

Introduction:

LEA: Cox Academy Contact (Name, Title, Email, Phone Number): Kevin King, Principal, kking@efcps.net, 415-760-0507 LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>February 27th, March 6th, March 13th, March 27th, April 17th, April 24th</p> <p>Parents and community members in the Family Leadership Committee meetings</p> <p>To engage parents and family members in the site planning process openly and transparently. To review Academic and socioemotional data in order to get feedback regarding our progress this year, priorities for next year, and budget</p>	<ul style="list-style-type: none"> • Parents felt engaged, respected and heard. • Reinforced some ideas and thoughts that we had moving forward. • Focused our attention on finding a means to afford an Academic Interventionist position based on parent feedback.

<p>decisions based on next years agreed upon priorities.</p> <p>March 2nd, March 5th, March 12th, March 19th, March 26th, April 2nd</p> <p>All Staff (Teachers, Classified, Seneca)</p> <p>To engage all staff in the site planning process openly and transparently. To review Academic and socioemotional data in order to get feedback regarding our progress this year, priorities for next year, and budget decisions based on next years agreed upon priorities.</p> <p>March 9th, March 16th, March 23rd, March 30th</p> <p>Instructional Lead Team (ILT)</p> <p>To continue to build the capacity of our teacher leadership team by inviting them to be leaders in the discussion and planning around priorities and the focus of next year.</p>	<ul style="list-style-type: none"> • All staff were given opportunities to give feedback regarding thoughts for next year plans • Focused our attention on finding a means to afford an Academic Interventionist position based on staff feedback. <p>-ILT members gained more experience with the process of site planning and have a clear understanding of the direction that we are moving in as a school community.</p>
<p>Annual Update:</p>	<p>Annual Update:</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:	<p>Curriculum: All teachers will access and implement engaging, high-quality, rigorous, standards-aligned curriculum in a broad course of study, including math, science, social studies, English language development and language arts.</p>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>	
Identified Need :	<p>Increase the number of children making targeted growth in reading Increase the number of children making targeted growth in Common Core ELA Standards Increase the number of children making targeted growth in Common Core Math Standards Provide and maintain basic services for schools and students</p>		
Goal Applies to:	Schools:	Cox Academy	
	Applicable Pupil Subgroups:	ALL	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups). Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups). Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups). Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups). Each year, the school will meet EFC curricular requirements.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. MyMath > Purchase standards-aligned math curriculum K-5.	School-wide	<input checked="" type="checkbox"/> All OR: _____	1. 11,438 Title I

<p>2. EL Achieve > Purchase standards-aligned ELD curriculum K-5.</p> <p>3. CIA (ELA 4-5) - Funds for replacements and additional novels > Supplement language arts, standards-aligned units with additional class sets of books for grades 4 and 5.</p> <p>4. Writer's Workshop Curriculum > Purchase standards-aligned writing curriculum K-5.</p> <p>5. Core Ready (Writing Trade Books) > Purchase supplemental standards-aligned curriculum to support the English language arts program K-3.</p> <p>6. Leveled Library > Supplement classroom and guided reading leveled libraries to ensure all students have access to book at their independent and instructional levels. (4000 Title I, 4000 LCFF)</p> <p>7. Reading A-Z online and RAZ Kids > Renew online subscriptions to provide students with consumable digital and printed leveled readers.</p> <p>8. Scholastic News > Renew subscription to provide students to regular access with relevant informational texts.</p> <p>9. FOSS > Purchase science curriculum to support science K-5</p>		<p>_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>2. 20,000 Title III</p> <p>3. 3,329 LCFF</p> <p>4. 8,323 LCFF</p> <p>5. 11,000 Title I</p> <p>6. 4,000 Title I</p> <p>7. 19,975 LCFF</p> <p>8. 24,969 LCFF</p> <p>9. 3,329 LCFF</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year, the school will meet EFC curricular requirements.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Maintain current curricular materials for math, ELA, science and social studies, including student consumables, classroom libraries, guided reading book sets, grade level texts.</p> <p>2. Purchase curriculum to enhance standards-aligned curricular implementation.</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>1. 22,167</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year, the school will meet EFC curricular requirements.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Maintain current curricular materials for math, ELA, science and social studies, including student consumables, classroom libraries, guided reading book sets, grade level texts.</p> <p>2. Purchase curriculum to enhance standards-aligned curricular implementation.</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>1. 20,220 LCFF</p>

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

GOAL 2:	Technology: All teachers and students have access to 21st century technology and personalized learning opportunities	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 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 :	Ensure adequate internet bandwidth Increase quantity and quality of devices and instructional technology to ensure a strong 21st century instructional program Acquire and implement strong software to promote personalized learning
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Goal Applies to:	Schools: <u>Cox Academy</u> Applicable Pupil Subgroups: <u>ALL</u>
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups). Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups). Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups). Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups). Each year, the school will meet EFC facilities requirements.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. iReady Reading > Renew blended learning software to provide students with personalized literacy-based learning opportunities.	School-wide	<input checked="" type="checkbox"/> All	8,323 LCFF
		OR:	17,478 LCFF
2. Teacher Computers > Ensure all classroom teachers	School-wide	<input type="checkbox"/> Low Income pupils	3,995 LCFF
		<input type="checkbox"/> English Learners	8,323 LCFF
		<input type="checkbox"/> Foster Youth	8,323 LCFF

