

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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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>Numerous meetings were held with various stakeholder groups, including students in MWCS Leadership Classes. No written comments from either the Parent Advisory Committee or the DELAC (District English Learner Advisory Committee) were submitted to the Superintendent. Additionally, the Superintendent received no written comments from any of members of the Mark West Union School District community.</p> <p>Before school started a calendar of meetings to gain input from stakeholders was established and published in various formats to allow for wide distribution and an inclusive process. There were quarterly school site council meetings and monthly board meetings as well as meetings with student leadership groups. The DELAC was provided with an overview of the LCAP and the associated funding (base, supplemental, and concentration grants). These groups, along with any community members who attended the meetings, formed the Parent Advisory Committee. They were advised that the LCAP requires stakeholder representation from each of the significant subgroups. The stakeholder groups were also provided with information on spending priorities aimed to help improve the academic performance of the various subgroups of students in each of the schools.</p> <p>The stakeholder groups were provided with data and updates regarding efforts at MWCS to attain each of the LCAP goals. Comments and suggestions were solicited from each of the stakeholder groups. They were also advised that any questions, comments or suggestions could be provided to the District Superintendent in writing.</p>	<p>The calendar of meetings giving opportunities for stakeholders' input was distributed by e-mail, website and paper copies in early October of 2014. Community members were encouraged to participate.</p> <p>Questions were asked about use of supplementary and concentration funds. Information was provided regarding the use of the funds and how these funds are intended to support those student subgroups that generated the funding. Examples were shared including after school tutoring (homework club), ELA Support Class, Math Squared Class and Study Hall (with principal and peer tutors) during lunch break. Stakeholder parents stated that they are satisfied with the use of funds and strategies for addressing the needs of students. Stakeholders also felt that the LCAP is being implemented well considering how new it is and teachers were commended for their work with LCAP goals and for training and implementation of CCSS.</p> <p>The students in leadership classes expressed a positive school experience overall. They did say that math is particularly difficult for many and needs the most support. They also asked for added availability of sports. Students appreciated the accessibility of technology in classrooms and elective classes. One student thought it helps them stay engaged and to prepare for their future careers.</p>

This same information was shared with during the Public Input Meeting conducted with the Mark West Board Union School District Board of Trustees on March 10, 2015. Similar information was shared with each of the District's Student Councils. However, specific budget information was not shared since seemed to be more than was necessary meeting with the students. When meeting with the students groups, they were allowed to brainstorm any ways that they felt their school experience could be improved. They were also asked about their perceptions of the school climate.

The proposed 2015-18 LCAP goals were developed and distributed to the stakeholders for review. A review of the goals indicated that there would be four integrated goals in the new LCAP as opposed to the twelve goals in the current LCAP. The stakeholders group agreed that the new goals were more streamlined. A question arose regarding how realistic it was in Goal B to have ten percent of the EL students reclassified each year. It was explained that this was a realistic goal and could change over time depending on the number of new EL students enrolling in the district.

Trustee Saal inquired about the online assessment tools. He was advised that the district, including MWCS, is looking to using OARS (Online Assessment Reporting System). Teachers would use this system as an assessment tool for students. The system will be a secure system for teachers and administrators and parents/students will not have access to the system. Regarding Goal D (Parent Involvement) each site will manage their parent volunteering. Additionally common core night, tech night, math night programs will be held for parents during the school year. A question from the DELAC was brought forward regarding changes to services for EL students. It was explained to DELAC parents that services won't change based on the new LCAP. Board members expressed a desire to have more parent involvement. The Board members were interested in how more parent involvement can be encouraged by the sites and staff. Adjusting meeting times to accommodate working parents or others who aren't available in evenings was suggested. An explanation of how funds will be included in the specific LCAP categories was provided.

A second Public Input (Meeting Stakeholders Meeting) was held on May 26, 2015. No questions arose with respect to the LCAP content.

Career Exploration class was also mentioned as useful for teens. Students notice and value the emphasis on a positive culture at MWCS and the fact that teens are encouraged to help each other learn in a respectful way. They think SSA (Safe School Ambassadors) is helpful and worth keeping. Some students mentioned feeling proud of their community service involvement. The teacher noted that community service helps students by allowing them to apply their skills and knowledge in a meaningful way and builds motivation to learn for some teens. It was noted that students appreciate the availability of counselors at school and hope it continues.

The MWCS School Site Council suggested providing a study skills and organization elective class that could also offer academic support. MWCS Advisory Board was also interested in this additional offering.

The teachers' association was very much in favor of modifying the LCAP to reduce the number of goals from twelve to four. The group generally felt that by reducing the number of goals that the LCAP would be easier to follow and implement. Teachers also felt that they were making good progress toward fully implementing the new Common Core Standards and CAASPP Assessments. The formative assessments on the CAASPP website will be more fully utilized.

Based on discussions with key stakeholders and a review of the 2014-15 goals, the stakeholders felt that the 2015-16 goals should be reduced from twelve to four key goals at all district schools. The groups involved felt that the LCAP would be clearer, more easily understood and followed. All state priorities are covered in the four new goals. Actions and services from 2014-15 are continued into 2015-16, with the suggested addition of a study skills/organization elective class to further serve struggling students.

DELAC parents were presented with the final draft of the 2015-18 LCAP for discussion and comment on May 20, 2015. No questions were raised with respect to the LCAP content.

Since no questions were raised on at the final Stakeholders Meeting or at the final DELAC meeting, the Superintendent did not have an opportunity to respond in writing.

A Public Hearing conducted by the Mark West Union District Trustees was held on June 9, 2015.

The Mark West Union School District Trustees approved the 2015-18 LCAP on June 11, 2015.

Annual Update: 2014-15 LCAP

Meetings were conducted with the following stakeholder groups on the dates noted. The information shared at each meeting is also noted below.

District English Learners Advisory Committee: November 17, 2014

The DELAC was provided with an overview of the LCAP and the associated funding (base, supplemental, and concentration grants). DELAC parents were advised that the LCAP requires stakeholder representation from each of the significant subgroups in a district. The DELAC was being provided information since they represent the interests of the district English learners. DELAC parents were also provided with information on spending priorities aimed to help improve the academic performance of the various subgroups of students in each of the schools.

MWCS School Site Council: Oct 29, 2014; Jan.28, 2015; Feb 25, 2015 and Apr. 29,2015 The SSC was presented with a brief review of the LCAP goals and the outcomes that were available up to these dates. SSC members were advised that they could comment on any aspect of the LCAP and make any recommendations for changes or improvements. SSC members were also advised that they would have opportunities for additional input at the public meeting in March and again prior to the Board of Education approving the LCAP in June.

Annual Update: 2014-15 LCAP

Input from each of the stakeholder meetings is provided along with the impact on the LCAP development 2015-18.

A DELAC parent asked if the supplementary and concentration funds needed to be used for the students who generated the funding. Parents were informed that the money should be used to support EL student success in school. The DELAC parents requested examples of how these students are helped with these funds and the principals gave examples of how these funds are used at their schools. The examples included reading specialists, additional instructional materials, and before/after school tutoring. Parents were asked whether or not they felt that additional school-related issues and needs impacting EL students needed to be addressed. The DELAC parents indicated that they felt the district and schools were adequately addressing EL student needs.

The teacher association was very much in favor of modifying the LCAP to reduce the number of goals from twelve to four. The group generally felt that by reducing the number of goals that the LCAP would be easier to follow and implement. Teachers also felt that they were making good progress toward fully implementing the new Common Core Standards. The teachers' association was also still very interested in the professional development days provided by the district and addressed in the LCAP.

MWCS Leadership Classes: Oct. 7, 2014; Jan. 6, 2015; and Apr.7, 2015

The LCAP was explained to the students. They were asked to provide any comments that came to mind, in a brainstorming format, that pertained to their experiences at MWCS. Specifically they were asked to think about the school's technology, their engagement in school (especially Math and ELA) and their view of the overall school climate.

MWCS Advisory Board

Meetings were held the first Thursday of each month and LCAP was discussed and further detailed each meeting through April. Board members were especially pleased to hear about the input from students and other stakeholders. It was noted that the timing is good for this process with new standards and materials.

Mark West Faculty Association Leadership Meeting: January 12, 2015

The district superintendent met with the teacher association to discuss the current status of the LCAP and any suggested changes for the new plan. The group was presented with a brief review of the LCAP goals and the outcomes that were available to date. The faculty group was also advised that they could comment on any aspect of the LCAP and make any recommendations for changes or improvements. The faculty group was also advised that they would have opportunities for additional input at the public meeting in March and again prior to the Board of Education approving the LCAP in June.

Mark West Union School District Board of Trustees Meeting: March 10, 2015

The Board of Trustees held a Public Meeting regarding the proposed 2015-18 LCAP. The Superintendent explained the LCAP process and the need to approve the previous year's plan according to actual expenditures and actions/services provided. Additionally, the next year's plan must be reviewed and approved by the Board as well. The district consultant assisting with the LCAP development reported about his meetings with site councils and student councils for each site. It was noted that each group stated that campus culture was great and the students enjoyed the new technology items and the access to these items. A major need heard from parents during last year's stakeholder meeting was the need for parent access to information along with the importance of a counseling program. Both of these concerns were addressed during the year with the

The MWCS School Site Council and student leadership met together to add study skills and organization elective class to LCAP that could also offer academic support. Members visited some programs like this in the area and refined what would be included in the class. Corissa Sunde offered to teach the class in 2015-16. MWCS Advisory Board was also interested in this additional offering being in LCAP.

Based on discussions with key stakeholders (Mark West Faculty Association, Mark West DELAC, MWCS School Site Council, MWCS Advisory Board, Mark West SSC, Riebli SSC, San Miguel SSC, MWCS Leadership Classes, Mark West Student Council, Riebli Student Council, San Miguel Student Council) which included a review of the 2014-15 goals, the 2015-18 goals were reduced from twelve to four. The decision to reduce the number of goals was shared with the Mark West Union School District Board of Trustees, who supported the reduction, during the Public Meeting held on March 10, 2015. All state priorities are covered in the four new goals. Actions and services from 2014-15 are continued into 2015-16, with the exception that the District will focus more on mathematics curriculum and assessments as it implements a newly adopted, Common Core Standards-based mathematics program. MWCS will continue to emphasize intervention and support for math students and will add a study skills/organization support class.

addition of a full time counselor and several Parent Information nights such as Math Night, Common Core Night and Technology Night. The proposed 2015-18 LCAP goals were distributed to the stakeholder audience for review. A review of the goals indicated that there would be four District goals in the new LCAP as opposed to the twelve goals in the current LCAP. The stakeholders group agreed that the new goals were more streamlined. A question arose regarding how realistic it was in Goal B to have ten percent of the EL students reclassified each year. It was explained that this was a realistic goal and could change over time depending on the number of new EL students enrolling in the district. Trustee Saal inquired about the online assessment tools. He was advised that the district is looking to using OARS (Online Assessment Reporting System) for all schools. Teachers will use this system as an assessment tool for students. The system will be a secure system for teachers and administrators and parents/students will not have access to the system. Regarding Goal D (Parent Involvement) each site will manage their parent volunteering. Additionally common core night, tech night, math night programs will be held for parents during the school year. A question from the DELAC was brought forward regarding changes to services for EL students. It was explained to DELAC parents that services won't change based on the new LCAP. Board members expressed a desire to have more parent involvement. The Board members were interested in how more parent involvement can be encouraged by the sites and staff. Adjusting meeting times to accommodate working parents or others who aren't available in evenings was suggested. An explanation of how funds will be included in the specific LCAP categories was provided.

