessments to ensure a quality CCSS implementation.	Classroom teachers (12.3 FTE) 1000-3000 Base 1,192,179 Classified staff 2000-3000 Base 161,198 Basic facilities costs 5000-5999: Services And Other Operating Expenditures Base 245,138 End of furlough days (dsitrictwide) 1000-3000 Suppl/Con 1,598,407 CCSS Instructional materials provided to students districtwide 4000-4999: Books And Supplies Grant 1,500,000 Instructional supplies 4000-4999: Books And Supplies Base 5000 Instructional services (contracts) 5000-5999: Services And Other Operating Expenditures Base 7,281	George Washington Carver (GWC) provided full staffing for the 14-15 school year, including an end of furlough days. All instructional materials were available for every student. GWC received a portion of SCUSD districtwide services. Contracts amount is greater than anticipated.	Classroom teachers and substitutes 1000-3000 Base 1,169,714 Classfied staff 2000-3000 Base 158,602 Basic facilities costs 5000-5999: Services And Other Operating Expenditures Base 241,634 End of furlough days (districtwide) 1000-3000 Suppl/Con 1,598,407 CCSS Instructional materials provided to students (portion of districtwide) 4000-4999: Books And Supplies Grant 27,864.02 Instructional supplies 4000-4999: Books And Supplies Base 5,980.45 Instructional services (contracts) 5000-5999: Services And Other Operating Expenditures Base 19,897.52
Scope of Service: Schoolwide X All - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Schoolwide X All - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 1.1:	Professional Learning for CCSS for	Site received a portion of districtwide	Professional learning for CCSS

Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready. Service: 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 State Standards (CCSS). 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 State Standards (CCSS), especially to low income, EL, foster youth and students with special needs.	teachers, principal, and instructional assistants 1000-4000 Grant 3,000,000 Professional Learning schoolwide (CCSS Initiative) Grant 10,000	training opportunities funded by state CCSS grant. Not possible to determine site-based allocation.	implementation Professional learning schoolwide
Scope of Service Schoolwide X All - - - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Schoolwide X All - - - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready. Service: Provide professional learning development of communities of	Linked Learning State initiative staff and materials ($6,300,000 Perkins Grant) 1000-4000 Grant	Received portion of Linked Learning Grant. Not possible to determine site-based allocation.	Linked Learning initiative staff and materials 1000-4000 Grant

practice, and job-embedded coaching to Increase access to A-G courses, career technical education courses, and work-based learning experiences in order to expand the Linked Learning initiative. Linked Learning Pathways and career technical education prepare students for postsecondary education and careers. Work based learning and career technical education are provided at all high schools.			
Scope of Service — Districtwide (high school) X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** — Districtwide (high school) X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Service 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). Identify and adopt curricular resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.	Special education program funded from SCUSD SELPA enroachment fee 7000-7439: Other Outgo Base 185,709	School is provided a portion of districtwide services.	Special education program funds from SCUSD SELPA encroachment 7000-7439: Other Outgo Base 115,215
Scope of Service — Schoolwide		**Scope of Service** — Schoolwide	

_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	
Action 1.2 Provide a variety of learning supports including differentiated instruction and interventions for all students as needed. Services: Increase expanded learning opportunities such as before, during, and after school interventions, enrichment programs and summer programs. Expand summer learning programs to prevent summer learning loss for low income, EL and students with special needs.	Supplemental Textbooks, Books, Materials, Production Services 4000-4999: Books And Supplies Base 90,300	School receives a portion of districtwide services; it was not possible to determine the site based allocation.	Supplemental Textbooks, Books, Materials, Production Services 4000-4999: Books And Supplies Base 0
Scope of Service | Schoolwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service | Schoolwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For the 2014-15 school year, George Washington Carver School of Arts and Science (Carver) did not receive a Local Control Funding Formula allocation, and so developed the LCAP using the goals, actions and services of our chartering authority (Sacramento City Unified School District). With an allocation for the 2015-16 school year, and a growing understanding of the LCAP process, Carver is now moving towards creating an LCAP that reflects the needs and concerns of the community. The goals have been changed to more		

| | accurately reflect the school needs rather than the district's needs. |

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 X 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: George Washington Carver School of Arts and Science
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	1. School Attendance Rate will increase from 96.3% (2012-13) to 97%. 2. Chronic Absence Rate will decrease to 7% 2012-13 School Wide: 7.62% 3. Decrease number of suspensions from 13 (2013). 4. Decrease Cohort Drop Out Rate from 4.7% (2012-13): 4% Maintain EL Drop Out Rate at 0% Decrease Low Income Drop Out Rate from 6.7% to 6%.	Actual Annual Measurable Outcomes:	1. School Attendance Rate (2013-14): 96.87% 2. Chronic Absence Rate School Wide: No Data available 3. 2014-15 suspension rate is 8.605 per 100 students. (Change in reporting.) 4. Cohort Drop Out Rate (2013-14): 0% EL dropout rate: 0%, Low Income drop out rate: 0%.