<p>have dedicated laptops to deliver 21st century instruction and access digital curricular, communication and collaboration tools.</p> <p>3. Office Computers > Ensure the school office is outfitted with computers to support all school-wide operations and communications.</p> <p>4. Doc Cams, Projector, Headphones > Ensure each classroom has the instructional technology required to deliver high-quality lessons.</p> <p>5. Chromebooks > Replace all student laptops that are no longer functional</p> <p>6. Website Design & Support > Build a web presence for wider communication and to encourage family participation and enrollment.</p> <p>7. Technology > Ensure broadband access across the school facility so all students and instructors can seamlessly access wifi.</p>		<p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	<p>19,130 LCFF</p> <hr/> <p>1.665 LCFF</p> <hr/> <p>45,023 LCFF</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year, the school will meet EFC facilities requirements.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Ensure all technology is current and upgraded to support learning software</p> <p>2. Ensure high-quality blended learning software is acquired/renewed to support personalize learning</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>	

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year, the school will meet EFC facilities requirements.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Ensure all technology is current and upgraded to support learning software</p> <p>2. Ensure high-quality blended learning software is acquired/renewed to support personalize learning</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>	

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

GOAL 3:	Staffing: All teachers will be appropriately assigned and fully credentialed to support a high-quality, broad course of study.	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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Ensure all teachers are highly qualified
Goal Applies to:	Schools: Cox Academy
Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Each year, 95% teachers will rate as Highly Qualified
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Teacher-Science > Staff school-wide science program. 2. Ensure all core teachers are hired and rate highly qualified. (Salaries represented in expenditure.)	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)	138,165 LCFF 230,193 Base

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Each year, 95% teachers will rate as Highly Qualified
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Ensure all core staff are hired and rate highly qualified. Expenditure reflects core teacher salaries. 2. Ensure broad course of study is supported by high-	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	134,587 LCFF 221,673 Base

quality staff.		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Each year, 95% teachers will rate as Highly Qualified		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Ensure all core staff are hired and rate highly qualified. Expenditure reflects core teacher salaries. 2. Ensure broad course of study is supported by high-quality staff.	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	137,754 LCFF <hr/> 229,590 Base

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

GOAL 4:	Professional Development: All teachers receive high-quality professional development aligned to high priority instructional practices that positively impacts student academic achievement and social-emotional development.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 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 :	Ensure all teachers receive regular, high-quality instructional coaching, site-based professional development, and structured collaboration time
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Goal Applies to:	Schools: Cox Academy
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups). Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups). Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups). Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Teacher Prof Develop Texts > Ensure teacher professional development is anchored in research-based texts.	School-wide	<input checked="" type="checkbox"/> All	832 LCFF
2. PD Food		OR:	3,329 LCFF
3. Math Coaching > Provide coaching in mathematics content and pedagogy to all teachers K-5		<input type="checkbox"/> Low Income pupils	48,814 Other Title II
		<input type="checkbox"/> English Learners	15,922 LCFF
		<input type="checkbox"/> Foster Youth	4,000 Title I
	<input type="checkbox"/> Redesignated fluent English proficient	2,700 Other Title II	
	<input type="checkbox"/> Other Subgroups:	4,162 LCFF	
4. Principal and Ap Training > Site administrators receive personalized training in key instructional		(Specify)	4,062 LCFF

<p>leadership competencies.</p> <p>5. NAATE > Provide lead teachers powerful instructional leadership training at The National Academy of Advanced Teacher Education.</p> <p>6. Math Academic Discourse PD > Provide external professional development for teachers that focuses on enhancing the quantity and quality of student academic discourse during math instruction.</p> <p>7. Art Consultant > Our visual arts teacher receives support around curriculum development and instructional practices.</p> <p>8. Teacher Evaluation Tool > All teachers receive feedback from students through the Tripod survey.</p> <p>9. Staff Retreat > Fund for teachers to build professional learning community and team vision in an off-site setting.</p> <p>10. Literacy Coach > Provide coaching in literacy content and pedagogy to all teacher K-5.</p>			<p>3,329 LCFF</p> <p>92,412 Title I</p>
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).

Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).

Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).

Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide ongoing, personalized professional development for both teachers and site leaders through outside PD, conferences, coaching, teacher leadership opportunities, collaboration, and professional development meetings.	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)	31,668 LCFF

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide ongoing, personalized professional development for both teachers and site leaders through outside PD, conferences, coaching, teacher leadership opportunities, collaboration, and professional development meetings.	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)	29,284 LCFF

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

GOAL 5:	Family Services: Empower families to participate in decisions regarding implementation of curriculum, school culture, and community engagement.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Establish and refine multiple family outreach and engagement structures.

