

**Introduction:**

LEA: Empower Charter School    Contact: Demi Brown, Executive Director, [dbrown@empowercharter.org](mailto:dbrown@empowercharter.org) (858) 292-1304

LCAP Year: 2016-17

### ***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

### **State Priorities**

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

#### **A. Conditions of Learning:**

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

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

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

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

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

#### **B. Pupil Outcomes:**

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

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

**C. Engagement:**

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

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

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

## **Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community

organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>The involvement process in developing the new 2016-17 LCAP goals, actions and services has included the participation, feedback and input from stakeholders (students, parents/guardians, staff, and community) including those representing unduplicated students and subgroups. The involvement process included, but was not limited, to:</p> <ul style="list-style-type: none"> <li>• Ongoing conversations throughout the year during monthly parent meetings</li> <li>• School Site Council (SSC), English Language Advisory Committee (ELAC); and Board of Directors meetings.</li> <li>• Discussions on LCAP survey findings to stakeholders with the opportunity for feedback</li> <li>• Discussions on student assessments results with stakeholders during parent, advisory, staff and governing board meetings</li> <li>• Determining whether goals need revision based on findings from data</li> <li>• Making revisions and aligning the LEA budget to the 8 State Priorities and activities identified.</li> <li>• Discussions with Student Council input/feedback on school culture, academic</li> </ul>	<p>During the many meetings with stakeholders, the school community provided feedback on the following changes and/or additions they would like to see that include:</p> <ul style="list-style-type: none"> <li>• Increase parent participation over the next 3 years</li> <li>• Focus on setting metrics from a growth perspective of continuously enrolled students</li> <li>• Create metrics that accurately reflect the needs of our small student population</li> </ul> <p>The involvement of stakeholders has helped the school determine how last year's goals should be refined and helped align our LCAP to school needs. All stakeholders preferred condensing last year's 5 goals into 3 goals, which were easier to understand.</p>

<p>performance, and SBAC/CAASPP feedback.</p> <p>An LCAP online survey was administered during the months of April- May 2016 and provided to parents in Spanish &amp; English. There were a total of 120 respondents comprised of:</p> <ul style="list-style-type: none"> <li>• 42.5% Parents (60% of parents)</li> <li>• 37.5% Students (67% of students in grades 1-6)</li> <li>• 10.8% Staff (all full-time staff members)</li> <li>• 9.2% Community Members (11 community members)</li> </ul> <p>Socioeconomic factors including race/ethnicity were identified in the LCAP survey to ensure subgroups were included as well as representatives from all stakeholder groups, especially students. Findings were shared with stakeholders. All meetings are documented with sign-in sheets and agendas.</p>	<p>In addition, conversations with students has helped Empower Charter School understand how to support a safe and engaging learning environment via restorative justice and providing counseling.</p>
<p><b>Annual Update:</b></p> <p>Stakeholders have been informed and been engaged in the LCAP process using the following methods:</p> <ul style="list-style-type: none"> <li>• Weekly newsletters in April &amp; May 2016 announcing meetings and surveys</li> <li>• Greeted parents when they picked up their child after-school with an iPad to complete LCAP parent surveys</li> <li>• Sign at the front entrance with updates/reminders about taking the survey</li> <li>• School website – link and information to LCAP survey for stakeholders</li> <li>• Social Media/emails</li> <li>• Students participated in the LCAP survey during class</li> <li>• Attended community meetings to solicit community stakeholder input</li> <li>• Staff reviewed school budget and received training in how school budgeting works. A preliminary budget for 2016-17 was shared and staff provided input into school budgeting needs.</li> </ul> <p>Empower Charter School has hosted numerous events throughout the school year with stakeholder groups to discuss LCAP goals, measurable outcomes, actions, services and progress for each including the use of qualitative and quantitative data. Data provided includes DRA Reading levels measuring student reading</p>	<p><b>Annual Update:</b></p> <p>During the 2015-16 school year, Empower Charter School went through the WASC accreditation process. The WASC plans were aligned to the school's LCAP goals, along with the expected school wide learner outcomes. All stakeholders collaborated during the WASC accreditation process, and this feedback informed the 2016-17 LCAP goals. This LCAP is aligned to the WASC action plan.</p> <p>The stakeholder feedback was helpful to gain a perspective of LCAP goals, actions, and services. The engagement process re-affirmed the goals that we had in place and condensed the goals to 3 areas of focus. Staff provided input into budget needs as it relates to school LCAP goals. Stakeholder feedback also helped create metrics that were more growth-oriented.</p>