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:	<p>Goal II-A: Basic Services Create a positive, focused and safe learning environment and culture for all students.</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5__ 6__ 7__ 8__</p> <p style="text-align: right;">COE only: 9__ 10__</p> <p>Local : Specify _____</p>
	<p>Physical facilities and a safe learning environment will be maintained, highly qualified staff and properly credentialed and assigned teachers will be provided in order to meet the academic, physical, social and emotional needs of all students.</p>	

Identified Need :	Based on the Annual Facilities Inspection Report, students need clean, safe and well maintained facilities.		
	Students need fully credentialed teachers and no teacher miss-assignments		
	Students need access to quality standards-aligned instructional materials.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	The Annual Facilities Inspection Report will reflect clean, safe and functional facilities. This report will reflect the cleanliness, safety and functionality of district facilities by scoring in the “Good Repair” category of the report.
	The annual Declaration of Need, submitted to the local governing board, and the SARC will verify that 100% of the district teachers are highly qualified, as well as fully and appropriately credentialed, with no miss-assignments.
	In order to ensure that teachers are fully and appropriately credentialed, 100% of new teachers will be supported through BTSA.
	As reviewed annually by the Advisory Board 100% of MWCS students will be provided with high quality standards-aligned instructional materials.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School facilities will continue be inspected and evaluated through the Annual Facilities Inspection Report with the goal of maintain all facilities in “good repair”.	Charter-wide	<u>X</u> ALL	Contribution to MWUSD for maintenance and custodial services will be made annually at the rate of 6.5% of MWCS total ADA ~ \$52,727
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Budget updates will be prepared by Period 2 attendance to see if Basic Aid Supplemental Funding will be forthcoming, if so approximately 1/3 of the funds will be set aside for one-time Fund 40 (facilities). Facilities lease will continue at current rate of \$58,486 annually.
The Human Resources Office, with assistance from school principals, will continue to monitor all MWUSD teachers, new and continuing, to ensure that they are highly qualified and fully credentialed with no miss-assignments.	Charter-wide	<u>X</u> ALL	Principal monitors Human Resources (Function 2700, object 1300), and District Office HR position (Function 7200, object 2400) M WCS and the District have an interest in keeping and attracting highly qualified instructional staff while maintaining fiscal stability. These salaries total \$105,000 + benefits and MWCS portion of HR is \$7,216.
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p>The annual Declaration of Need, submitted to the local governing board, and the SARC will verify complete and appropriate credentialing.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>Principal monitors Human Resources (Function 2700, Object 1300, and District Office HR position (Function 7200, object 2400) MWCS and the District have an interest in keeping and attracting highly qualified instructional staff while maintaining fiscal stability. These salaries total \$112,216 + benefits including MWCS portion of the HR position.</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>The Annual Facilities Inspection Report will reflect clean, safe and functional facilities. This report will reflect the cleanliness, safety and functionality of district facilities by scoring in the “Good Repair” category of the report.</p> <p>The annual Declaration of Need, submitted to the local governing board, and the SARC will verify that 100% of the district teachers are highly qualified, as well as fully and appropriately credentialed, with no miss-assignments.</p> <p>In order to ensure that teachers are fully and appropriately credentialed, 100% of new teachers will be supported through BTSA.</p> <p>As reviewed annually by the Advisory Board 100% of MWCS students are being provided with high quality standards-aligned instructional materials.</p>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>School facilities will continue be inspected and evaluated through the Annual Facilities Inspection Report with the goal of maintain all facilities in “good repair”.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>Contribution to MWUSD for maintenance and custodial services will be made annually at the rate of 6.5% of MWCS total ADA ~ \$52,727</p> <p>Budget updates will be prepared by Period 2 attendance to see if Basic Aid Supplemental Funding will be forthcoming, if so approximately 1/3 of the funds will be set aside for one-time Fund 40 (facilities).</p> <p>Facilities lease will continue at current rate of \$58,486 annually.</p>
<p>The Human Resources Office, with assistance from school principals, will continue to monitor all MWUSD teachers, new and</p>	<p>Charter-wide</p>	<p><u>X</u> ALL</p>	<p>Principal monitors Human Resources (Function 2700, object 1300), and District Office HR position</p>

<p>continuing, to ensure that they are highly qualified and fully credentialed with no miss-assignments.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>(Function 7200, object 2400) MWCS and the District have an interest in keeping and attracting highly qualified instructional staff while maintaining fiscal stability. These salaries total \$105,000 + benefits and MWCS portion of HR is \$7,216.</p>
<p>The annual Declaration of Need, submitted to the local governing board, and the SARC will verify complete and appropriate credentialing.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Principal monitors Human Resources(Function 2700, Object 1300, and District Office HR position (Function 7200, object 2400) MWCS and the District have an interest in keeping and attracting highly qualified instructional staff while maintaining fiscal stability. These salaries total \$105,000 + benefits and MWCS portion of HR is \$7,216.</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>The Annual Facilities Inspection Report will reflect clean, safe and functional facilities. This report will reflect the cleanliness, safety and functionality of district facilities by scoring in the “Good Repair” category of the report.</p> <p>The annual Declaration of Need, submitted to the local governing board, and the SARC will verify that 100% of the district teachers are highly qualified, as well as fully and appropriately credentialed, with no miss-assignments.</p> <p>In order to ensure that teachers are fully and appropriately credentialed, 100% of new teachers will be supported through BTSA.</p> <p>As reviewed annually by the Advisory Board 100% of MWCS students are being provided with high quality standards-aligned instructional materials.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>School facilities will continue be inspected and evaluated through</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Contribution to MWUSD for maintenance and</p>

<p>the Annual Facilities Inspection Report with the goal of maintain all facilities in “good repair”.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>custodial services will be made annually at the rate of 6.5% of MWCS total ADA ~ \$52,727</p> <p>Budget updates will be prepared by Period 2 attendance to see if Basic Aid Supplemental Funding will be forthcoming, if so approximately 1/3 of the funds will be set aside for one-time Fund 40 (facilities).</p> <p>Facilities lease will continue at current rate of \$58,486 annually.</p>
<p>The Human Resources Office, with assistance from school principals, will continue to monitor all MWUSD teachers, new and continuing, to ensure that they are highly qualified and fully credentialed with no miss-assignments.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Principal monitors Human Resources (Function 2700, object 1300), and District Office HR position (Function 7200, object 2400) MWCS and the District have an interest in keeping and attracting highly qualified instructional staff while maintaining fiscal stability. These salaries total \$105,000 + benefits and MWCS portion of HR is \$7,216.</p>
<p>The annual Declaration of Need, submitted to the local governing board, and the SARC will verify complete and appropriate credentialing.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Principal monitors Human Resources (Function 2700, Object 1300, and District Office HR position (Function 7200, object 2400) MWCS and the District have an interest in keeping and attracting highly qualified instructional staff while maintaining fiscal stability. These salaries total \$105,000 + benefits and MWCS portion of HR is \$7,216.</p>

<p>GOAL:</p>	<p>Goal II-B: Teaching Practices Provide highly qualified, credentialed and appropriately assigned teaching staff which is trained in effective instructional practices ensuring student access to and understanding of the Common Core Standards.</p> <p>Provide standards-aligned curricular materials and ensure that Technology is integrated within the Common Core curriculum.</p>	<p>Related State and/or Local Priorities: 1__ 2__ <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>
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Identified Need :	Teachers need training in the Common Core Standards (CCS) and ELD standards as indicated by site level professional development records.		
	Teachers need to provide students with access to Common Core Standards through CCS lessons.		
	Teacher developed local assessments and student achievement data from the Standardized Testing and Reporting (STAR) results, indicate that students need to improve math skills and maintain reading skills and writing assessments based on CCSS.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	District records will indicate that 100% of the district teachers will have participated in professional development in Writing/Language Arts and Mathematics pertaining to the Common Core State Standards (CCSS). Additionally, a minimum of 33% of the teachers will be fully trained in effective instructional practices, including peer review/ feedback, and ELD standards.		
	Writing samples, based on CCSS, will be collected from 100% of the students district-wide. Writing rubrics will be developed with the help and support of District teachers.		
	The initial administration of the Smarter Balanced Assessments, which will generate a student report, will occur in the spring, 2015. The initial student performance report will establish the number of students scoring in each of the four performance levels (Below Standard, Near Standard, At Standard, Above Standard) in the areas of language arts and mathematics. This year scores will establish a baseline and progress above this will be expected each subsequent year.		
Teachers will observe each other's CCS lessons and offer feedback and suggestions based on the peer coaching model at least once per semester.			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Training in the Common Core Standards will continue to be provided in order to ensure that all teachers are well versed in the new standards and fully trained in effective instructional practices. Mathematics will continue to be a focus as a new mathematics program is adopted and implemented. Math Support will be offered in Math Squared Elective class and after school intervention, tutoring in homework club.	Charter-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supported by all teacher salaries: 01-0000-0-1110-1000-11xx-121-0100 ~\$225,000 Teacher Salaries \$5880 Math Squared support elective class \$4040 for after school intervention
New teachers will continued to be supported through the BTSA program.	Charter-wide	<u>X</u> ALL	BTSA management code - \$2,000 (depends upon number of new teachers)

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2 Professional Development Days \$2,445.65
Teachers will continue to develop and present lessons for observation by and feedback from peers using the peer coaching model at least once per semester.	Charter-wide	<u>X</u> ALL	\$700 for half day substitutes (for 5 teachers each semester)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Progress towards meeting IEP goals will be annually reviewed. Goals will be modified, as needed.	LEA-wide	<u>X</u> ALL	Special Education contribution \$50,000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Benchmark assessments and teacher developed tests, both formal and informal, will be used to assess student growth.	Charter-wide	<u>X</u> ALL	Included in Teacher Salaries above
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
District teachers will continue to implement student engagement strategies based on Tanya Ward Singer training sessions. Strategies from Singer training sessions will be used to support English language students. Collaborative conversations will continue as a key aspect of the Singer training sessions.	LEA-wide	<u>X</u> ALL	Included in Teacher Salaries above
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
The District will continue its investigation of the feasibility of an online assessment reporting system.	LEA-wide	<u>X</u> ALL	No cost yet

		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)_____	
Teacher developed writing samples, based on CCSS, will be administered and baseline performance will be established.	Charter-wide	<input checked="" type="checkbox"/> ALL	\$280 for half day substitutes in ELA Classes each semester (\$70 per teacher per half day)
		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)_____	
Through the core curriculum, programs will be established to provide students with direct experiences in technology, physical education and the visual and performing arts.	Charter-wide	<input checked="" type="checkbox"/> ALL	Tech Mentor: \$1,500+benefits Technology line item in MWCS Budget \$5000
		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.E., Art and Ceramics, Technology, Multimedia Production and Theater Arts Elective classes \$ 17,640
The Mathematics Assessment Resource Service (MARS) will be reevaluated in the context of the new standards-based mathematics adoption.	Charter-wide	<input checked="" type="checkbox"/> ALL	Included in teacher salaries above
		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)_____	
Technology resources will continue to be utilized to support and enrich student learning for all students.	LEA-wide	<input checked="" type="checkbox"/> ALL	Included in Technology Resources above
		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)_____	