Goal Applies to: Schools: Cox Academy
 Applicable Pupil Subgroups: ALL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Each year, 90% of families will participate in at least one report card conference per year. Each year, the average daily attendance is will be 95% or higher. Each year, less than 10% of all students will be chronically absent. Each year, no more 0% of enrolled students will be expelled. Each year, the student responses on the SCAI Survey, Domain 7, will average 3.5 or higher. Each year, the teacher responses on the SCAI Survey, Domain 7, will average 3.5 or higher. Each year, the family responses on the SCAI Survey, Domain 7, will average 3.5 or higher.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Supplies and snacks > Provide food at parent events to encourage attendance.	School-wide	<input checked="" type="checkbox"/> All	16,646 LCFF
2. Family fun days > Host community-wide events to build family participation in the school community and to attract members of the community to enroll.		OR:	13,317 LCFF
		<input type="checkbox"/> Low Income pupils	1,332 LCFF
		<input type="checkbox"/> English Learners	4,994 LCFF
		<input type="checkbox"/> Foster Youth	4,062 LCFF
3. Bus Passes - Homeless > Ensure our most financially impacted families have the means to attend school.	<input type="checkbox"/> Redesignated fluent English proficient	71,622 Supplemental	
4. Uniform Purchases > Support families with accessing school uniforms for their children.	<input type="checkbox"/> Other Subgroups: (Specify)	121,856 LCFF	

<p>5. Blackboard > Provide timely all-family communications on all key events and other important information.</p> <p>6. Afterschool Coordinator > Coordinate afterschool activities and serve as a liaison between regular day staff and ASP staff and between families and ASP staff.</p> <p>7. Parent Leadership > Staff liaison to facilitate parent leadership in participation in org-wide and site-based family leadership bodies to inform site-based and org-wide decision making.</p>			
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Each year, 90% of families will participate in at least one report card conference per year.</p> <p>Each year, the average daily attendance is will be 95% or higher.</p> <p>Each year, less than 10% of all students will be chronically absent.</p> <p>Each year, no more 0% of enrolled students will be expelled.</p> <p>Each year, the student responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p> <p>Each year, the teacher responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p> <p>Each year, the family responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Invest in key structures to ensure all families have access to key information and basic support to ensure students can attend school.</p> <p>2. Maintain structures that seek to promote family participation in site-based decision making, aligned to the school's academic and social emotional development goals.</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>155,171 LCFF</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- Each year, 90% of families will participate in at least one report card conference per year.
- Each year, the average daily attendance is will be 95% or higher.
- Each year, less than 10% of all students will be chronically absent.
- Each year, no more 0% of enrolled students will be expelled.
- Each year, the student responses on the SCAI Survey, Domain 7, will average 3.5 or higher.
- Each year, the teacher responses on the SCAI Survey, Domain 7, will average 3.5 or higher.
- Each year, the family responses on the SCAI Survey, Domain 7, will average 3.5 or higher.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Invest in key structures to ensure all families have access to key information and basic support to ensure students can attend school.</p> <p>2. Maintain structures that seek to promote family participation in site-based decision making, aligned to the school's academic and social emotional development goals.</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>138,052 LCFF</p>

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

GOAL 6:	Response to Interventions: Implement a rigorous Response to Intervention model to address the Tier 1, Tier 2, and Tier 3 academic, behavioral and social needs of all students.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 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 :	Ensure struggling readers receive high quality Tier 2 academic interventions. Implement strong Tier 2 and Tier 3 social, behavioral and academic interventions. Ensure all students' academic, social and behavioral needs are adequately served.
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Goal Applies to:	Schools: Cox Academy <hr style="border-top: 1px dashed black;"/> Applicable Pupil Subgroups: ALL
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups). Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups). Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups). Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
1. SES Provider > Contract with educational services to support the academic needs of our struggling students.	School-wide	<input checked="" type="checkbox"/> All	26,174 Title I	
2. SPED > Contract with seneca to ensure that the academic, behavioral and social-emotional needs of Tier 3 students are supported and compliant with Ed Code.		OR:	<input type="checkbox"/> Low Income pupils	467,134 SPED
		<input type="checkbox"/> English Learners	195,250 Base	
		<input type="checkbox"/> Foster Youth	3,304 LCFF	
		<input type="checkbox"/> Redesignated fluent English proficient	25,000 Title III	

<p>3. Supportive (Extra Services from Seneca) > Contract with Seneca to provide student support with Tier 2 behavioral, academic and social-emotional needs. Amplify > Invest in org-wide assessments to help identify students that require extra support either by the classroom teacher or external provider.</p> <p>4. Summer School-Spring Board > Provide a 5 week summer program to support struggling readers K-2 in closing the literacy gap</p> <p>5. Cep Sub-Academic Interventionist, Intervention Teacher > Fund academic interventionists to meet the needs of Tier 2 students struggling with reading.</p>		<p>_ Other Subgroups: (Specify)</p>	<p>89,623 LCFF 81,319 Title I</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Contract with academic services to ensure that the Tier 1, Tier 2, and Tier 3 academic, social-emotional and behavioral needs are effectively supported.</p> <p>2. Ensure robust progress-monitoring is in place to accurately understand the impact of services.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>88,669 LCFF</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Contract with academic services to ensure that the Tier 1, Tier 2, and Tier 3 academic, social-emotional and behavioral needs are effectively supported.</p> <p>2. Ensure robust progress-monitoring is in place to accurately understand the impact of services.</p>	School-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>	78,787 LCFF