<p>performance; NWEA MAP Assessment results, attendance rates, truancy, and suspension/expulsion data. Where appropriate, data was disaggregated by subgroup (EL, Low Income, Foster Youth). The following is a list of some of the meetings that have taken place:</p> <ul style="list-style-type: none"> <li>• Board Meeting: April 19, 2016- Reviewed current LCAP, discussed goals and progress towards meeting them</li> <li>• Staff Meeting: April 20, 2016- Staff review of preliminary planning budget and share input</li> <li>• Parent/Teacher Committee Meeting: May 26, 2016- (discussed goals, metrics, survey data, and student performance data)</li> <li>• Board Meeting: May 19, 2016 – Discussed goals, metrics, and reviewed survey and student performance data along with LCAP draft</li> <li>• SSC Meeting: May 23, 2016- Reviewed LCAP goals, metrics, survey data and student performance data. SSC voted to send the LCAP to the Board.</li> <li>• ELAC Meeting: May 24, 2016- Discussed goals, metrics, and reviewed survey and student performance data</li> <li>• Student Council meeting: May 25, 2016- Reviewed LCAP goals, metrics, survey data and student performance data.</li> <li>• Board Meeting: June 16, 2016- Board to formally approve LCAP update</li> </ul>	
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## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

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

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

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure.



Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	<b>Goal 1:</b> All students will receive instruction from appropriately credentialed teachers, will have sufficient access to standards-aligned instructional materials, and will learn in a functional academic environment.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>  </u> 4 <u>  </u> 5 <u>  </u> 6 <u>  </u> 7 <u>  </u> 8 <u>  </u> COE only: 9 <u>  </u> 10 <u>  </u> Local : Specify 1 <u>X</u> 2 <u>  </u> 3 <u>  </u>	
Identified Need :	The school needs high quality instructors who know their content well and who know how to teach in effective ways. The physical environment and the instructional materials available for teachers can enhance learning.			
Goal Applies to:	Schools:	Empower Charter School		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	1. 100% appropriately credentialed teachers 2. 100% of teachers will participate in at least 20 hours of professional learning each year 3. All students have access to California content standards-aligned curricula and instructional materials 4. The building meets required operating standards.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service _____X ALL	Budgeted Expenditures
<ul style="list-style-type: none"> <li>Employ and recruit highly qualified teachers and administrator.</li> <li>Provide Special Education Services:               <ul style="list-style-type: none"> <li>Educational Specialist</li> <li>Occupational Therapist</li> <li>Speech Therapist</li> <li>Psychologist</li> <li>Counselor – provide Mental Health Services</li> </ul> </li> </ul>		Schoolwide	OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> <li>\$366,000 LCFF BASE; LCFF S/C; EPA; LOTTERY <b>1000-1999</b> Certificated Salaries</li> <li>\$111,000 SPED; MENTAL HEALTH FUNDS <b>1000-1999</b> Certificated Salaries <b>5000-5999</b> Services and Other Operating Expenses</li> </ul>

<ul style="list-style-type: none"> <li>• Provide Common Core aligned curriculum &amp; supplemental materials:             <ul style="list-style-type: none"> <li>▪ Eureka Math (Grades K-6)</li> <li>▪ McGraw Hill: ELA &amp; SLA Curriculum <i>Wonders/Maravillas</i></li> <li>▪ Foss Kits (Grades K-6)</li> <li>▪ History Alive (Grades K-6)</li> <li>▪ Raz Kids</li> <li>▪ Reading A-Z (Grades K-6)</li> <li>▪ Guided reading materials</li> <li>▪ Math manipulatives</li> <li>▪ Other supplemental instructional materials as needed.</li> </ul> </li> </ul>	Schoolwide	<u>  X  </u> ALL <hr/> OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	<ul style="list-style-type: none"> <li>• \$11,000.00 LCFF BASE; LCFF S/C <b>4000-4999</b> Books and Supplies</li> </ul>
<p>Professional Development:</p> <ul style="list-style-type: none"> <li>• Provide teachers with Summer Professional Development</li> <li>• Provide Professional Development for all teachers on the following areas during the school year:             <ul style="list-style-type: none"> <li>▪ California Content Standards</li> <li>▪ Inquiry-Based Learning</li> <li>▪ Creating &amp; Analyzing Common Core aligned assessments</li> <li>▪ Differentiation</li> <li>▪ Providing EL support</li> <li>▪ EdTech</li> <li>▪ Restorative Justice</li> <li>▪ PLC's</li> <li>▪ Dual-Language</li> <li>▪ Implementing Formative and Summative Assessments to check for understanding</li> </ul> </li> <li>• Provide conferences (travel &amp; accommodations) for Executive Director and teachers.</li> <li>• Executive Director conducts classroom walkthroughs and provides feedback to teachers.</li> </ul>	Schoolwide	<u>  X  </u> ALL <hr/> OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	<ul style="list-style-type: none"> <li>• \$18,000 TEACHER EFFECTIVENESS FUNDS <b>5000-5999</b> Services and Other Operating Expenses</li> </ul>