Baseline performance indicators on the Smarter Balanced assessments will be established.	Charter-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)_____	Included in teacher salaries above
MWCS will continue to provide appropriate intervention instruction for struggling students to gain command of academic English and improve success in core classes. Study skills and organization will be taught as well.	Charter-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Academic Academy Elective Class \$5880

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>District records will indicate that 100% of the district teachers will have participated in professional development in Writing/Language Arts and Mathematics pertaining to the Common Core State Standards (CCSS). Additionally, a minimum of 66% of the teachers will be fully trained in effective instructional practices, including peer review/ feedback, and ELD standards.</p> <p>Writing samples, based on CCSS, will be collected from 100% of the students district-wide. Writing rubrics will be utilized by MWCS teachers.</p> <p>The initial administration of the Smarter Balanced Assessments, which will generate a student report, will occur in the spring, 2015. The initial student performance report will establish the number of students scoring in each of the four performance levels (Below Standard, Near Standard, At Standard, Above Standard) in the areas of language arts and mathematics. This year scores will improve 3% over the baseline in ELA and Math.</p> <p>Teachers will observe each other's CCS lessons and offer feedback and suggestions based on the peer coaching model at least once per semester.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Training in the Common Core Standards will continue to be provided by the district in order to ensure that all teachers are well versed in the new standards and fully trained in effective instructional practices.	Charter-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)_____	Supported by all teacher salaries: 01-0000-0-1110-1000-11xx-121-0100 ~\$ 250,000 +benefits (+COLA) \$5880 Math Squared support elective class \$4040 for after school intervention

New teachers will continued to be supported through the BTSA program.	Charter-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)_____	BTSA management code - \$2000 (Depends upon number of new teachers) 2 Professional Development Days \$2,445.65
Teachers will continue to develop and present lessons for peer observation and feedback.	Charter-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)_____	\$700 for substitutes (for 5 teachers each semester)
Progress towards meeting IEP goals will be annually reviewed. Goals will be modified, as needed.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$50,000 contribution to Special Education
Benchmark assessments and teacher developed tests, both formal and informal, will be used to assess student growth.	Charter-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)_____	Included in Teacher Salaries above
District teachers will continue to implement student engagement strategies based on Tanya Ward Singer training sessions. Strategies from Singer training sessions will be used to support English language students. Collaborative conversations will continue as a key aspect of the Singer training sessions.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Included in Teacher Salaries above

The District will continue its investigation of the feasibility of an online assessment reporting system.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Cost of online assessment reporting system-dependent on system chosen in 2015-16
Teacher developed writing samples, based on CCSS, will be administered and baseline performance will be established.	Charter-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) _____	Included in teacher salaries above
Through the core curriculum, programs will be established to provide students with direct experiences in technology, physical education and the visual and performing arts.	Charter-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) _____	Tech Mentor: \$1,500+benefits Technology line item in MWCS Budget \$5000 P.E., Art and Ceramics, Technology, Multimedia Production and Theater Arts Elective classes \$ 17,640
The Mathematics Assessment Resource Service (MARS) will be reevaluated in the context of the new standards-based mathematics adoption.	Charter-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) _____	Included in Teacher salaries above
District technology resources will continue to be utilized to support and enrich student learning for all students.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Included in Technology Resources above
Baseline performance indicators on the Smarter Balanced assessments will be established.	Charter-wide	<input checked="" type="checkbox"/> ALL	Included in teacher salaries above

		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)_____	
MWCS will continue to provide appropriate intervention instruction for struggling students to gain command of academic English and improve success in core classes. Study skills and organization will be taught as well.	Charter-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Academic Academy Elective Class \$5880

LCAP Year 3: 2017-18

<p align="center">Expected Annual Measurable Outcomes:</p>	<p>District records will indicate that 100% of the district teachers will have participated in professional development in Writing/Language Arts and Mathematics pertaining to the Common Core State Standards (CCSS). Additionally, a minimum of 100% of the teachers will be fully trained in effective instructional practices, including peer review/ feedback, and ELD standards.</p> <p>Writing samples, based on CCSS, will be collected from 100% of the students district-wide. Writing rubrics will be utilized by MWCS teachers.</p> <p>The initial administration of the Smarter Balanced Assessments, which will generate a student report, will occur in the spring, 2015. The initial student performance report will establish the number of students scoring in each of the four performance levels (Below Standard, Near Standard, At Standard, Above Standard) in the areas of language arts and mathematics. This year scores will improve 6% over the baseline in ELA and Math.</p> <p>Teachers will observe each other’s CCS lessons and offer feedback and suggestions based on the peer coaching model at least once per semester.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Training in the Common Core Standards will continue to be provided in order to ensure that all teachers are well versed in the new standards and fully trained in effective instructional practices. Mathematics will continue to be a focus as a new mathematics program is adopted and implemented. Math Support will be offered in Math Squared Elective class and after school intervention, tutoring in homework club.	Charter-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)_____	Supported by all teacher salaries: 01-0000-0-1110-1000-11xx-121-0100 ~\$ 250,000 +benefits (+COLA) \$5880 Math Squared support elective class \$4040 for after school intervention
New teachers will continued to be supported through the BTSA program.	Charter-wide	<input checked="" type="checkbox"/> ALL	BTSA management code - \$2000 (Depends upon number of new teachers)

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2 Professional Development Days \$2,445.65
Teachers will continue to develop and present lessons for observation by and feedback from peers using the peer coaching model at least once per semester.	Charter-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$700 for substitutes (for 5 teachers each semester)
Progress towards meeting IEP goals will be annually reviewed. Goals will be modified, as needed.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$50,000 contribution to Special Education
Benchmark assessments and teacher developed tests, both formal and informal, will be used to assess student growth.	Charter-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included in Teacher Salaries above
District teachers will continue to implement student engagement strategies based on Tanya Ward Singer training sessions. Strategies from Singer training sessions will be used to support English language students. Collaborative conversations will continue as a key aspect of the Singer training sessions.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included in Teacher Salaries above
The District will continue its investigation of the feasibility of an online assessment reporting system.	LEA-wide	<u>X</u> ALL	Cost of online assessment reporting system- dependent on system chosen in 2015-16

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Teacher developed writing samples, based on CCSS, will be administered and baseline performance will be established.	Charter-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included in teacher salaries above
Through the core curriculum, programs will be established to provide students with direct experiences in technology, physical education and the visual and performing arts.	Charter-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Tech Mentor: \$1,500+benefits Technology line item in MWCS Budget \$5000 P.E., Art and Ceramics, Technology, Multimedia Production and Theater Arts Elective classes \$ 17,640
The Mathematics Assessment Resource Service (MARS) will be reevaluated in the context of the new standards-based mathematics adoption.	Charter-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included in Teacher salaries above
Technology resources will continue to be utilized to support and enrich student learning for all students.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included in Technology Resources above
Baseline performance indicators on the Smarter Balanced assessments will be established.	Charter-wide	<u>X</u> ALL	Included in teacher salaries above

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
MWCS will continue to provide appropriate intervention instruction for struggling students to gain command of academic English and improve success in core classes. Study skills and organization will be taught as well.	Charter-wide	__ALL OR: __X Low Income pupils __X English Learners __X Foster Youth __X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Academic Academy Elective Class \$5880

GOAL:	Goal II-C: Students Maintain a safe learning environment with programs designed to meet the academic, physical, social and emotional needs of students, while reducing the number of suspensions, expulsions, and chronic absenteeism.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify _____
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Identified Need :	<p>The District Suspension Database, as reported in the School Accountability Report Card (SARC), tracks student suspensions. Students need to be in school in order to access needed instructional programs. The suspension rate for 2013-14 was 0.018 (25 students). There were no expulsions. The suspension rate for 2013-14 was 0.018 (25 students). School Attendance rates for P2 were 96.99% ADA. Chronic Absenteeism rates were 4.7%.</p> <p>Student achievement data from the Standardized Testing and Reporting (STAR) results, as well as teacher developed local assessments, indicate that MWCS students need to improve math skills and maintain reading and writing skills.</p> <p>MWCS English language learner (EL) students are making good progress on CELDT testing with six students redesignated this year. Some are having difficulty with proficiency in academic courses preventing them from redesignation before leaving for high school.</p> <p>The writing component of the Standards Based Assessment Consortium (SBAC) requires the use of text in defending and supporting analytical arguments. Teachers need to better focus instruction in this area in order for students to meet this new standards requirement.</p> <p>MWCS student achievement data gathered through teachers' classroom observations and assessments indicates that students need to continue to improve listening and speaking skills. During ELAC meetings parents expressed concerns regarding in-class opportunities for their children to orally participate in class. English language learner students need to gain academic English proficiency in order to fully master CCSS.</p> <p>The California Healthy Kids Survey (CHKS) and the 7th Grade Physical Fitness Assessment, indicate that students need support to fully develop physically, socially and emotionally, as evidenced by the results.</p> <p>Student achievement data gathered through teachers' classroom observations and assessments indicate that students need to continue to improve listening and speaking skills. During ELAC meetings, parents expressed concerns regarding in-class opportunities for their children to orally participate in class.</p> <p>Baseline assessment data pertaining to listening and speaking skills, based on formal and informal benchmark assessments and other tests, will be used during the 2016-17 school year to ensure that 100% of the district students are making progress with respect to improving listening and speaking skills.</p> <p>All students, including English learners, Low Income, foster youth and students with disabilities receive a full range of classes.</p> <p>The following areas are not applicable:</p> <ul style="list-style-type: none"> • Percentage of students who have completed A-D requirements; • Number of Career Technical Education (CTE) classes; • Percentage of students that have passed an AP test with a 3 or higher; • Percentage of students who passed the Early Assessment Program; • High school drop-out rates; • High school graduation rates. 	
	Goal Applies to:	Schools: All
LCAP Year 1: 2015-16		

Expected Annual Measurable Outcomes:

The District Suspension Database, maintained at the District Office, will track all suspensions and expulsions. The results will annually be reported in the SARC. Positive school-wide behavior support systems emphasizing counseling services will be implemented to promote a safe school environment. Through these positive steps, the district will reduce suspensions by 8% (reduction of 2 students) and maintain a “0” expulsion rate. School Attendance rates for P2 will be maintained at or above 96% ADA. Chronic Absenteeism rates will be reduced by 5%.

The initial administration of the Smarter Balanced Assessments, which will generate a student report, will occur in the spring, 2015. The initial student performance report will establish the number of students scoring in each of the four performance levels (Below Standard, Near Standard, At Standard, Above Standard) in the areas of language arts and mathematics. Students will exhibit a 3% improvement in the number of students in the At Standard (Level 3) and the Above Standard (Level 4) performance levels.

EL students will continue to perform well on CELDT tests and will improve other measures of academic success by 3% over baseline.