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

GOAL 7:	<p>English Language Learners: All English language learners receive high-quality, targeted language instruction that supports consistent and effective English language development.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
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Identified Need :	<p>Identify and implement high quality ELD assessment and curriculum.</p> <p>Provide differentiated English language instruction to target the needs of ELs.</p> <p>Ensure all ELs make adequate gains in English language development</p>
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Goal Applies to:	Schools: Cox Academy	Applicable Pupil Subgroups: English Learners
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<p>Each year, the percent of ELs meeting the federal Title III AMAO1 annual English language growth requirement will meet or exceed the federal target.</p> <p>Each year, the percents of EL students scoring proficient overall on the California English language assessment will increase by at least 2% year-to-year or at least 50% of EL students will score proficient overall.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. ELD Lead > Stipend an ELD Lead to work with site leadership and teacher teams to identify and scale best English Language development instructional practices.</p> <p>2. ELD Achieve Training > Contract with ELAchieve to train all new hires on the ELAchieve Systematic ELD curriculum.</p> <p>3. CELDT > Implement state ELD test to ensure specific needs of English learners are identified and curriculum implementation supports identified needs.</p>	School-wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input 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>1,000 Base</p> <hr/> <p>6,658 LCFF</p> <hr/> <p>1,332 LCFF</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Each year, the percent of ELs growing at least one proficiency level year-to-year will increase by 2% or meet or exceed the federal Title III target.</p> <p>Each year, the percents of EL students scoring proficient overall on the California English language assessment will increase by at least 2% year-to-year or at least 50% of EL students will score proficient overall.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Ensure all EL support providers have access to rigorous, engaging, standards-aligned curriculum that supports the differentiated needs of all ELs.</p> <p>2. Ensure there are professional development and assessment structures in place to drive strategic implementation of curriculum, strong differentiation practices, and instructional support to all practitioners.</p>	School-wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	7,917 LCFF

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Each year, the percent of ELs growing at least one proficiency level year-to-year will increase by 2% or meet or exceed the federal Title III target.</p> <p>Each year, the percents of EL students scoring proficient overall on the California English language assessment will increase by at least 2% year-to-year or at least 50% of EL students will score proficient overall.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Ensure all EL support providers have access to rigorous, engaging, standards-aligned curriculum that supports the differentiated needs of all ELs.</p> <p>2. Ensure there are professional development and assessment structures in place to drive strategic implementation of curriculum, strong differentiation practices, and instructional support to all practitioners.</p>	School-wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	7,670 LCFF

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

GOAL 8:	School Climate: All students attend school in a safe, engaging and nurturing environment.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	All students feel safe at school Increase the level and quality of student engagement in learning Ensure all students enjoy participating in the school's course of study
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Goal Applies to:	Schools: Cox Academy Applicable Pupil Subgroups: ALL
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Each year, 90% of families will participate in at least one report card conference per year. Each year, the average daily attendance is will be 95% or higher. Each year, less than 10% of all students will be chronically absent. Each year, no more 0% of enrolled students will be expelled. Each year, the student responses on the SCAI Survey, Domain 7, will average 3.5 or higher. Each year, the teacher responses on the SCAI Survey, Domain 7, will average 3.5 or higher. Each year, the family responses on the SCAI Survey, Domain 7, will average 3.5 or higher.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. PE Supplies > Provide all students with physical education equipment to provide opportunities to promote a culture centered on healthy fitness habits.	School-wide	<input checked="" type="checkbox"/> All	1,665 LCFF
		OR:	8,323 LCFF
2. Beautification Days > Funding to support community engagement around improving the aesthetics of facility	School-wide	<input type="checkbox"/> Low Income pupils	832 LCFF
		<input type="checkbox"/> English Learners	16.480 LCFF
		<input type="checkbox"/> Foster Youth	4,994 LCFF
		<input type="checkbox"/> Redesignated fluent English proficient	

<p>3. Assemblies > Funding for certificate and medals during student recognition assemblies</p> <p>4. Field Trips > Provide adequate funds for students to broaden their learning experience through participation in rich experiential field trips and increasing student engagement in relevant learning.</p> <p>5. ToolBox > Purchase school-wide social-emotional curriculum to foster a common language and practices for emotional self-regulation and healthy peer interactions</p> <p>6. Music Consultant > Provide learning opportunities in music for all students to engage a wider range of learning modalities and interests</p> <p>7. Attendance Incentives > incentivize regular student attendance</p> <p>8. ToolBox Lead > Stipend a lead teacher to promote the implementation of the social-emotional curriculum and to foster positive school-wide culture</p> <p>9. SSAs > Hire campus supervision to ensure campus-wide safety and promote positive school climate</p>		<p>_ Other Subgroups: (Specify)</p>	<p>28,000 Title I</p> <hr/> <p>8323 LCFF</p> <hr/> <p>1,000 Base</p> <hr/> <p>28,146 Base</p>
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Each year, 90% of families will participate in at least one report card conference per year.</p> <p>Each year, the average daily attendance is will be 95% or higher.</p> <p>Each year, less than 10% of all students will be chronically absent.</p> <p>Each year, no more 0% of enrolled students will be expelled.</p> <p>Each year, the student responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p> <p>Each year, the teacher responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p> <p>Each year, the family responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Ensure staff and structures are in place to ensure site meets its enrollment and daily attendance targets.</p> <p>2. Expand and deepen course offerings to promote development of the whole child and develop an environment in which all students can thrive.</p> <p>3. Ensure staff and student structures are in place to analyze, reflect upon, and improve schoolwide culture and climate.</p>	School-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>	45,918 LCFF