<ul style="list-style-type: none"> <li>Provide Professional Development on reviewing student academic performance samples of student work, creating writing rubrics, and monitoring the academic performance of all students disaggregated by grade level and subgroup.</li> </ul>			
<ul style="list-style-type: none"> <li>Provide IT services and implement upgrades to ensure sufficient bandwidth for schoolwide technology (curriculum) implementation and administration of SBAC/CAASPP state mandated testing implementation.</li> <li>Annual Leasing Costs including maintenance to ensure a clean and safe campus.</li> <li>Provide for operational materials and supplies as needed.</li> </ul>	Schoolwide	<div> <div><input checked="" type="checkbox"/> ALL</div> <div>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) _____  _____ </div> </div>	<ul style="list-style-type: none"> <li>\$20,000 LCFF BASE <b>5000-5999</b> Services and Other Operating Expenses</li> <li>\$125,000 LCFF BASE <b>5000-5999</b> Services and Other Operating Expenses</li> <li>\$200 LCFF BASE <b>4000-4999</b> Books and Supplies</li> </ul>

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	1. 100% appropriately credentialed teachers 2. 100% of teachers will participate in at least 20 hours of professional learning each year 3. All students have access to California content standards-aligned curricula and instructional materials 4. The building meets required operating standards.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> <li>Employ and recruit highly qualified teachers and administrator.</li> <li>Provide Special Education Services:               <ul style="list-style-type: none"> <li>Educational Specialist</li> <li>Occupational Therapist</li> <li>Speech Therapist</li> <li>Psychologist</li> <li>Counselor – provide Mental Health Services</li> </ul> </li> </ul>	Schoolwide	_X_ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> <li>\$385,000 LCFF BASE EPA <b>1000-1999</b> Certificated Salaries</li> <li>\$111,000 SPED; MENTAL HEALTH FUNDS <b>1000-1999</b> Certificated Salaries <b>5000-5999</b> Services and Other Operating Expenses</li> </ul>
<ul style="list-style-type: none"> <li>Provide Common Core aligned curriculum &amp; supplemental materials:               <ul style="list-style-type: none"> <li>Eureka Math (Grades K-6)</li> <li>McGraw Hill: ELA &amp; SLA Curriculum <i>Wonders/Maravillas</i></li> <li>Foss Kits (Grades K-6)</li> <li>History Alive (Grades K-6)</li> <li>Raz Kids</li> <li>Reading A-Z (Grades K-6)</li> <li>Guided reading materials</li> <li>Math manipulatives</li> <li>Other supplemental instructional materials as needed.</li> </ul> </li> </ul>	Schoolwide	_X_ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> <li>\$11,000 LCFF BASE, LCFF S/C <b>4000-4999</b> Books and Supplies</li> </ul>

<p>Professional Development:</p> <ul style="list-style-type: none"> <li>• Provide teachers with Summer Professional Development</li> <li>• Provide Professional Development for all teachers on the following areas during the school year:             <ul style="list-style-type: none"> <li>▪ California Content Standards</li> <li>▪ Inquiry-Based Learning</li> <li>▪ Creating &amp; Analyzing Common Core aligned assessments</li> <li>▪ Differentiation</li> <li>▪ Providing EL support</li> <li>▪ EdTech</li> <li>▪ Restorative Justice</li> <li>▪ PLC's</li> <li>▪ Dual-Language</li> <li>▪ Implementing Formative and Summative Assessments to check for understanding</li> </ul> </li> <li>• Provide conferences (travel &amp; accommodations) for Executive Director and teachers.</li> <li>• Executive Director conducts classroom walkthroughs and provides feedback to teachers.</li> <li>• Provide Professional Development on reviewing student academic performance samples of student work, creating writing rubrics, and monitoring the academic performance of all students disaggregated by grade level and subgroup.</li> </ul>	Schoolwide	<p><u>  X  </u> ALL</p> <p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners</p> <p><u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient <u>      </u> Other</p> <p>Subgroups:(Specify) _____</p> <p>_____</p>	<ul style="list-style-type: none"> <li>• \$8,000 LCFF BASE <b>5000-5999</b> Services and Other Operating Expenses</li> </ul>
<ul style="list-style-type: none"> <li>• Provide IT services. Continue to upgrade technology infrastructure as needed for sufficient bandwidth.</li> <li>• Annual Leasing Costs including maintenance to ensure a clean and safe campus.</li> </ul>	Schoolwide	<p><u>  X  </u> ALL</p> <p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners</p> <p><u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient <u>      </u> Other</p> <p>Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> <li>• \$20,000 LCFF BASE <b>5000-5999</b> Services and Other Operating Expenses</li> </ul>