Instruction on the use of text in defending and supporting analytical arguments will be provided as evidenced by teacher lessons and classroom observations indicating that 5% of the language arts program is comprised of such instruction.

Instruction regarding listening and speaking skills will be provided as evidenced by teacher lessons and classroom observations indicating that 5% of the language arts program is comprised of such instruction.

The number of English language learner students reclassified from limited to fluent proficiency will increase by a minimum of 5%.

Baseline assessment data pertaining to listening and speaking skills, based on formal and informal benchmark assessments and other tests, will be established during the 2015-16 school year.

All students, including English learners, Low Income, foster youth and students with disabilities will continue to receive a full range of classes.

The California Healthy Kids Survey (CHKS) was not administered during the 2014-15 school year. The percentage of students reporting perceived assets at school on the CHKS will increase by 5% during the 2015-16 school year. In the area of “Needs Improvement/ Health Risk” on the seventh grade Physical Fitness Test, students will exhibit a 10% decline, from the previous year, in the number of students falling within this category.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Established Behavioral Goals will be maintained at the appropriate school site.	Charter-wide	<u> X </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Behavior goals prepared and maintained by principal \$105,000+ benefits
The suspension rates, expulsion rates and school attendance rates will annually be reported in the SARC.	Charter-wide	<u> X </u> ALL	SARC prepared and maintained by principal

		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Included in salary above
Positive school-wide behavior support systems emphasizing counseling services will be implemented to promote a safe school environment.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Counselor- Supervision of Interns 09-0000-1110-3110-2230-222-COUN \$4,000 + benefits \$664.68 09-0000-0-1110-3110-2230-222 Intern Stipend \$750
Support curricula, including Safe School Ambassadors, BEST and Second Step, will continue to be used in order to maintain positive student behavior and emotional well-being supporting unduplicated pupil count.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$180 Safety Incentive Funds \$ 500 Principal's Discretionary Funds For SSA and Youth Summit
Zones of Regulation will continue to be used in all special education classes.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$50,000 contribution toward Special Education
Suspension and expulsion records will be maintained at the District Office.	LEA-wide	<input checked="" type="checkbox"/> ALL	No extra cost to MWCS

		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
The District including MWCS will continue to support the National School Lunch Program.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Contribution to Cafeteria Fund 13 to support Free and Reduced students: 09-0000-0-0000- -SUPP \$
Low Income and Foster Youth students will be provided with effective classroom instruction in the core curriculum by highly qualified teachers.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	~\$225,000for Teacher Salaries
Students in need of extra math support will have Math Squared Elective class at least 2 hours per week. Priority will be given to Low Income, Foster Youth and EL students.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$5880 Elective teacher – support class
Students in need of support in any subject and/or homework attend after school intervention for tutoring	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$4040 salary for Homework Club Teacher
Low Income, Foster Youth, and EL Students will have priority for Academic Academy Elective Class	Charter-wide	<input checked="" type="checkbox"/> ALL	\$5880 for elective teacher salary

		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
The school Counseling Interns will provide additional intervention support which will include individual and group counseling sessions, as well as parental consultations.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Counselor- Supervision of Interns 09-0000-1110-3110-2230-222-COUN \$4,000 + benefits \$664.68 09-0000-0-1110-3110-2230-222 Intern Stipend \$750
School Nurse time to serve unduplicated students will be provided so that the School Nurse can work with small groups and individual families for health services and provide access to additional resources for the physical and emotional well-being of the unduplicated students.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	09-0000-0-1110-1000-1151-222-SUPP \$5,181.30 09-0000-0-1110-3140-3101-222-SUPP + Benefits \$555.95, \$2.59, \$72.53,
English Language Learners (ELL) and Redesignated fluent English proficient (RFEP) students will be provided with effective daily classroom instruction by highly qualified CLAD or BCLAD teachers certified in ELD and direct instruction strategies.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	~225,000 Teacher Salaries
Based on student success rates, programs will be added and/or revised to better meet student needs. A full range of classes will be maintained by MWCS .	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Cost depends upon future needs of students

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

The District Suspension Database, maintained at the District Office, will track all suspensions and expulsions. The results will annually be reported in the SARC. Positive school-wide behavior support systems emphasizing counseling services will be implemented to promote a safe school environment. Through these positive steps, the district will reduce suspensions by 8% (reduction of 2 students) and maintain a “0” expulsion rate. School Attendance rates for P2 will be maintained at or above 96% ADA. Chronic Absenteeism rates will be reduced by 5%.

The initial administration of the Smarter Balanced Assessments, which will generate a student report, will occur in the spring, 2015. The initial student performance report will establish the number of students scoring in each of the four performance levels (Below Standard, Near Standard, At Standard, Above Standard) in the areas of language arts and mathematics. Students will exhibit a 3% improvement in the number of students in the At Standard (Level 3) and the Above Standard (Level 4) performance levels.

EL students will continue to perform well on CELDT tests and will improve other measures of academic success by 3% over baseline.

Instruction on the use of text in defending and supporting analytical arguments will be provided as evidenced by teacher lessons and classroom observations indicating that 5% of the language arts program is comprised of such instruction.

Instruction regarding listening and speaking skills will be provided as evidenced by teacher lessons and classroom observations indicating that 5% of the language arts program is comprised of such instruction.

The number of English language learner students reclassified from limited to fluent proficiency will increase by a minimum of 5%.

Baseline assessment data pertaining to listening and speaking skills, based on formal and informal benchmark assessments and other tests, will be established during the 2015-16 school year and improvements of 5% annually will be gained thereafter.

All students, including English learners, Low Income, foster youth and students with disabilities will continue to receive a full range of classes.

The California Healthy Kids Survey (CHKS) was not administered during the 2014-15 school year. The percentage of students reporting perceived assets at school on the CHKS will increase by 5% during the 2015-16 school year. In the area of “Needs Improvement/ Health Risk” on the seventh grade Physical Fitness Test, students will exhibit a 10% decline, from the previous year, in the number of students falling within this category.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Established Behavioral Goals will be maintained at the appropriate school site.	Charter-wide	<u> X </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Behavior goals prepared and maintained by principal \$105,000+ benefits
The suspension rates, expulsion rates and school attendance rates will annually be reported in the SARC.	Charter-wide	<u> X </u> ALL	SARC prepared and maintained by principal

		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Included in salary above
Positive school-wide behavior support systems emphasizing counseling services will be implemented to promote a safe school environment.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Counselor- Supervision of Interns 09-0000-1110-3110-2230-222-COUN \$4,000 + benefits \$664.68 09-0000-0-1110-3110-2230-222 Intern Stipend \$750
Support curricula, including Safe School Ambassadors, BEST and Second Step, will continue to be used in order to maintain positive student behavior and emotional well-being supporting unduplicated pupil count.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$180 Safety Incentive Funds \$ 500 Principal's Discretionary Funds For SSA and Youth Summit
Zones of Regulation will continue to be used in all special education classes.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$50,000 contribution toward Special Education
Suspension and expulsion records will be maintained at the District Office.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No extra cost to MWCS

The District including MWCS will continue to support the National School Lunch Program.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Contribution to Cafeteria Fund 13 to support Free and Reduced students: 09-0000-0-0000- -SUPP \$
Low Income and Foster Youth students will be provided with effective classroom instruction in the core curriculum by highly qualified teachers.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	~\$225,000for Teacher Salaries
Students in need of extra math support will have Math Squared Elective class at least 2 hours per week. Priority will be given to Low Income, Foster Youth and EL students.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5880 Elective teacher – support class
Students in need of support in any subject and/or homework attend after school intervention for tutoring	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4040 salary for Homework Club Teacher
Low Income, Foster Youth, and EL Students will have priority for Academic Academy Elective Class	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5880 for teacher salary
The school Counseling Interns will provide additional intervention support which will include individual and group counseling	Charter-wide	<input checked="" type="checkbox"/> ALL	Counselor- Supervision of Interns 09-0000-1110-3110-2230-222-COUN

sessions, as well as parental consultations.		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$4,000 + benefits \$664.68 09-0000-0-1110-3110-2230-222 Intern Stipend \$750
School Nurse time to serve unduplicated students will be provided so that the School Nurse can work with small groups and individual families for health services and provide access to additional resources for the physical and emotional well-being of the unduplicated students.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	09-0000-0-1110-1000-1151-222-SUPP \$5,181.30 09-0000-0-1110-3140-3101-222-SUPP + Benefits \$555.95, \$2.59, \$72.53,
English Language Learners (ELL) and Redesignated fluent English proficient (RFEP) students will be provided with effective daily classroom instruction by highly qualified CLAD or BCLAD teachers certified in ELD and direct instruction strategies.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	~225,000 Teacher Salaries
Based on student success rates, programs will be added and/or revised to better meet student needs. A full range of classes will be maintained by MWCS .	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Cost depends upon future needs of students

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

The District Suspension Database, maintained at the District Office, will track all suspensions and expulsions. The results will annually be reported in the SARC. Positive school-wide behavior support systems emphasizing counseling services will be implemented to promote a safe school environment. Through these positive steps, the district will reduce suspensions by 8% (reduction of 2 students) and maintain a “0” expulsion rate. School Attendance rates for P2 will be maintained at or above 96% ADA. Chronic Absenteeism rates will be reduced by 5%.

The initial administration of the Smarter Balanced Assessments, which will generate a student report, will occur in the spring, 2015. The initial student performance report will establish the number of students scoring in each of the four performance levels (Below Standard, Near Standard, At Standard, Above Standard) in the areas of language arts and mathematics. Students will exhibit a 3% improvement in the number of students in the At Standard (Level 3) and the Above Standard (Level 4) performance levels.

EL students will continue to perform well on CELDT tests and will improve other measures of academic success by 3% over baseline.

Instruction on the use of text in defending and supporting analytical arguments will be provided as evidenced by teacher lessons and classroom observations indicating that 5% of the language arts program is comprised of such instruction.

Instruction regarding listening and speaking skills will be provided as evidenced by teacher lessons and classroom observations indicating that 5% of the language arts program is comprised of such instruction.

The number of English language learner students reclassified from limited to fluent proficiency will increase by a minimum of 5%.

Baseline assessment data pertaining to listening and speaking skills, based on formal and informal benchmark assessments and other tests, will be established during the 2015-16 school year and improvements of 5% annually will be gained thereafter.

All students, including English learners, Low Income, foster youth and students with disabilities will continue to receive a full range of classes.