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Each year, 90% of families will participate in at least one report card conference per year.</p> <p>Each year, the average daily attendance is will be 95% or higher.</p> <p>Each year, less than 10% of all students will be chronically absent.</p> <p>Each year, no more 0% of enrolled students will be expelled.</p> <p>Each year, the student responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p> <p>Each year, the teacher responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p> <p>Each year, the family responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Ensure staff and structures are in place to ensure site meets its enrollment and daily attendance targets.</p> <p>2. Expand and deepen course offerings to promote development of the whole child and develop an environment in which all students can thrive.</p> <p>3. Ensure staff and student structures are in place to analyze, reflect upon, and improve schoolwide culture and climate.</p>	School-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>	41,834 LCFF

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

GOAL 9:	Basic Services: All students have access to a safe and clean learning environment and appropriate educational resources, learning opportunities and services.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Ensure all basic services are adequately addressed Improve the quality of the learning environment
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Goal Applies to:	Schools: Cox Academy Applicable Pupil Subgroups: ALL
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Each year, the school will meet EFC curricular requirements Each year, the school will meet EFC facilities requirements Each year, the school will meet EFC course access requirements
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Rent > Facility	School-wide	<input checked="" type="checkbox"/> All	146,090 Base
2. Gas and Electric > Utilities		OR:	56,700 Base
3. Copy Machines > Basic needs		<input type="checkbox"/> Low Income pupils	30,000 Base
4. Waste > Utilities		<input type="checkbox"/> English Learners	22,050 Base
5. Water > Utilities		<input type="checkbox"/> Foster Youth	21,000 Base
6. Custodial Supplies		<input type="checkbox"/> Redesignated fluent English proficient	15,000 Base
7. Illuminate > Student Information System		<input type="checkbox"/> Other Subgroups: (Specify)	6,100 Base
8. New TK > Basic furniture			8,323 LCFF
9. Classroom Furniture and Equipment > Miscellaneous			4,994 LCFF
			2,000 Base

10. Office Supplies > Basic needs			
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Each year, the school will meet EFC curricular requirements Each year, the school will meet EFC facilities requirements Each year, the school will meet EFC course access requirements
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Ensure all facilities, maintenance, and basic services needs are met.	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)	14,250 LCFF

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Each year, the school will meet EFC curricular requirements Each year, the school will meet EFC facilities requirements Each year, the school will meet EFC course access requirements
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Ensure all facilities, maintenance, and basic services needs are met.	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)	13,247 LCFF

		(Specify)	
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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:	Use of Standards aligned instructional materials and strategies	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: Cox Academy	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	<p>An increase 5% of students will either make targeted growth from BOY-EOY on the DRA or score proficient on EOY</p> <p>5% increase in the number of students who score at average or higher on the NWEA ELA</p> <p>5% increase in the number of students who score at average or higher on the NWEA Math</p> <p>100% compliant: HQT</p> <p>95% completed evaluations</p>	Actual Annual Measurable Outcomes:	<p>DRA: 13-14 EOY: 51% on track 14-15 T2: 56% on track</p> <p>MAP ELA 13-14 EOY: 28% on track 14-15 EOY: TBD</p> <p>MAP Math 13-14 EOY: 42% on track 14-15 EOY: TBD</p> <p>100% HQT</p> <p>100% evaluation complete</p>
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Purchase guided reading libraries for guided reading 2. Purchase class sets of texts for close reading and shared reading 3. Purchase nonfiction resources other Common-Core aligned instructional resources to enable teachers to develop Common Core aligned units of study	LCFF \$36,200	Math and reading software license	\$7,549.49 4000-4999: Books And Supplies Title I
	Title I	E.L. Achieve material	\$33,305 4000-4999: Books And Supplies Title III
	Title III	ELA material	\$30,603 4000-4999: Books And Supplies Base
			No Tears Learning
		Dovetail Learning	

<p>4. Purchase ELA and Math software licenses for blended learning rotations 5. Purchase CC-aligned benchmark assessments in ELA and Math</p>			
<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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>This year we piloted a K-2 standards-aligned curriculum in ELA, which we will invest in next year. We had good results in implementing a guided reading program, which we will continue to invest in. We also adopted a designated ELA program, which we will continue. Next year we will adopt a standards-aligned math curriculum K-5. We will also implement blended learning software to support differentiated instruction.</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:	Increased Access to Technology	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: Cox Academy	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	An increase 5% of students will either make targeted growth from BOY-EOY on the DRA or score proficient on EOY 5% increase in the number of students who score at average or higher on the NWEA ELA 100% compliant: HQT 95% completed evaluations 100% compliant: Facilities	Actual Annual Measurable Outcomes:	DRA: 13-14 EOY: 51% on track 14-15 T2: 56% on track MAP ELA 13-14 EOY: 28% on track 14-15 EOY: TBD MAP Math 13-14 EOY: 42% on track 14-15 EOY: TBD 100% HQT 100% evaluation complete
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Purchase teacher laptops 2. Purchase student devices, laptop carts, headphones, access points, internet security, switches, routers, and a firewall to fully implement blended learning across all classrooms 3. Provide all teachers with Google training and transition school to	LCFF \$100,000	Tech Support staff Cisco Router and Tech support consultant Teachers' laptop Chromebooks	\$12,000 2000-2999: Classified Personnel Salaries LCFF \$14,870 5000-5999: Services And Other Operating Expenditures LCFF \$23,359 4000-4999: Books And Supplies Base

Google for email and content management 4. Resource technology support			\$11,570 4000-4999: Books And Supplies Other EdTech Voucher & One Time ADA								
			\$12,676 5000-5999: Services And Other Operating Expenditures Base								
<table border="1"> <tr> <td data-bbox="100 321 243 380">Scope of Service</td> <td data-bbox="243 321 569 380">School-wide</td> </tr> <tr> <td colspan="2" data-bbox="100 412 569 695"> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	School-wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 321 1182 380">Scope of Service</td> <td data-bbox="1182 321 1514 380">School-wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 412 1514 695"> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	School-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Scope of Service	School-wide										
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
Scope of Service	School-wide										
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?	This year we have invested in broadband throughout the facility and getting technology in the hands of our students through blended learning opportunities. We will continue with our blended learning initiatives next year and invest in increased technology for students and teachers.										