<ul style="list-style-type: none"> <li>Provide for operational materials and supplies as needed.</li> </ul>			<ul style="list-style-type: none"> <li>\$125,000 LCFF BASE <b>5000-5999</b> Services and Other Operating Expenses</li> <li>\$200 LCFF BASE <b>4000-4999</b> Books and Supplies</li> </ul>
<b>LCAP Year 3: 2018-19</b>			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>100% appropriately credentialed teachers</li> <li>100% of teachers will participate in at least 20 hours of professional learning each year</li> <li>All students have access to California content standards-aligned curricula and instructional materials</li> <li>The building meets required operating standards.</li> </ol>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> <li>Employ and recruit highly qualified teachers and administrator.</li> <li>Provide Special Education Services: <ul style="list-style-type: none"> <li>Educational Specialist</li> <li>Occupational Therapist</li> <li>Speech Therapist</li> <li>Psychologist</li> <li>Counselor – provide Mental Health Services</li> </ul> </li> </ul>	Schoolwide	<p><u>  X  </u> ALL</p> <p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners</p> <p><u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient <u>      </u> Other Subgroups:</p> <p>(Specify) _____</p>	<ul style="list-style-type: none"> <li>\$463,000 LCFF BASE EPA <b>1000-1999</b> Certificated Salaries</li> <li>\$111,000 SPED; MENTAL HEALTH FUNDS <b>1000-1999</b> Certificated Salaries <b>5000-5999</b> Services and Other Operating Expenses</li> </ul>

<ul style="list-style-type: none"> <li>• Provide Common Core aligned curriculum &amp; supplemental materials:             <ul style="list-style-type: none"> <li>▪ Eureka Math (Grades K-6)</li> <li>▪ McGraw Hill: ELA &amp; SLA Curriculum <i>Wonders/Maravillas</i></li> <li>▪ Foss Kits (Grades K-6)</li> <li>▪ History Alive (Grades K-6)</li> <li>▪ Raz Kids</li> <li>▪ Reading A-Z (Grades K-6)</li> <li>▪ Guided reading materials</li> <li>▪ Math manipulatives</li> <li>▪ Other supplemental instructional materials as needed.</li> </ul> </li> </ul>	Schoolwide	<p><u>  X  </u> ALL</p> <hr/> <p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners</p> <p><u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient <u>      </u> Other Subgroups:</p> <p>(Specify) _____</p>	<ul style="list-style-type: none"> <li>• \$10,000 LCFF BASE, LCFF S/C <b>4000-4999</b> Books and Supplies</li> </ul>
<p>Professional Development:</p> <ul style="list-style-type: none"> <li>• Provide teachers with Summer Professional Development</li> <li>• Provide Professional Development for all teachers on the following areas during the school year:             <ul style="list-style-type: none"> <li>▪ California Content Standards</li> <li>▪ Inquiry-Based Learning</li> <li>▪ Creating &amp; Analyzing Common Core aligned assessments</li> <li>▪ Differentiation</li> <li>▪ Providing EL support</li> <li>▪ EdTech</li> <li>▪ Restorative Justice</li> <li>▪ PLC's</li> <li>▪ Dual-Language</li> <li>▪ Implementing Formative and Summative Assessments to check for understanding</li> </ul> </li> <li>• Provide conferences (travel &amp; accommodations) for Executive Director and teachers.</li> <li>• Executive Director conducts classroom walkthroughs and provides feedback to teachers.</li> </ul>	Schoolwide	<p><u>  X  </u> ALL</p> <hr/> <p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners</p> <p><u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient <u>      </u> Other Subgroups:</p> <p>(Specify) _____</p>	<ul style="list-style-type: none"> <li>• \$14,000 LCFF BASE <b>5000-5999</b> Services and Other Operating Expenses</li> </ul>