<div align="center">LCAP Year: 2014-15</div>

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action: 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.	Custodians 2000-3000 Base 70,956 Custodial Operational Supplies 4000-4999: Books And Supplies Base 10,000	Custodial staff and supplies were in place for the 2014-15 school year. Allocations were over-estimated.	Custodians 2000-3000 Base 58,018 Custodial Operational Supplies 4000-4999: Books And Supplies Base 4,300
Scope of Service	Schoolwide	Scope of Service	Schoolwide

X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 2.2 All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning. Services: Assistance in developing and maintaining safe school plans and relationships with students and staff to facilitate safer, more positive school climates. Community based positive programs support families and schools to prevent attendance problems.	Safe Schools Manager 2000-3000 Base 100,000 Attendance, Drop out Prevention Coordinator and Specialist, Attendance Incentives 1000-4000 Base 75,000	School receives a portion of district-wide services.	Safe Schools Manager 2000-3000 Base Attendance, Drop out Prevention Coordinator and Specialist, Attendance Incentives 1000-4000 Base
Scope of Service	Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service	Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 2.2 All schools will become safer, more	Nurses; Health Aides; Social Workers 1000-3000 Base 520,000	School receives a portion of district-wide services.	Nurses; Health Aides; Social Workers 1000-3000 Base

culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning. Services: Mental and physical health supports are provided by nurses and social workers. District Connect Center staff provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns.	Connect Center 1000-3000 Base 200,000 Bullying Prevention Specialist PBIS Coaching and Data Management 1000-3000 Base 200,000 Social Emotional Learning Coordinator and Professional Development 1000-3000 Grant 163,000		Connect Center 1000-3000 Base Bullying Prevention Specialist PBIS Coaching and Data Management 1000-3000 Base Social Emotional Learning Coordinator and Professional Development 1000-3000 Grant
Scope of Service Districtwide X All - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** Districtwide X All - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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 Services: Computer hardware to enhance instruction and provide career technical and college readiness activities.	Complete Computers, Carts, Internet Upgrade, Network Upgrade 5000-5999: Services And Other Operating Expenditures Bond 500,000	School received a portion of districtwide services.	Complete Computers, Carts, Internet Upgrade, Network Upgrade 5000-5999: Services And Other Operating Expenditures Bond 2,375

Scope of Service	Districtwide		Scope of Service	Districtwide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For the 2014-15 school year, George Washington Carver School of Arts and Science (Carver) did not receive a Local Control Funding Formula allocation, and so developed the LCAP using the goals, actions and services of our chartering authority (Sacramento City Unified School District). With an allocation for the 2015-16 school year, and a growing understanding of the LCAP process, Carver is now moving towards creating an LCAP that reflects the needs and concerns of the community. The goals have been changed to more accurately reflect the school needs rather than the district's needs.

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 at GW Carver.	Related State and/or Local Priorities: 1 _ 2 X 3 X 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	George Washington Carver School of Arts and Science
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Stakeholders will have improved opportunities to participate in district/site activities	Actual Annual Measurable Outcomes:	Stakeholders are invited to participate in district/site activities

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
District provides parent outreach and education services	District Parent Resource Center staff 2000-3000 Base 150,000	School receives a portion of districtwide services.	District Parent Resource Center Staff 2000-3000 Base 150,000
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For the 2014-15 school year, George Washington Carver School of Arts and Science (Carver) did not receive a Local Control Funding Formula allocation, and so developed the LCAP using the goals, actions and services of our chartering authority (Sacramento City Unified School District). With an allocation for the 2015-16 school year, and a growing understanding of the LCAP process, Carver is now moving

	towards creating an LCAP that reflects the needs and concerns of the community. The goals have been changed to more accurately reflect the school needs rather than the district's needs.

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:	$129,396

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 George Washington Carver based on unduplicated numbers of EL, low income, and foster youth to ensure that George Washington Carver could make decisions to implement practices and programs to meet the needs of the targeted subgroups, in accordance with stakeholder feedback.

The estimated supplemental and concentration grant funding for George Washington Carver is $129,396. Out of this amount, approximately $77,764 LCFF supplemental and concentration grant funds were budgeted for a Resource Teacher, increased technology, instructional materials, and parent outreach support. 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.

The table below indicates how expenditures will be used to meet the needs of ELs, low income students, and foster youth. George Washington Carver 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. George Washington Carver's 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.

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.

5.66	%

The calculated percentage by which services must be increased for the unduplicated students is 5.66%. As mentioned in Section 3A, funds were allocated to George Washington Carver School of Arts and Science (Carver) based on their enrollment of low income and English learner students.

In the 2014-15 school year, Carver did not receive an LCFF allocation due to a low enrollment of unduplicated students. For the 2015-16 school year, additional services to support students in the target groups include:

- Funding for a resource teacher (.5 FTE) to provide targeted intervention and monitoring of students who are identified to be at risk of failing to meet academic standards ($47,500)
- Purchase of a second computer cart with laptops to engage students in project-based learning activities and provide more exposure to technology ($10,000)
- Additional instructional materials for English Learners ($4,733) and students below proficiency level ($14,171)

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

   (a) "Chronic absenteeism rate" shall be calculated as follows:

      (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

      (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

      (3) Divide (1) by (2).

   (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

   (c) "High school dropout rate" shall be calculated as follows:

      (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

      (2) The total number of cohort members.

      (3) Divide (1) by (2).

   (d) "High school graduation rate" shall be calculated as follows:

      (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

      (2) The total number of cohort members.

      (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

01-13-15 [California Department of Education]