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:	Staff Development and Professional Collaboration	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: Cox Academy	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	<p>An increase 5% of students will either make targeted growth from BOY-EOY on the DRA or score proficient on EOY</p> <p>5% increase in the number of students who score at average or higher on the NWEA ELA</p> <p>5% increase in the number of students who score at average or higher on the NWEA Math</p> <p>50% of ELLs must gain one proficiency level</p> <p>Decrease in the number of office referrals by 10%</p> <p>Decrease out-of-school suspensions by 10%</p> <p>90% will report feeling emotionally and physically safe AND connected to peers and adults at school</p>	Actual Annual Measurable Outcomes:	<p>DRA: 13-14 EOY: 51% on track 14-15 T2: 56% on track</p> <p>MAP ELA 13-14 EOY: 28% on track 14-15 EOY: TBD</p> <p>MAP Math 13-14 EOY: 42% on track 14-15 EOY: TBD</p> <p>100% HQT</p> <p>100% evaluation complete</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Resource a full-time ELA/ELD coach and a full-time Math coach to provide targeted Common Core coaching to teachers in identified high priorities instructional practices (Academic discourse, guided reading, ELD, writing) 2. Implement summer planning	LCFF \$250,000	Substitute; Summer Stipend, Phil & Drew	\$32,000 1000-1999: Certificated Personnel Salaries LCFF
	Title I	Common Core Coaches, Math Coach,	\$200,049 0001-0999: Unrestricted: Locally Defined Title I
		Food for PD	\$4,521 4000-4999: Books And Supplies Other Title II
			\$7,916 5800: Professional/Consulting

<p>institute for all teachers for planning Common Core aligned units of study and for professional development in the high priority instructional practices</p> <p>3. Provide stipends to grade level chairs for facilitating and leading Common Core planning and inquiry on assessment data</p> <p>4. Contract the West Contra Costa Math Coach Consortium to train math coaches, do targeted academic walkthroughs with the leadership team to analyze math practice and to do targeted workshops on Common Core math standards</p>			<p>Services And Operating Expenditures LCFF</p>
<p>Scope of Service: School-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: School-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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>This year the focus of our professional development centered on guided reading, ELD, and school culture. Through this professional development we saw growth in reading outcomes and a solid implementation of a school-wide designated ELD program. We will continue to develop teachers around these practices and bring in professional development that focuses on writing and working with complex text.</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 4 from prior year LCAP:	Foundational School Personnel		Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:	Cox Academy	Applicable Pupil Subgroups: ALL
Expected Annual Measurable Outcomes:	<p>An increase 5% of students will either make targeted growth from BOY-EOY on the DRA or score proficient on EOY</p> <p>5% increase in the number of students who score at average or higher on the NWEA ELA</p> <p>5% increase in the number of students who score at average or higher on the NWEA Math</p> <p>50% of ELLs must gain one proficiency level</p> <p>75% of parents will rate Cox as High-Middle or High in the areas of:</p> <ul style="list-style-type: none"> • Leadership Decisions • Community Relations • Attitude and Culture • Learning/Assessment <p>At least 80% of Teachers will report that they agree or strongly agree that Cox Academy is a safe school environment</p> <p>90% will report feeling emotionally and physically safe AND connected to peers and adults at school</p> <p>Decrease in the percentage of students with lower than 90% attendance by 50%</p>		<p>Actual Annual Measurable Outcomes:</p> <p>DRA: 13-14 EOY: 51% on track 14-15 T2: 56% on track</p> <p>MAP ELA 13-14 EOY: 28% on track 14-15 EOY: TBD</p> <p>MAP Math 13-14 EOY: 42% on track 14-15 EOY: TBD</p> <p>CELDT 14-15: percent of students who gained one proficiency level: 50%</p> <p>SCAI 14-15: percent of parents rating Cox as High-Middle or High in the areas of:</p> <ul style="list-style-type: none"> • Leadership Decisions: 72% • Community Relations: 74% • Attitude and Culture: 73% • Learning/Assessment: 74% <p>14-15: percent of teachers reporting that they agree or strongly agree that Cox Academy is a safe school environment: 86%</p> <p>14-15: percent of students reporting feeling emotionally and physically safe: 79%</p> <p>14-15: percent of students reporting feeling connected to peers and adults at school: 94%</p>

		Chronic Absence Rate: 14-15 ytd: 20%	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Ensure school is staffed appropriately to achieve goals identified	LCFF \$2,600,000	Science/CEP Academic Interventionist /Substitute/Art Teacher	\$178,961 1000-1999: Certificated Personnel Salaries LCFF
Staffing –			
<ul style="list-style-type: none"> • Teachers • Principal • Assistant Principal • Custodians • Food service workers • School Service Assistants • Office Managers • Operations Leads • Aides • Substitutes 			
Scope of Service	School-wide	Scope of Service	School-wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR:		OR:	
<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 type="checkbox"/> Other Subgroups: (Specify) 		<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 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?	This year we in addition to core teaching staff, we staffed a science program, an art program, a PE program, and school climate and safety personnel. We have seen this increase school-wide positive climate. We have had some teacher turnover for next year and are working to attract strong teachers who will continue to implement a strong rounded curriculum for our students.		