<ul style="list-style-type: none"> <li>Provide Professional Development on reviewing student academic performance samples of student work, creating writing rubrics, and monitoring the academic performance of all students disaggregated by grade level and subgroup</li> </ul>			
<ul style="list-style-type: none"> <li>Provide IT services. Continue to upgrade technology infrastructure as needed for sufficient bandwidth.</li> <li>Annual Leasing Costs including maintenance to ensure a clean and safe campus.</li> <li>Provide for operational materials and supplies as needed.</li> </ul>	Schoolwide	<div> <input checked="" type="checkbox"/> ALL         </div> <div>           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) _____         </div>	<ul style="list-style-type: none"> <li>\$20,000 LCFF BASE <b>5000-5999</b> Services and Other Operating Expenses</li> <li>\$125,000 LCFF BASE <b>5000-5999</b> Services and Other Operating Expenses</li> <li>\$200 LCFF BASE <b>4000-4999</b> Books and Supplies</li> </ul>

<b>GOAL:</b>	<b>Goal 2:</b> Empower Charter School will accelerate student achievement through high quality instruction and enrollment in a broad course of study that includes fitness, wellness, and college and career development activities, as well as multicultural, multilingual experiences.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_ <u>X</u> 5__ 6__ 7_ <u>X</u> 8_ <u>X</u> COE only: 9__ 10__ Local : Specify 1_ <u>X</u> 2_ <u>X</u> 3__
<b>Identified Need :</b>	The school seeks to develop well-rounded students who achieve academically and develop healthy lifestyles. The school needs to ensure its two-way dual language Spanish immersion program benefits all students, including English Learners.		
<b>Goal Applies to:</b>	Schools: <u>Empower Charter School</u> Applicable Pupil Subgroups: <u>All</u>		
<b>LCAP Year 1: 2016-17</b>			
<b>Expected Annual Measurable Outcomes:</b>	1. ECS will reduce the number of students continuously enrolled and testing who do not meet or exceed standards by 10% every year as measured by the CAASPP in English Language Arts and Mathematics. 2. Establish CAASSP proficiency baseline for students enrolled in the Spanish dual language immersion program. 3. ECS aims for continuously enrolled English learners to make annual progress towards English Proficiency. ECS will reduce the number of students continuously enrolled and testing who do not meet this goal by 10% each year. 4. At least 80% of eligible English Proficient students will be reclassified. 5. At least 70% of students demonstrate growth on benchmark examinations in Reading and Math, including EL and SED students. 6. 100% of students have access to a broad course of study, including athletics and wellness.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Tracking and Assessing Student Academic Growth:  <ul style="list-style-type: none"> <li>Administer NWEA MAP Assessments in ELA &amp; Math at least 2 times per year for grades K-6.</li> <li>Administer Running Records to monitor student reading levels (DRA) at least twice per year.</li> <li>Administer CELDT/ELPAC assessment for students whose Home Language Survey identifies a language other than English.</li> <li>Subscribe to a Data Assessment System for Common Core aligned assessments in ELA/Math, and develop longitudinal student reports to monitor student performance by subgroup and grade level.</li> </ul>	Schoolwide	<u>X</u> ALL   OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> <li>\$1,500 LCFF BASE <b>4000-4999</b> Books and Supplies</li> <li>Accounted for in Goal 1 for <b>1000-1999</b> Certificated Salaries</li> <li>Accounted for in Goal 1 for <b>1000-1999</b></li> </ul>

			Certificated Salaries  • \$2,000 LCFF BASE; LCFF S/C <b>4000-4999</b> Books and Supplies
Meeting needs of English Learners:  • Teachers will analyze EL/RFEP Student data during PLC's, collaborate to refine instructional practices, and ensure proper scaffolding and/or intervention supports are provided.  • Monitor EL/RFEP progress, reclassify eligible EL's and ensure teachers implement effective classroom strategies.  • Provide supplemental instruction and intervention for English learners to develop general academic and discipline-specific vocabulary, language, and content knowledge.  • Communicate with parents/families regarding EL academic performance and progress.  • Provide materials, software, or technology as needed to supplement EL instruction	Schoolwide	<div> <input checked="" type="checkbox"/> ALL           </div> <hr/> <div>             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) _____              _____           </div> <hr/>	• Accounted for in Goal 1 for <b>1000-1999</b> Certificated Salaries  • \$4,250 TITLE 3 <b>4000-4999</b> Books and Supplies