The California Healthy Kids Survey (CHKS) was not administered during the 2014-15 school year. The percentage of students reporting perceived assets at school on the CHKS will increase by 5% during the 2015-16 school year. In the area of “Needs Improvement/ Health Risk” on the seventh grade Physical Fitness Test, students will exhibit a 10% decline, from the previous year, in the number of students falling within this category.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Established Behavioral Goals will be maintained at the appropriate school site.	Charter-wide	<u> X </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Behavior goals prepared and maintained by principal \$105,000+ benefits
The suspension rates, expulsion rates and school attendance rates will annually be reported in the SARC.	Charter-wide	<u> X </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	SARC prepared and maintained by principal Included in salary above
Positive school-wide behavior support systems emphasizing counseling services will be implemented to promote a safe school environment.	Charter-wide	<u> X </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Counselor- Supervision of Interns 09-0000-1110-3110-2230-222-COUN \$4,000 + benefits \$664.68 09-0000-0-1110-3110-2230-222 Intern Stipend \$750
Support curricula, including Safe School Ambassadors, BEST and Second Step, will continue to be used in order to maintain positive student behavior and emotional well-being supporting unduplicated pupil count.	Charter-wide	<u> X </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$180 Safety Incentive Funds \$ 500 Principal's Discretionary Funds For SSA and Youth Summit
Zones of Regulation will continue to be used in all special education classes.	LEA-wide	<u> X </u> ALL	\$50,000 contribution toward Special

		OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Education
Suspension and expulsion records will be maintained at the District Office.	LEA-wide	<u> X </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No extra cost to MWCS
The District including MWCS will continue to support the National School Lunch Program.	LEA-wide	<u> X </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Contribution to Cafeteria Fund 13 to support Free and Reduced students: 09-0000-0-0000- -SUPP \$
Low Income and Foster Youth students will be provided with effective classroom instruction in the core curriculum by highly qualified teachers.	LEA-wide	<u> X </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	~\$225,000for Teacher Salaries
Students in need of extra math support will have Math Squared Elective class at least 2 hours per week. Priority will be given to Low Income, Foster Youth and EL students.	Charter-wide	<u> X </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$5880 Elective teacher – support class
Students in need of support in any subject and/or homework attend after school intervention for tutoring	Charter-wide	<u> X </u> ALL	\$4040 salary for Homework Club Teacher

		OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Low Income, Foster Youth, and EL Students will have priority for Academic Academy Elective Class	Charter-wide	<u>X</u> ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$5880 for teacher salary
The school Counseling Interns will provide additional intervention support which will include individual and group counseling sessions, as well as parental consultations.	Charter-wide	<u>X</u> ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Counselor- Supervision of Interns 09-0000-1110-3110-2230-222-COUN \$4,000 + benefits \$664.68 09-0000-0-1110-3110-2230-222 Intern Stipend \$750
School Nurse time to serve unduplicated students will be provided so that the School Nurse can work with small groups and individual families for health services and provide access to additional resources for the physical and emotional well-being of the unduplicated students.	Charter-wide	<u>X</u> ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	09-0000-0-1110-1000-1151-222-SUPP \$5,181.30 09-0000-0-1110-3140-3101-222-SUPP + Benefits \$555.95, \$2.59, \$72.53,
English Language Learners (ELL) and Redesignated fluent English proficient (RFEP) students will be provided with effective daily classroom instruction by highly qualified CLAD or BCLAD teachers certified in ELD and direct instruction strategies.	LEA-wide	<u>X</u> ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	~225,000 Teacher Salaries
Based on student success rates, programs will be added and/or revised to better meet student needs. A full range of classes will be	Charter-wide	<u>X</u> ALL	Cost depends upon future needs of students

maintained by MWCS .

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient Other
 Subgroups:(Specify) _____

GOAL:	Goal II-D: Parent Involvement Each school will establish parent training and informational events and/or activities.	Related State and/or Local Priorities: 1__ 2__ 3_ <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Students need parents who are involved and committed to their children’s academic, physical and emotional growth. Moreover, parents of unduplicated students and parents of students with disabilities need to be informed and involved with school. Parent comments during parent/teacher conferences, as well as during formal and informal consultations, indicate a desire by parents to be well informed and involved in their children’s education. Parent participation logs and a parent survey will be developed and maintained by principals. During the 2014-15 school year, forty-four parents participated in the Common Core Night and twenty parents participated in the Technology Night. Fifteen parents took the online Smarter Balanced sample assessments. Thirty percent of the District parents participated in the Bright Bytes survey indicating their support for their schools and programs.
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Goal Applies to:	Schools: <input type="checkbox"/> All	Applicable Pupil Subgroups: <input type="checkbox"/> All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Parent participation logs, maintained at all schools, will indicate the level of parental involvement in training and informational opportunities designed to assist them in effectively supporting their children’s learning, including access to the Smarter Balanced sample assessments. Participation logs will reflect a 10% increase in the number of parents participating at District training and informational events. The Bright Bytes survey will indicate that 40% of the District parents participated in the survey.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
After school and evening parent training sessions will be conducted by the District staff and/or other qualified individuals in order to help parents better understand the educational needs of their children.	LEA-wide	<input checked="" type="checkbox"/> ALL	No extra cost to MWCS
		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Parent participation logs, maintained at all schools, will indicate the level of parental involvement in training and informational opportunities designed to assist them in effectively supporting their children’s learning, including access to the Smarter Balanced sample assessments. Participation logs will reflect a 10% increase in the number of parents participating at District training and informational events. The Bright Bytes survey will indicate that 40% of the District parents participated in the survey.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
After school and evening parent training sessions will be conducted by the District staff and/or other qualified individuals in order to help parents better understand the educational needs of their children.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils <u>X</u> English Learners __Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No extra cost to MWCS
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Parent participation logs, maintained at all schools, will indicate the level of parental involvement in training and informational opportunities designed to assist them in effectively supporting their children’s learning, including access to the Smarter Balanced sample assessments. Participation logs will reflect a 10% increase in the number of parents participating at District training and informational events. The Bright Bytes survey will indicate that 40% of the District parents participated in the survey.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
After school and evening parent training sessions will be conducted by the District staff and/or other qualified individuals in order to help parents better understand the educational needs of their children.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils <u>X</u> English Learners __Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No extra cost to MWCS

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

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

Original GOAL from prior year LCAP:	II-A) Maintain school facilities in a manner that ensures they are clean, safe and functional as described in Education Code Section 17002.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	The Annual Facilities Inspection Report will reflect clean, safe and functional facilities and will show all district facilities to be within the "Good Repair" category of the report.		Actual Annual Measurable Outcomes:	The Annual Facilities Inspection Report will reflect clean, safe and functional facilities and will show all district facilities to be within the "Good Repair" category of the report.	
LCAP Year: 2014-15					
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
School facilities are inspected and evaluated on an annual basis, as evidenced through the Annual Facilities Inspection Report. Adequate funding will be provided to resolve any areas of concern.		School facilities are inspected and evaluated through the Annual Facilities Inspection Report. MWCS will continue to provide a contributions of 6.5% of ADA for maintenance and custodial.	MWCS facilities were inspected and found to be in "Good Repair". The Annual Facilities Inspection Report was approved by the Mark West Board of Education in January, 2015. Due to revenues received from Basic Aid Supplemental beginning in 2012-13, Fund 40 has been created as a Special Reserve for Capital Outlay to address Facilities Master Plan projects., funds previously 'reserved' in Fund 01 plus a portion of estimated 14-15 revenues have been transferred to Fund 40 for these purposes. MWCS contributed 6.5% of ADA to maintenance and custodial services.		Contribution of 6.5% of MWCS ADA to maintenance and custodial services \$52,727
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Scope of service: __ALL		Scope of service: __ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<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>The District will continue to annually inspect and evaluate all school facilities. All school facilities will be within the “Good Repair” category of the Annual Facilities Inspection Report.</p> <p>Based on discussions with key stakeholders and a review of the 2014-15 goals, stakeholders felt that the 2015-18 goals should be reduced from twelve to four key goals. The groups involved felt that the LCAP would be clearer, more easily understood and followed. All state priorities are covered in the four new goals.</p> <p>This 2014-15 goal will be included in the 2015-18 LCAP under Goal II-A: Basic Services (Create a positive, focused and safe learning environment and culture for all students. Physical facilities and a safe learning environment will be maintained, highly qualified staff and properly credentialed and assigned teachers will be provided in order to meet the academic, physical, social and emotional needs of all students.)</p>
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Original GOAL from prior year LCAP:	II-B) Minimize the number of student suspensions and expulsions, while maintaining a safe learning environment.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All

<p>Expected Annual Measurable Outcomes:</p>	<p>The District Suspension Database, maintained at the District Office, will track all suspensions and expulsions. The results will annually be reported in the SARC.</p> <p>Positive school-wide behavior support systems emphasizing counseling services will be implemented to promote a safe school environment.</p> <p>Support curricula, such as SSA, BEST and Second Step, may also be implemented.</p> <p>Through these positive steps, the district will reduce suspensions by 8% (reduction of 2 students) and maintain a “0” expulsion rate.</p> <p>High school drop-out rates are not applicable. High school graduation rates are not applicable.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>The District Suspension Database, maintained at the District Office, tracked all suspensions and expulsions. Forty-seven students were suspended in 2013-14, MWCS had one suspension. Based on a review of the current (January, 2015) suspension rates, 2014-15 suspension rates are on target to remain constant when compared to 2013-14 suspension rates.</p> <p>One FTE counselor was hired for the 2014-15 school year. With the assistance of the new counselor, positive school-wide behavior support systems were developed. He supervised a counseling intern who served students at MWCS</p> <p>Support curricula, SSA and Second Step, were implemented during the 2014-15 school year.</p> <p>Through these positive steps, the district maintained the suspension rate when 2013-14 is compared to 2014-15. MWCS averages 10 suspensions per year, this there was only one. The district will continue the programs in this area with the goal of reducing the suspensions by 8% (reduction of 2 students) while maintaining a “0” expulsion rate.</p> <p>There were no expulsions during 2014-15.</p>
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LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
<p>Suspension and expulsion records will be maintained at the District Office. Established Behavioral Goals will be maintained at the appropriate school site. The number of student suspensions and expulsions will be minimized while maintaining a safe learning environment. Behavioral goals, as needed, will be developed on a case by case basis.</p>	<p>Suspension and expulsion records will be maintained at the District Office. Established Behavioral Goals will be maintained at the appropriate school site. There is no extra cost for maintaining MWCS records by the district. Principal administers discipline and develops behavior goals.</p>	<p>Suspension and expulsion records were maintained by the District Office. Principals were able to access these records which allowed them to work on reducing and/or maintaining suspensions and expulsions. It also allowed them to look for patterns in misbehavior and take remedial action.</p> <p>MWCS fully implemented Safe School Ambassadors Program and much of the Second Step Program. Two teachers received training to become SSA Trainers for MWCS reducing the cost of continuing the program. Restorative Justice was researched and presented at Site Council and other stakeholder meetings.</p> <p>Additionally, the district began the process of using the Riverside County Office of Education Needs Assessment Tool (NAT) to document assessment trends, suspensions, expulsions etc. This tool is expected to assist administrators in reducing and/or maintaining suspensions and expulsions.</p>	<p>MWCS contributes to the cost of the Aeries system where discipline records are maintained</p> <p>SSA Training for teachers \$500 for materials Principal’s Discretionary</p>

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<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)_____			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)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>Based on the maintenance and/or reduction of student suspensions and expulsions, the District will continue to closely monitor suspensions and expulsions through the District database. Additionally, the District will continue with school level counseling services and the use of BEST, Second Step and SSA at MWCS in order to maintain positive student behavior and emotional well-being. The District will reduce suspensions by 8% (2 students) and maintain “0” expulsions.</p> <p>Based on discussions with key stakeholders and a review of the 2014-15 goals, stakeholders felt that the 2015-18 goals should be reduced from twelve to four key goals. The groups involved felt that the LCAP would be clearer, more easily understood and followed. All state priorities are covered in the four new goals.</p> <p>This 2014-15 goal will be included in the 2015-18 LCAP under Goal II-C: Students (Maintain a safe learning environment with programs designed to meet the academic, physical, social and emotional needs of students, while reducing the number of suspensions, expulsions, and chronic absenteeism.)</p>			