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.

<p>Original GOAL 5 from prior year LCAP:</p>	<p>Auxiliary Services for students and parents</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>	
<p>Goal Applies to: Schools: Cox Academy Applicable Pupil Subgroups: ALL</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>An increase 5% of students will either make targeted growth from BOY-EOY on the DRA or score proficient on EOY</p> <p>5% increase in the number of students who score at average or higher on the NWEA ELA</p> <p>5% increase in the number of students who score at average or higher on the NWEA Math</p> <p>50% of ELLs must gain one proficiency level</p> <p>Decrease in the number of office referrals by 10%</p> <p>75% of parents will rate Cox as High-Middle or High in the areas of: Leadership Decisions Community Relations Attitude and Culture Learning/Assessment</p> <p>At least 80% of Teachers will report that they agree or strongly agree that Cox Academy is a safe school environment</p> <p>90% will report feeling emotionally and physically safe AND connected to peers and adults at school</p> <p>Decrease in the percentage of students with lower than 90% attendance by 50%</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>DRA: 13-14 EOY: 51% on track 14-15 T2: 56% on track</p> <p>MAP ELA 13-14 EOY: 28% on track 14-15 EOY: TBD</p> <p>MAP Math 13-14 EOY: 42% on track 14-15 EOY: TBD</p> <p>CELDT 14-15: percent of students who gained one proficiency level: 50%</p> <p>SCAI 14-15: percent of parents rating Cox as High-Middle or High in the areas of: • Leadership Decisions: 72% • Community Relations: 74% • Attitude and Culture: 73% • Learning/Assessment: 74%</p> <p>14-15: percent of teachers reporting that they agree or strongly agree that Cox Academy is a safe school environment: 86% 14-15: percent of students reporting feeling emotionally and physically safe: 79% 14-15: percent of students reporting feeling connected to peers and adults at school: 94%</p>

Chronic Absence Rate:
14-15 ytd: 20%

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>1. Resource a Parent Coordinator to implement a Family Resource Center, to lead the Family Leadership Council and the leadership initiative, and to work with the site leadership on supporting struggling families (case management)</p> <p>2. Contract Playworks to facilitate positive play and facilitate social games during recess and after school</p> <p>3. Resource a positive school climate coordinator to manage schoolwide culture systems</p> <p>4. Contract Toolbox to train all staff in the implementation of Toolbox; implement Toolbox as the SEL curriculum schoolwide</p> <p>5. Resource Art, PE and Science teachers</p>	<p>LCFF \$350,000</p>	<p>Family Coordinator</p> <p>Playwork, toolbox</p> <p>Reading partner</p> <p>Sylvan</p>	<p>\$45,221.9 2000-2999: Classified Personnel Salaries LCFF</p> <p>\$62,500 5800: Professional/Consulting Services And Operating Expenditures LCFF</p> <p>\$34,000 5800: Professional/Consulting Services And Operating Expenditures Title I</p>
<p>Scope of Service</p> <p>School-wide</p>		<p>Scope of Service</p> <p>School-wide</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><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>	

What changes in actions, services, and expenditures will be: This year's work with family leadership engagement has led to strong parent engagement and support of our school-wide academic initiatives. We continue to struggle with a large group of chronically absent students and plan to focus resources to

made as a result of reviewing past progress and/or changes to goals?

improve this through parent outreach and strengthening our SART/SARB process.

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 6 from prior year LCAP:	Targeting services and programs to lowest-performing student groups	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Cox Academy Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	<p>An increase 5% of students will either make targeted growth from BOY-EOY on the DRA or score proficient on EOY</p> <p>5% increase in the number of students who score at average or higher on the NWEA ELA</p> <p>5% increase in the number of students who score at average or higher on the NWEA Math</p> <p>90% will report feeling emotionally and physically safe AND connected to peers and adults at school</p> <p>Decrease in the percentage of students with lower than 90% attendance by 50%</p>	<p>Actual Annual Measurable Outcomes:</p> <p>DRA: 13-14 EOY: 51% on track 14-15 T2: 56% on track</p> <p>MAP ELA 13-14 EOY: 28% on track 14-15 EOY: TBD</p> <p>MAP Math 13-14 EOY: 42% on track 14-15 EOY: TBD</p> <p>SCAI 14-15: percent of students reporting feeling emotionally and physically safe:79% 14-15: percent of students reporting feeling connected to peers and adults at school: 94%</p> <p>Chronic Absence Rate: 14-15 ytd:</p>
LCAP Year: 2014-15		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
1. Resource a reading interventionist for grades 4-5 to provide targeted push in and pullout interventions to students not making targeted growth on the DRA	<p>LCFF \$200,000</p> <p>Title I</p>	<p>NWEA</p> <p>\$5,949.19 5800: Professional/Consulting Services And Operating Expenditures Other EdTech Voucher</p>