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. ECS will reduce the number of students continuously enrolled and testing who do not meet or exceed standards by 10% every year as measured by the CAASPP in English Language Arts and Mathematics.</li> <li>2. Establish CAASPP growth targets for students enrolled in the Spanish immersion dual language program using the baseline data from 2016-17.</li> <li>3. ECS aims for continuously enrolled English learners to make annual progress towards English Proficiency. ECS will reduce the number of students continuously enrolled and testing who do not meet this goal by 10% each year.</li> <li>4. At least 80% of eligible English Proficient students will be reclassified.</li> <li>5. At least 70% of students demonstrate growth on benchmark examinations in Reading and Math, including EL and SED students.</li> <li>6. 100% of students have access to a broad course of study, including athletics and wellness.</li> </ol>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Tracking and Assessing Student Academic Growth:</p> <ul style="list-style-type: none"> <li>• Administer NWEA MAP Assessments in ELA &amp; Math at least 2 times per year for grades K-6.</li> <li>• Administer Running Records to monitor student reading levels (DRA) at least twice per year.</li> <li>• Administer CELDT/ELPAC assessment for students whose Home Language Survey identifies a language other than English.</li> <li>• Subscribe to a Data Assessment System for Common Core aligned assessments in ELA/Math, and develop longitudinal student reports to monitor student performance by subgroup and grade level.</li> </ul>	Schoolwide	<p><u>  X  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other</p> <p>Subgroups:(Specify) _____</p> <p>_____</p>	<ul style="list-style-type: none"> <li>• \$1,500 LCFF BASE <b>4000-4999</b> Books and Supplies</li> <li>• Accounted for in Goal 1 for <b>1000-1999</b> Certificated Salaries</li> <li>• Accounted for in Goal 1 for <b>1000-1999</b> Certificated Salaries</li> <li>• \$2,000 LCFF BASE, LCFF S/C <b>4000-4999</b> Books and Supplies</li> </ul>

<p>Meeting needs of English Learners:</p> <ul style="list-style-type: none"> <li>Teachers will analyze EL/RFEP Student data during PLC's, collaborate to refine instructional practices, and ensure proper scaffolding and/or intervention supports are provided.</li> <li>Monitor EL/RFEP progress, reclassify eligible EL's and ensure teachers implement effective classroom strategies.</li> <li>Provide supplemental instruction and intervention for English learners to develop general academic and discipline-specific vocabulary, language, and content knowledge.</li> <li>Communicate with parents/families regarding EL academic performance and progress.</li> <li>Provide materials, software, or technology as needed to supplement EL instruction</li> </ul>	Schoolwide	<p><u>  X  </u> ALL</p> <hr/> <p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners</p> <p><u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient <u>      </u> Other</p> <p>Subgroups:(Specify) _____</p> <p>—</p> <hr/>	<ul style="list-style-type: none"> <li>Accounted for in Goal 1 for <b>1000-1999</b> Certificated Salaries</li> <li>\$4,250 TITLE 3 <b>4000-4999</b> Books and Supplies</li> </ul>
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LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. ECS will reduce the number of students continuously enrolled and testing who do not meet or exceed standards by 10% every year as measured by the CAASPP in English Language Arts and Mathematics.</li> <li>2. ECS aims for continuously enrolled English learners to make annual progress towards English Proficiency. ECS will reduce the number of students continuously enrolled and testing who do not meet this goal by 10% each year.</li> <li>3. At least 80% of eligible English Proficient students will be reclassified.</li> <li>4. At least 70% of students demonstrate growth on benchmark examinations in Reading and Math, including EL and SED students.</li> <li>5. 100% of students have access to a broad course of study, including athletics and wellness.</li> </ol>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Tracking and Assessing Student Academic Growth: <ul style="list-style-type: none"> <li>• Administer NWEA MAP Assessments in ELA &amp; Math at least 2 times per year for grades K-6.</li> <li>• Administer Running Records to monitor student reading levels (DRA) at least twice per year.</li> <li>• Administer CELDT/ELPAC assessment for students whose Home Language Survey identifies a language other than English.</li> <li>• Subscribe to a Data Assessment System for Common Core aligned assessments in ELA/Math, and develop longitudinal student reports to monitor student performance by subgroup and grade level.</li> </ul>	Schoolwide	<u>  X  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify) _____	<ul style="list-style-type: none"> <li>• \$1,500 LCFF BASE <b>4000-4999</b> Books and Supplies</li> <li>• Accounted for in Goal 1 for <b>1000-1999</b> Certificated Salaries</li> <li>• Accounted for in Goal 1 for <b>1000-1999</b> Certificated Salaries</li> <li>• \$2,000 LCFF BASE, LCFF S/C <b>4000-4999</b> Books and Supplies</li> </ul>