Original GOAL from prior year LCAP:	II-C) Provide highly qualified, credentialed and appropriately assigned teaching staff.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	By utilizing the District Certificated Database, the Human Resources Office will ensure that all teachers are highly qualified and fully credentialed. The district will ensure that all MWUSD teachers, new and continuing, remain HQT with no miss-assignments.	Actual Annual Measurable Outcomes:	Based on the District Certificated Database, the Human Resources Office all teachers were highly qualified and appropriately credentialed for their teaching assignment.	
LCAP Year: 2014-15				
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures	

<p>Personnel records and teaching assignments will be monitored by the Superintendent and principals to ensure that teachers are appropriately credentialed for their individual teaching assignment.</p> <p>Human Resources Office ensures that all teachers are fully and appropriately credentialed for their teaching assignment. Principals monitor teacher assignments. The annual Declaration of Need, submitted to the local governing board, and the SARC verify complete and appropriate credentialing.</p>	<p>Human Resources Office ensures that all teachers are fully and appropriately credentialed for their teaching assignment. Principals monitor teacher assignments. The annual Declaration of Need, submitted to the local governing board, and the SARC verify complete and appropriate credentialing. The District and MWCS have an interest in keeping and attracting highly qualified instructional staff while maintaining fiscal stability.</p>	<p>Based on the District Certificated Database, all teachers were highly qualified and appropriately credentialed for their teaching assignment. Human Resources results were reported in the SARC (December, 2014), indicating that all district teachers were appropriately credentialed and assigned. The appropriately credentialed and assigned teachers provided all students with access to a standards-based curriculum.</p>	<p>MWCS Principal monitors teaching assignments (Function 2700, object 1300), and contribution to District Office HR position allows for ensuring all MWCS teachers are properly credentialed. MWCS and the district have an interest in keeping and attracting highly qualified instructional staff while maintaining fiscal stability. These salaries total \$112,216+ benefits</p>
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The Human Resources Office will continue to monitor all district teachers to ensure that they are highly qualified, fully credentialed and placed in an appropriate teaching assignment. The appropriate assignment of all fully credentialed teachers will continue to provide all students with access to a standards-based curriculum.</p> <p>Ensuring teachers have earned the proper credentialing and monitoring their assignments and performance gives students the best opportunity to work with highly qualified staff to attain their learning goals.</p> <p>Based on discussions with key stakeholders and a review of the 2014-15 goals, stakeholders felt that the 2015-18 goals should be reduced from twelve to four key goals. The groups involved felt that the LCAP would be clearer, more easily understood and followed. All state priorities are covered in the four new goals.</p> <p>This 2014-15 goal will be included in the 2015-18 LCAP under Goal II-B: Teaching Practices (Provide highly qualified, credentialed and appropriately assigned teaching staff which is trained in effective instructional practices ensuring student access to and understanding of the Common Core Standards.)</p>		

<p>Original GOAL from prior year LCAP:</p>	<p>II-D) Provide teaching staff with training in effective instructional practices ensuring student access to and understanding of the Common Core Standards.</p>	<p>Related State and/or Local Priorities: 1__ 2__ <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
Expected Annual Measurable Outcomes:	<p>Teachers will be trained in CCS and effective instructional practices. Site level professional development records will track professional training in both CCS and effective instructional practices in order to develop teachers' proficiency in these areas.</p> <p>Utilize BTSA Program support for year 1 and 2 teachers.</p> <p>All district teachers will participate in CCSS professional development in the areas of mathematics and technology.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Teachers were trained in Common Core Math Standards and effective instructional practices. Site level professional development records tracked professional training in both CCS and effective instructional practices.</p> <p>The District utilized BTSA Program support for year 1 and 2 teachers. Three District teachers participated in the BTSA program. At MWCS our RSP Teacher and 8th grade Math/Science teacher participated in BTSA this school year.</p> <p>All district teachers participated in CCSS professional development in the areas of mathematics and technology, as evidenced by professional development sign in sheets maintained by the District.</p>

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
<p>Teaching training participation logs will be maintained by principals and reviewed by the superintendent to ensure that teachers receive appropriate training in order to effectively meet the needs of all students</p> <p>All teachers will be trained in the Common Core Standards. A minimum of 33% of the teachers will be fully trained in effective instructional practices, including peer review and feedback. Professional development records will be maintained by each school.</p>	<p>All teachers will be trained in the Common Core Standards. A minimum of 33% of the teachers will be fully trained in effective instructional practices, including peer review and feedback. Professional development records will be maintained by each school. BTSA funds for Support Providers/ Participating Teachers include (Fund 9 BTSA- \$10,800)</p>	<p>All district teachers participated in professional development in the Common Core Math Standards. Two district level math trainings and two district level technology trainings were provided. Teachers focused on mathematics during the 2014-15 year as the district prepares to adopt a standards-based mathematics program for 2015-16. Individual teachers attended SCOE professional development on ELD Hi-Impact Common Core and Common Core in the Secondary Classroom. A Technology Mentor Teacher has received a stipend this year to support teachers with technology use and professional development in integrating technology in the Common Core Standards. Based on the professional development provided, teachers have developed and implemented lessons integrating technology into the Common Core instruction. This implementation is evidenced by administrative observations.</p>	<p>CCSS funding provided technology for integration in lessons and use for CAASPP Assessments</p> <p>BTSA funds for Support Providers and Participating Teachers BTSA- \$10,800</p> <p>Professional Development Fund \$1,300</p>
Scope of service: LEA-wide		Scope of service: LEA-wide	
<u>X</u> ALL		<u>X</u> 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) _____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? 	<p>All district teachers participated in professional development in the Common Core Math Standards. Training in the Common Core Standards will continue to be provided by the district in order to ensure that all teachers are well versed in the new standards and fully trained in effective instructional practices.</p> <p>Two district level math trainings and two district level technology trainings were provided. Teachers focused on mathematics during the 2014-15 year. MWCS teachers piloted the “Go Math” Program. Mathematics will continue to be a focus for the district in 2015-16 as a new standards-based mathematics program is implemented.</p> <p>Teacher participation in the training sessions will be monitored through District maintained professional development sign-in sheets.</p> <p>Based on discussions with key stakeholders and a review of the 2014-15 goals, stakeholders felt that the 2015-18 goals should be reduced from twelve to four key goals. The groups involved felt that the LCAP would be clearer, more easily understood and followed. All state priorities are covered in the four new goals. The District will focus more on mathematics curriculum and assessments as it implements a newly adopted, Common Core Standards-based mathematics program.</p> <p>This 2014-15 goal will be included in the 2015-18 LCAP under Goal II-B: Teaching Practices (Provide standards-aligned curricular materials and establish Common Core lessons in Reading/Language Arts, Mathematics, History/Social Science and Science. Ensure that Technology is integrated within the Common Core curriculum.)</p>
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Original GOAL from prior year LCAP:	II-E) Establish Common Core lessons in Reading/Language Arts, Mathematics, History/Social Science and Science.	Related State and/or Local Priorities: 1__ 2__ <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____				
Goal Applies to:	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Schools:</td> <td style="width: 85%;">All</td> </tr> <tr> <td>Applicable Pupil Subgroups:</td> <td>All</td> </tr> </table>	Schools:	All	Applicable Pupil Subgroups:	All	
Schools:	All					
Applicable Pupil Subgroups:	All					

Expected Annual Measurable Outcomes:	Teachers will continue to present lesson development plans to the District's Common Core Committee for review and approval. Lessons in the core subject areas, approved by the Common Core Committee, will continue to be developed in the core subject areas. At least 60% of the revised lessons will be aligned with CCSS and will be shared with and utilized by all teachers. Teacher planning proposals and approved lessons will be maintained at each school site.	Actual Annual Measurable Outcomes:	This goal ended up not being useful at the MWCS Site because there is only one staff member per department at a grade level. A peer observation and coaching approach was used instead of developing and collecting lesson plans. Each teacher taught and observed at least twice this year.
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LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Teachers will present lesson development plans to the District's Common Core Committee for review and approval. Approved plans will be developed into Reading/Language Arts, Mathematics, History/Social Science and Science lessons which will be shared with and utilized by all teachers. Progress towards meeting IEP goals will be annually reviewed. Goals will be modified, as needed.		Funding Source: Regular Education Teacher Salary ~\$ 225,000 + benefits CCSS Funds to provide stipends for extra lesson plan development	This goal was modified to include peer observation and feedback on lesson design, CCSS standard, student engagement and level of success achieved. Professional release time allowed teachers to observe one another and meet to study the lesson afterward.		Remaining CCSS funds will be spent on Math Adoption curriculum during 2015-16 Common Core professional development was provided through Professional Development fund \$1300 Release time for observation and peer coaching \$200
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<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) _____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" 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? 		<p>This goal was modified to include peer observation and feedback on lesson design including student engagement and success conveying content. Release time was funded to allow time for observation, then to study and give feed back on the lesson afterward. About 70% of the lessons were considered by the team to be fully CCSS aligned, highly engaging and successful for students. Next year the goal will be changed to ensure teachers have an opportunity for peer coaching at least once per semester. As a staff the goal will be to have 80% of the lessons fully aligned, engaging, and successful. Integration of technology will also be monitored in 2015-16 during peer coaching.</p> <p>This 2014-15 goal will be included in the 2015-18 LCAP under Goal II-B: Teaching Practices (Provide standards-aligned curricular materials and establish Common Core lessons in Reading/Language Arts, Mathematics, History/Social Science and Science. Ensure that Technology is integrated within the Common Core curriculum.)</p>			

Original GOAL from prior year LCAP:	II-F Students will be provided with standards-aligned curricular materials in mathematics, science, history-social science, English language arts and, as appropriate, English language development.	Related State and/or Local Priorities: 1__ 2__ <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__
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Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Students will be provided with quality standards-aligned instructional materials as described in the state curriculum frameworks. Additionally, at least 60% of the instructional materials will have been aligned with the CCSS. MWCS will continue to purchase computers as needed to provide student access to current technology.	Actual Annual Measurable Outcomes:	The Advisory Board reviewed materials and deemed them to be sufficient with the addition of a CCSS aligned math pilot program "Go Math". Language Arts teachers purchased books sets to support CCSS. The goal was met for 60% of materials to be aligned. Computers are considered to be sufficient for current technology use and appropriate student access at this time.
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LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
MWCS students, including significant subgroups and special education, are provided with high quality, standards-aligned instructional materials.	\$18,000 was budgeted in instructional materials fund for CCSS aligned math materials.	The Advisory Board deems materials to be sufficient with the addition of "Go Math" pilot program curriculum. On-going professional development in mathematics was provided as part of the mathematics adoption process. Notebook computers were extensively used throughout the classrooms.	Common Core Funding for book sets \$600 (through PTA) Instructional Materials funding for Math will carry over since a pilot program was granted.
Scope of service:		Scope of service:	
Charter-wide		Charter-wide	
<u> X </u> ALL		<u> X </u> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	