<p>2. Implement class size reduction in grades K-3 (24 or lower) to facilitate greater instruction in students' ZPD for students not making targeted growth on the DRA</p> <p>3. Contract Reading Partners to tutor students in the below basic/basic range of performance on the DRA</p> <p>4. Contract a Supplemental Educational Services provider to provide tutoring/intervention</p>			
<p>Scope of Service School-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 School-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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We have focused much of our interventions resources on social-emotional and behavioral interventions. Next year we are expanded our Tier 2 academic interventions to support the needs of our struggling readers.</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 7 from prior year LCAP:	English Language Learners	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: Cox Academy	Applicable Pupil Subgroups: English Learners
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Expected Annual Measurable Outcomes:	<p>An increase 5% of students will either make targeted growth from BOY-EOY on the DRA or score proficient on EOY</p> <p>5% increase in the number of students who score at average or higher on the NWEA ELA</p> <p>5% increase in the number of students who score at average or higher on the NWEA Math</p> <p>50% of ELLs must gain one proficiency level</p>	Actual Annual Measurable Outcomes:	<p>DRA: 13-14 EOY: 51% on track (41% ELs) 14-15 T2: 56% on track (36% ELs)</p> <p>MAP ELA 13-14 EOY: 28% on track (5% ELs) 14-15 EOY: TBD</p> <p>MAP Math 13-14 EOY: 42% on track (28% ELs) 14-15 EOY: TBD</p> <p>CELDT 14-15: percent of students who gained one proficiency level: 50%</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Contract EL Achieve to train teachers in Systematic ELD 2. Purchase and implement Systematic ELD and Discussions4Learning curricula 3. Provide an ELD stipend for an ELD lead teacher	Title I \$20,000	E.L. Achieve Conference Educational Data Service Grade Level Chair Stipend	\$8,923 5000-5999: Services And Other Operating Expenditures Other One Time Common Core \$10,710 1000-1999: Certificated Personnel Salaries Base

Scope of Service	School-wide		Scope of Service	School-wide	
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> 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?		We have begun the work of supporting our English language learners this year by adopting and implementing a designated ELD curriculum K-5. We will continue to strengthen this implementation in the coming years and bring in integrated ELD instruction practices throughout the day,			

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 8 from prior year LCAP:	Special Education and Response to Intervention	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Cox Academy Applicable Pupil Subgroups:	ALL	
Expected Annual Measurable Outcomes:	An increase 5% of students will either make targeted growth from BOY-EOY on the DRA or score proficient on EOY 5% increase in the number of students who score at average or higher on the NWEA ELA 5% increase in the number of students who score at average or higher on the NWEA Math 90% will report feeling emotionally and physically safe AND connected to peers and adults at school Decrease in the number of office referrals by 10% Decrease out-of-school suspensions by 10% Decrease in the percentage of students with lower than 90% attendance by 50%	Actual Annual Measurable Outcomes:	DRA: 13-14 EOY: 51% on track 14-15 T2: 56% on track MAP ELA 13-14 EOY: 28% on track 14-15 EOY: TBD MAP Math 13-14 EOY: 42% on track 14-15 EOY: TBD CELDT 14-15: percent of students who gained one proficiency level: 50% SCAI 14-15: percent of students reporting feeling emotionally and physically safe:79% 14-15: percent of students reporting feeling connected to peers and adults at school: 94% Chronic Absence Rate: 14-15 ytd: 20%
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	

<p>1. Contract Seneca Center to manage and provide Special Education services</p> <p>2. Contract Seneca Center to facilitate a Response to Intervention System in manage the COST (Coordination of Services Team) process</p> <p>3. Contract Seneca Center to provide an Unconditional Learning Coach that trains teachers in PBIS, coaches teachers in tier 1 SEL and behavioral interventions and supports the site leadership around school culture and climate</p>	<p>SPED \$600,000</p>	<p>Seneca Specialized Service</p> <p>Seneca Supportive Service</p>	<p>\$544,108 5800: Professional/Consulting Services And Operating Expenditures SPED</p> <p>\$416,379 5800: Professional/Consulting Services And Operating Expenditures Base</p>
<p>Scope of Service School-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 School-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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Our Seneca partnership has helped to meet the Tier 3 academic, social and behavioral needs of our students. We will continue this partnership, focussing on building out our Tier 2 academic interventions identification and service delivery systems.</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>\$670,207</u>
Cox Academy's supplemental and concentration grant funding is estimated at \$670,207 as of the Governor's January proposed budget using the FCMAT Calculator version 16.1c. Cox Academy continues to focus funding on decisions that allow for rigorous curriculum, more targeted multi-tiered support for students, a broad course of study for all students, targeted professional development opportunities for all teachers, a positive school climate that fosters continuous improvement, and continued greater emphasis on personalized learning through blended learning and differentiated instruction particularly in English language arts. With these focuses in mind, funding resources have been aligned to personnel, materials and programs that increase services for target subgroups. Resource alignment is derived from stakeholder feedback.	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

14.9 7	%
As outlined in Section 3 A., increased funding will allow Cox Academy to continue to improve targeted and differentiated instruction using technology, materials, personnel and programs at the estimated minimum proportionality ratio of 14.97%.	

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).