<p>Meeting needs of English Learners:</p> <ul style="list-style-type: none"> <li>Teachers will analyze EL/RFEP Student data during PLC's, collaborate to refine instructional practices, and ensure proper scaffolding and/or intervention supports are provided.</li> <li>Monitor EL/RFEP progress, reclassify eligible EL's and ensure teachers implement effective classroom strategies.</li> <li>Provide supplemental instruction and intervention for English learners to develop general academic and discipline-specific vocabulary, language, and content knowledge.</li> <li>Communicate with parents/families regarding EL academic performance and progress.</li> <li>Provide materials, software, or technology as needed to supplement EL instruction</li> </ul>	Schoolwide	<p><u>  X  </u> ALL</p> <hr/> <p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners  <u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient <u>      </u> Other Subgroups:  (Specify) _____</p> <hr/> <p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners  <u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient <u>      </u> Other Subgroups:  (Specify) _____</p>	<ul style="list-style-type: none"> <li>Accounted for in Goal 1 for <b>1000-1999</b> Certificated Salaries</li> <li>\$4,250 TITLE 3 <b>4000-4999</b> Books and Supplies</li> </ul>
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<b>GOAL:</b>	<b>Goal 3:</b> Empower Charter School will maintain a welcoming, engaging, and inclusive climate and culture that honors student voice and family perspectives.		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify 1__ 2_X 3_X
<b>Identified Need :</b>	Students and their families value the culture and climate that has been created. We are charged with maintaining that learning environment and welcome all students to the school.		
<b>Goal Applies to:</b>	<b>Schools:</b>	Empower Charter School	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1: 2016-17</b>			
<b>Expected Annual Measurable Outcomes:</b>	1. Maintain a minimum of 95% attendance. 2. Maintain suspension rate under 10% 3. Maintain expulsion rate under 2% 4. Maintain high levels of safety and school connectedness: 50%+ positive survey results for students, parents, and staff. 5. Provide parents with opportunities for decision-making input through regular meetings of SSC, ELAC, and other parent groups. 6. At least 50% of parents participate in volunteer opportunities.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
		Schoolwide _X ALL  OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	• \$77,552 LCFF BASE LCFF S/C <b>2000-2999</b> Classified Salaries  • Accounted for in Goal 1 for <b>1000-1999</b> Certificated Salaries and in Goal 3 <b>2000-2999</b> for Classified Salaries  • Accounted for
<ul style="list-style-type: none"> <li>Central office staff share home-to-school communications with families and facilitate a warm and welcoming atmosphere. Communications provided as needed in Spanish.</li> <li>Monitor school attendance rates daily.</li> <li>Implement Character Education. Design daily and weekly class meetings that focus on "Character Keys for Success." Implement Character Traits through lessons introduced in class meetings. Monthly themes will be presented to parents with useful strategies to implement at home.</li> <li>Implement Restorative Justice program.</li> </ul>			



<ul style="list-style-type: none"> <li>Host monthly student-led assemblies and Student Recognition &amp; Awards on:             <ul style="list-style-type: none"> <li>Scholar of the Month</li> <li>Athlete of the Month</li> <li>Attendance Awards</li> </ul> </li> <li>Administer annual survey to assess school climate and obtain feedback and input from students.</li> </ul>			<p>in Goal 1 for <b>1000-1999</b> Certificated Salaries</p> <ul style="list-style-type: none"> <li>Accounted for in Goal 1 for <b>1000-1999</b> Certificated Salaries and in Goal 3 <b>2000-2999</b> for Classified Salaries</li> <li>Accounted for in Goal 1 for <b>1000-1999</b> Certificated Salaries and in Goal 3 <b>2000-2999</b> for Classified Salaries</li> <li>Accounted for in Goal 3 <b>2000-2999</b> for Classified Salaries</li> </ul>
<p>Empower engages parent participation, and input through:</p> <ul style="list-style-type: none"> <li>regular parent workshop(s) and/or meetings</li> <li>hosting student/parent orientation at the beginning of the school year.</li> <li>administering annual parent survey to obtain feedback and input about the school's program.</li> </ul>	Schoolwide	<p><u>  X  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other</p> <p>Subgroups:(Specify) _____</p> <p>_____</p>	<ul style="list-style-type: none"> <li>Accounted for in Goal 1 for <b>1000-1999</b> Certificated Salaries and in Goal 3 <b>2000-2999</b> for Classified Salaries</li> </ul>