<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>MWCS students were provided with quality standards-aligned instructional materials through a pilot program of “GO Math” and purchase of book sets for ELA. We will continue to ensure sufficiency of instructional materials as described in the state curriculum frameworks. The staff will continue to align instructional materials with the Common Core State Standards. Notebook computers will continue to be used throughout the classrooms. Additionally, at least 60% of the instructional materials will have been aligned with the CCSS. These actions contributed to the success of students and achieving our goals by focusing learning on the standards agreed upon and providing quality materials to engage students as they learn.</p> <p>Based on discussions with key stakeholders and a review of the 2014-15 goals, stakeholders felt that the 2015-18 goals should be reduced from twelve to four key goals. The groups involved felt that the LCAP would be clearer, more easily understood and followed. All state priorities are covered in the four new goals. The main focus will continue on mathematics curriculum and assessments during the 2015-16 school year as new CCSS math materials are implemented.</p> <p>This 2014-15 goal will be included in the 2015-18 LCAP under Goal II-B: Teaching Practices (Provide standards-aligned curricular materials and establish Common Core lessons in Reading/Language Arts, Mathematics, History/Social Science and Science. Ensure that Technology is integrated within the Common Core curriculum.)</p>
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<p>Original GOAL from prior year LCAP:</p>	<p>II-G) Design programs to meet the physical, social and emotional needs of all students and articulated from Kindergarten through grade eight. The programs will be developed with the support of the counselor, music teachers, art teacher, theater arts teacher and P.E. instructors in conjunction with the District’s Wellness Policy. Additionally, a program support matrix will be maintained at each school site indicating increased student support. Increase attendance rates each year to 95%. Decrease chronic absenteeism rates by 5% each year. Provide access to full range of classes for all students and additional support for unduplicated count pupils.</p>	<p>Related State and/or Local Priorities:</p> <p>1 <u>X</u> 2__ 3__ 4__ 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u></p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>				
<p>Goal Applies to:</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Schools:</td> <td>All</td> </tr> <tr> <td>Applicable Pupil Subgroups:</td> <td>All</td> </tr> </table>	Schools:	All	Applicable Pupil Subgroups:	All	
Schools:	All					
Applicable Pupil Subgroups:	All					

<p>Expected Annual Measurable Outcomes:</p>	<p>Through the core curriculum, MWCS programs will be refined and expanded to provide students with direct experiences in technology, physical education and the visual and performing arts.</p> <p>Additionally, programs will be established to address students' social and emotional development.</p> <p>CHKS student surveys will reflect 65% of students reporting perceived assets at school.</p> <p>In the area of "Needs Improvement/ Health Risk" on the Fifth grade Physical Fitness Test, students will exhibit a 10% decline, from the previous year, in the number of students falling within this category.</p> <p>School attendance rates on P2 97.03%. Chronic absenteeism rates - 4.5%.</p> <p>Maintain full range of classes.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Through the core curriculum, programs for MWCS Kindergarten through eighth grade students were refined and expanded to provide students with direct experiences in technology, physical education and the visual and performing arts. Elective classes were offered in art, ceramics, music, PE, technology and theater arts. Programs were also established to address students' social and emotional development.</p> <p>Second Step and SSA were implemented at MWCS and two teachers received special training and materials to be SSA Trainers for our school. Zones of Regulation were implemented in 100% of the district's special education classes. MWCS developed and implemented additional student support programs, including a counseling intern. The counselor assisted in the implementation of new support programs.</p> <p>The California Healthy Kids Survey (CHKS) was not administered during the 2014-15 school year. The percentage of students reporting perceived assets at school on the CHKS will increase by 5% during the 2015-16 school year.</p> <p>In the area of "Needs Improvement/ Health Risk" on the seventh grade Physical Fitness Test, students will exhibit a 10% decline, from the previous year, in the number of students falling within this category.</p> <p>School attendance and chronic absenteeism rates remained constant during the 2014-15 school year.</p> <p>A full range of classes for 100% of the students was maintained.</p>
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LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
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<p>Through the core curriculum, programs will be established to provide students with direct experiences in technology, physical education and the visual and performing arts.</p> <p>Programs will be established to address students' social and emotional development.</p> <p>CHKS student surveys will reflect 65% of students reporting perceived assets at school.</p> <p>In the area of "Needs Improvement/ Health Risk" on the seventh grade Physical Fitness Test, students will exhibit a 10% decline, from the previous year, in the number of students falling within this category.</p> <p>School attendance rates on P2 97.03%. Chronic absenteeism rates - 4.5%.</p> <p>Maintain full range of classes.</p>	<p>Funding Source: General Funds for Nurse Technology budget line item, Site PTA's, Mark West Education Foundation-miscellaneous funds in fundraiser resources 0340/0345.</p>	<p>MWCS PE teacher supported students' physical needs in grades 7-8th. All classes received at least 120 minutes per week of physical education focusing on strength, balance, flexibility and cardio vascular health. MWCS participates in the Safe Routes to School programs (pedestrian safety, bicycle safety and Walk and Roll to school).</p> <p>The Safe School Ambassadors and Second Step programs were implemented at MWCS. Zones of Regulation were implemented in 100% of the district's special education classes. MWCS also developed and implemented additional student support programs including a counseling intern.</p> <p>The California Healthy Kids Survey (CHKS) will provide additional information regarding the students' physical, social and emotional health during the 2015-16 school year. Student meetings at each of the district's schools indicated that students enjoy school, their teachers and their friends and feel safe while at school.</p> <p>In the area of "Needs Improvement/ Health Risk" on the seventh grade Physical Fitness Test, students falling within this category remained the same.</p> <p>School attendance and chronic absenteeism rates remained constant.</p> <p>A full range of classes for 100% of the students was maintained.</p>	<p>PTA funds and elective salary for PE classes \$5880</p> <p>Elective Teacher salaries for Art/ceramics Guitar, Theater Arts and Technology \$11,760</p> <p>MWEF for Violin \$2,940+ benefits</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><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>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>Mark West Charter School students are taught by a physical education teacher. Participation in the Safe Routes to School programs (pedestrian safety, bicycle safety and Walk and Roll to school) will continue.</p> <p>The Safe School Ambassadors and Second Step programs were implemented at MWCS. Zones of Regulation were implemented in 100% of the district's special education classes. MWCS also developed and implemented additional student support programs including a counseling intern.</p> <p>The California Healthy Kids Survey (CHKS) will provide additional information regarding the students' physical, social and emotional health during the 2015-16 school year.</p> <p>In the area of "Needs Improvement/ Health Risk" on the seventh Physical Fitness Test, district students falling within this category remained the same. MWCS will continue with focused physical activity for all students in order to reduce the number of students in this category by 10%.</p> <p>School attendance and chronic absenteeism rates remained constant. MWCS will continue to focus on ways to ensure increase student attendance.</p> <p>A full range of classes for 100% of the students was maintained.</p> <p>These actions will help us achieve our goals by ensuring students attend school regularly to receive the high quality instruction offered and participate in the full range of classes and services.</p> <p>Based on discussions with key stakeholders and a review of the 2014-15 goals, stakeholders felt that the 2015-18 goals should be reduced from twelve to four key goals. The groups involved felt that the LCAP would be clearer, more easily understood and followed. All state priorities are covered in the four new goals.</p> <p>This 2014-15 goal will be included in the 2015-18 LCAP under Goal II-C: Students (Maintain a safe learning environment with programs designed to meet the academic, physical, social and emotional needs of students, while reducing the number of suspensions, expulsions, and chronic absenteeism.)</p>
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Original GOAL from prior year LCAP:	II-H) Each school will establish parent training and informational events and/or activities.	Related State and/or Local Priorities: 1__ 2__ 3__ <u>X</u> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____				
Goal Applies to:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0; width: 15%;">Schools:</td> <td>All</td> </tr> <tr> <td style="background-color: #e0e0e0;">Applicable Pupil Subgroups:</td> <td>All</td> </tr> </table>	Schools:	All	Applicable Pupil Subgroups:	All	
Schools:	All					
Applicable Pupil Subgroups:	All					
Expected Annual Measurable Outcomes:	Parent participation logs will indicate the level of parental involvement in training and informational opportunities designed to assist them in effectively supporting their children's learning, including access to the Smarter Balanced sample assessments. An electronic parent survey will be developed to further solicit and assess parent needs. Baseline data pertaining to parent participation and input will be established during the 2014-15 school year.	Actual Annual Measurable Outcomes:	Parent participation logs were maintained at all schools. Parents were provided with training and information in the Common Core Standards and available technology. Thirty percent of the District parents participate in the Bright Bytes survey indicating their support for district schools. Eight percent of the District parents participated in the District training and informational events.			

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
After school and evening parent training sessions will be conducted by the District staff and/or other qualified individuals in order to help parents better understand the educational needs of their children. Informative emails and online grade book access was provided for parents to have critical knowledge to support their teens efforts.	\$550 Jupiter Grades System	Parent participation logs were maintained at all schools. Thirty percent of the District parents participated in the Bright Bytes survey indicating their support for their schools and programs. MWCS parents were able to participate in the Digital Citizenship Technology Training offered by our district. In addition, frequent news and informative updates were emailed and online grade books were maintained for parents to be well informed regarding their students' progress. The counseling intern also provided information and training for parents.	\$550 for Jupiter Grades online system No costs associated with parent nights as they were staffed with administrators, babysitting was provided by volunteers from MWCS
Scope of service: School-wide		Scope of service: School-wide	
<u>X</u> ALL		<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	

<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>Parent training and informational opportunities designed to assist them in effectively supporting their children's learning, were provided throughout the school year. District and school administrators and district teachers will collaborate on ideas to improvement the overall parental participation rate in District training and informational opportunities.</p> <p>Based on the number of parents participating in District training and informational events during the 2014-15 school year, 2015-16 participation logs will reflect a 10% increase in the number of parents participating at District training and informational events. These actions will help parents better understand their students' educational needs, how to support them at home, to develop good working relationships with school staff and further their own knowledge.</p> <p>Based on discussions with key stakeholders and a review of the 2014-15 goals, stakeholders felt that the 2015-18 goals should be reduced from twelve to four key goals. The groups involved felt that the LCAP would be clearer, more easily understood and followed. All state priorities are covered in the four new goals.</p> <p>This 2014-15 goal will be included in the 2015-18 LCAP under Goal II-D: Parent Involvement (Each school will establish parent training and informational events and/or activities.)</p>
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Original GOAL from prior year LCAP:	<p>II-I Students will be provided with daily sequential, standards-aligned instruction.</p>	<p align="center">Related State and/or Local Priorities:</p> <p align="center">1__ 2<u>X</u> 3__ 4<u>X</u> 5__ 6__ 7__ 8__</p> <p align="center">COE only: 9__ 10__</p> <p align="center">Local : Specify _____</p>
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Goal Applies to:	Schools:	All
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Applicable Pupil Subgroups:		All	
Expected Annual Measurable Outcomes:	Since STAR is no longer utilized in California, baseline performance indicators on the SBAC reading and writing assessments will be established. MWCS will continue to provide appropriate instruction for EL students in order for them to improve CELDT scores. The number of EL students reclassified will increase by a minimum of 10%. Benchmark assessments and teacher developed tests, both formal and informal, will be used to assess student growth. In addition, the District will use technological resources designed to support and enrich student learning to meet the needs of intervention and advance students.	Actual Annual Measurable Outcomes:	Since STAR is no longer utilized in California, baseline performance indicators on the Smarter Balanced Assessments have not yet been established. All EL students except two improved CELDT scores this year and six were redesignated at MWCS. Benchmark assessments show a 10% improvement in writing this year. Technological resources such as SMART TVs projecting computer output, iclickers and notebook computers were utilized regularly in classrooms.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Students will be provided with high quality reading and writing instruction daily, support from specialists as needed, and access to extended day and extended year instruction support. Baseline performance indicators on the Smarter Balanced Common Core reading assessments will be established.	Funding source: After school HW Club Intervention teacher Salary \$4,040 Special Ed teacher salary/benefits and part of SBAC Initiative started in 2014-15 by COE – no expense	Since STAR is no longer utilized in California, baseline performance indicators on the Smarter Balanced Assessments have not yet been established. The initial administration of the Smarter Balanced Assessments, which will generate a student report, will occur in the spring, 2015. The initial student performance report will establish the number of students scoring in each of the four performance levels (Below Standard, Near Standard, At Standard, Above Standard) RSP teacher provided direct instruction to unduplicated students through the RTI model. RSP teacher serves students through direct instruction to EL/F/R, Foster. Instructional Assistant supported by LCFF funds provided 1 hour per day of support for students in need. English Language Learner (ELL) students were provided with the following additional services: English Language Development (ELD) and Language Arts support as needed, 4 hours per week each subject. Hired Intervention/homework club(after school intervention) certificated to support EL/F/R/Foster (SUPP)	EL support class \$5880 Special Ed teacher .20 salary/benefits SBAC Initiative rolled out in 14-15 by COE – no expense.
<u> </u> X ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____		<u> </u> X ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	

<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>MWCS will continue to provide appropriate instruction for EL students in order for them to improve CELDT scores and reclassify as RFEP. Six students were able to be reclassified as fluent this year.</p> <p>District teachers and administrators felt that significant progress had been made with respect to the implementation of the Common Core State Standards and students' success with CCSS. Additionally, parents echoed this sentiment in the District's Bright Bytes survey, during parent/teacher conferences and during School Site Council meetings. However, there was no statistically valid assessment data to support this assumption. The initial administration of the Smarter Balanced Assessments, in the spring, 2015, will provide baseline student performance data against which the District will be able to more effectively evaluate student achievement in mastering CCSS.</p> <p>Based on discussions with key stakeholders and a review of the 2014-15 goals, stakeholders felt that the 2015-18 goals should be reduced from twelve to four key goals. The groups involved felt that the LCAP would be clearer, more easily understood and followed. All state priorities are covered in the four new goals.</p> <p>This 2014-15 goal will be included in the 2015-18 LCAP under Goal II-B: Teaching Practices (Provide standards-aligned curricular materials and establish Common Core lessons in Reading/Language Arts, Mathematics, History/Social Science and Science. Ensure that Technology is integrated within the Common Core curriculum.)</p>
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Original GOAL from prior year LCAP:	<p>II-J) Students will be provided with daily writing experiences with an emphasis on non-fiction writing.</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ <input checked="" type="checkbox"/> 3__ 4__ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>Writing samples, based on CCSS, will be administered and baseline performance will be established. Baseline performance indicators on the SBAC writing assessments will be established.</p>	Actual Annual Measurable Outcomes:	<p>Writing samples were collected district-wide from 100% of the students. At MWCS rubrics were developed that are CCSS aligned for scoring the writing. Compared to last year's 8th grade scores, a 10% improvement was made.</p>
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LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
<p>Students will be provided with daily writing experiences with an emphasis on non-fiction writing. Writing samples, based on Common Core standards, will be administered and baseline performance will be established. Baseline performance indicators on the Smarter Balanced writing assessments will be established.</p>	<p>Funding sources: same as for Goal II-I, plus professional development funds release time.</p>	<p>Writing samples were collected from 100% of students. Writing rubrics were developed and used for goal setting and scoring.</p>	<p>Funding sources: same as for Goal II-I. Supplemental and Concentration Grant expenditures will not be counted more than once in above section II-I</p>
<p>Scope of service: School-wide</p>		<p>Scope of service: School-wide</p>	
<input checked="" type="checkbox"/> ALL		<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) _____	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" 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?	<p>Non-fiction writing samples, based on Common Core State Standards, were collected from all District students. These writing samples will establish the baseline writing performance of District students. MWCS teachers will continue to focus on supporting students in the development of non-fiction writing skills. This contributed to achieving our goal because it allowed for creation of rubrics for scoring and gave us a starting point to compare progress with next year.</p> <p>Based on discussions with key stakeholders and a review of the 2014-15 goals, stakeholders felt that the 2015-18 goals should be reduced from twelve to four key goals. The groups involved felt that the LCAP would be clearer, more easily understood and followed. All state priorities are covered in the four new goals.</p> <p>This 2014-15 goal will be included in the 2015-18 LCAP under Goal II-B: Teaching Practices (Provide standards-aligned curricular materials and establish Common Core lessons in Reading/Language Arts, Mathematics, History/Social Science and Science. Ensure that Technology is integrated within the Common Core curriculum.)</p>	

Original GOAL from prior year LCAP:	II-K) Students will be provided with daily activities in listening and speaking in order to prepare students to participate effectively in a range of conversations and collaborations with diverse partners.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <input checked="" type="checkbox"/> 5__ <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	Benchmark assessments and other tests, both formal and informal, will be developed by staff to assess student growth. Baseline assessment data will be established during the 2014-15 school year.	Actual Annual Measurable Outcomes:	Informal benchmark assessments were used and analyzed by ELA Teachers. Formal benchmarks were not developed during the school year due to the focus on reviewing and evaluating standards aligned Mathematics materials for adoption during the 2014-15 school year .	
LCAP Year: 2014-15				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Benchmark assessments and other tests, both formal and informal, will be developed to assess student growth. Baseline assessment data will be established.			The District has begun researching the feasibility of an on-line assessment reporting system. Collaborative conversations, a key aspect of the Tanya Ward Singer strategies, will continue.	No funding required
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<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>Due to the focus during 2014-15 on the new Mathematics adoption, formal benchmark assessments will be developed during the coming school year.</p> <p>Since District teachers were provided with Tanya Ward Singer professional development, Tanya Ward Singer engagement strategies were effectively used throughout the District. These strategies will be an important tool in the development and adoption of formal and informal benchmark assessments.</p> <p>Based on discussions with key stakeholders and a review of the 2014-15 goals, stakeholders felt that the 2015-18 goals should be reduced from twelve to four key goals. The groups involved felt that the LCAP would be clearer, more easily understood and followed. All state priorities are covered in the four new goals.</p> <p>This 2014-15 goal will be included in the 2015-18 LCAP under Goal II-B: Teaching Practices (Provide standards-aligned curricular materials and establish Common Core lessons in Reading/Language Arts, Mathematics, History/Social Science and Science. Ensure that Technology is integrated within the Common Core curriculum.)</p>
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Original GOAL from prior year LCAP:	II-L) Students will be provided with daily sequential, standards-aligned mathematics instruction.	Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3__ 4_ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All

<p>Expected Annual Measurable Outcomes:</p>	<p>Since STAR is no longer utilized in California, baseline performance indicators on the SBAC mathematics assessments will be established. Benchmark assessments and teacher developed tests, both formal and informal, will be used to assess student growth. Fifty percent of students will perform at or above the proficiency level on a Mathematics Assessment Resource Service (MARS) task. District technology resources will be utilized to support and enrich student learning for all students.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Mathematics training was provided for all teachers. Mathematics assessments were not yet established, due to the focus on teacher training and the adoption of a new standards aligned mathematics program. Additionally, District administrators and teachers felt that it was important to evaluate the use of MARS within the District in 2015-16 once the Mathematics curriculum is in place.</p> <p>The initial administration of the Smarter Balanced Assessments, in the spring, 2015, will provide baseline student performance data against which the District will be able to more effectively evaluate student achievement in mastering CCSS.</p> <p>District technology resources were utilized in 100% of the District classrooms.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
<p>Benchmark assessments and teacher developed tests, both formal and informal, will be used to assess student growth. Fifty percent of students will perform at or above the proficiency level on a Mathematics Assessment Resource Service (MARS) task. Baseline performance indicators on the Smarter Balanced assessment will be established.</p>		<p>Funding source: Part of new SBAC Initiative, no funds necessary.</p>	<p>Mathematics training was provided for all District teachers. A process to evaluate the usefulness of the Mathematics Assessment Resource Service (MARS) with the new standards based mathematics adoption was initiated.</p> <p>An instructional Assistant provided support EL, FR/Red and Foster. In addition, students in need of more support attended Math Squared class to extend their math instruction time. Students identified students had access to time with the RSP teacher who provided direct instruction to unduplicated students and/or others as needed.</p>		<p>Math Instruction expenditures same as in sections II-I, II-J for all teacher instruction costs as well as targeted instruction provided by support staff. Supplemental and Concentration Grant funds will not be counted in section again</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><input checked="" type="checkbox"/> ALL</p>		
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>			<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Actions and services in this area will continue from 2014-15 into 2015-16, with a distinct focus on mathematics curriculum and assessments as MWCS and all district schools implement a newly adopted, Common Core Standards-based mathematics program.

Based on discussions with key stakeholders and a review of the 2014-15 goals, stakeholders felt that the 2015-18 goals should be reduced from twelve to four key goals. The groups involved felt that the LCAP would be clearer, more easily understood and followed. All state priorities are covered in the four new goals.

This 2014-15 goal will be included in the 2015-18 LCAP under **Goal II-B: Teaching Practices** (Provide standards-aligned curricular materials and establish Common Core lessons in Reading/Language Arts, Mathematics, History/Social Science and Science. Ensure that Technology is integrated within the Common Core curriculum.)

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. Duplicate and expand the fields as necessary.

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:	\$28,949 *
Mark West Charter School has a 35.54% unduplicated student count. These funds will be used to support an ELA Support teacher, a Math Squared Support teacher, individual and group direct instruction from classroom and support teachers, psychologist support, nurse support, counselor support, and after school interventions.	

- 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.

3.70*	%
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To achieve this minimum proportionality, we are providing increased Counseling, Psychologist and Nursing services, After School programs, additional direct instruction to support Low Income, Foster Youth, ELL and RFEP students. The staffing cost of these services provides an increase in excess of above percentage in services to these students when compared to the cost of staffing for all students.

*The MPP percentage and dollar amount above have been calculated using a 45% GAP percentage increase in the Local Control Funding Formula calculator. CDE guidance notes that the percentage used in the LCAP should match the percentage estimated at May Revise time which is 53.08%. Any impact on the MPP due to differences in GAP percentage increases or decreases will be shared with the district's stakeholders during the 2015-16 school year when communicating the annual updates to the LCAP. For the Mark West District's LCAP, there is no affect due to the change in GAP percentages used because the district is funded at TARGET. Any increase in the GAP percentage will not affect the MPP calculation in 2015-2016 (or the annual update or 2 subsequent years).

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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).