Provide advisory committees: <ul style="list-style-type: none"> <li>Host at least 2 English Language Advisory Committee (ELAC) meetings annually.</li> <li>Host at least 2 School Site Council (SSC) meetings annually.</li> </ul>	Schoolwide	<input checked="" type="checkbox"/> <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)_____	<ul style="list-style-type: none"> <li>Accounted for in Goal 1 for <b>1000-1999</b> Certificated Salaries and in Goal 3 <b>2000-2999</b> for Classified Salaries</li> </ul>
<b>LCAP Year 2: 2017-18</b>			
Expected Annual Measurable Outcomes:	1. Maintain a minimum of 95% attendance. 2. Maintain suspension rate under 10% 3. Maintain expulsion rate under 2% 4. Maintain high levels of safety and school connectedness: 50%+ positive survey results for students, parents, and staff. 5. Provide parents with opportunities for decision-making input through regular meetings of SSC, ELAC, and other parent groups. 6. At least 55% of parents participate in volunteer opportunities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> <li>Central office staff share home-to-school communications with families and facilitate a warm and welcoming atmosphere. Communications provided as needed in Spanish.</li> <li>Monitor school attendance rates daily.</li> <li>Implement Character Education. Design daily and weekly class meetings that focus on "Character Keys for Success." Implement Character Traits through lessons introduced in class meetings. Monthly themes will be presented to parents with useful strategies to implement at home.</li> <li>Implement Restorative Justice program.</li> </ul>	Schoolwide	<input checked="" type="checkbox"/> <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)_____	<ul style="list-style-type: none"> <li>\$79,500 LCFF BASE <b>2000-2999</b> Classified Salaries</li> <li>Accounted for in Goal 1 for <b>1000-1999</b> Certificated Salaries and in Goal 3 <b>2000-2999</b> for Classified Salaries</li> <li>Accounted for</li> </ul>

<ul style="list-style-type: none"> <li>Host monthly student-led assemblies and Student Recognition &amp; Awards on:             <ul style="list-style-type: none"> <li>Scholar of the Month</li> <li>Athlete of the Month</li> <li>Attendance Awards</li> </ul> </li> <li>Administer annual survey to assess school climate and obtain feedback and input from students.</li> </ul>			<p>in Goal 1 for <b>1000-1999</b> Certificated Salaries</p> <ul style="list-style-type: none"> <li>Accounted for in Goal 1 for <b>1000-1999</b> Certificated Salaries and in Goal 3 <b>2000-2999</b> for Classified Salaries</li> <li>Accounted for in Goal 1 for <b>1000-1999</b> Certificated Salaries and in Goal 3 <b>2000-2999</b> for Classified Salaries</li> <li>Accounted for in Goal 3 <b>2000-2999</b> for Classified Salaries</li> </ul>
<p>Empower engages parent participation, and input through:</p> <ul style="list-style-type: none"> <li>regular parent workshop(s) and/or meetings</li> <li>hosting student/parent orientation at the beginning of the school year.</li> <li>administering annual parent survey to obtain feedback and input about the school's program.</li> </ul>	Schoolwide	<p><u>  X  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other</p> <p>Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> <li>Accounted for in Goal 1 for <b>1000-1999</b> Certificated Salaries and in Goal 3 <b>2000-2999</b> for Classified Salaries</li> </ul>

Provide advisory committees: <ul style="list-style-type: none"> <li>Host at least 2 English Language Advisory Committee (ELAC) meetings annually.</li> <li>Host at least 2 School Site Council (SSC) meetings annually.</li> </ul>	Schoolwide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> <li>Accounted for in Goal 1 for <b>1000-1999</b> Certificated Salaries and in Goal 3 <b>2000-2999</b> for Classified Salaries</li> </ul>
<b>LCAP Year 3: 2018-19</b>			
Expected Annual Measurable Outcomes:	1. Maintain a minimum of 95% attendance. 2. Maintain suspension rate under 10% 3. Maintain expulsion rate under 2% 4. Maintain high levels of safety and school connectedness: 50%+ positive survey results for students, parents, and staff. 5. Provide parents with opportunities for decision-making input through regular meetings of SSC, ELAC, and other parent groups. 6. At least 55% of parents participate in volunteer opportunities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> <li>Central office staff share home-to-school communications with families and facilitate a warm and welcoming atmosphere. Communications provided as needed in Spanish.</li> <li>Monitor school attendance rates daily.</li> <li>Implement Character Education. Design daily and weekly class meetings that focus on "Character Keys for Success." Implement Character Traits through lessons introduced in class meetings. Monthly themes will be presented to parents with useful strategies to implement at home.</li> <li>Implement Restorative Justice program.</li> </ul>	Schoolwide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	<ul style="list-style-type: none"> <li>\$81,500 LCFF BASE <b>2000-2999</b> Classified Salaries</li> <li>Accounted for in Goal 1 for <b>1000-1999</b> Certificated Salaries and in Goal 3 <b>2000-2999</b> for Classified Salaries</li> <li>Accounted for</li> </ul>

<ul style="list-style-type: none"> <li>Host monthly student-led assemblies and Student Recognition &amp; Awards on:             <ul style="list-style-type: none"> <li>Scholar of the Month</li> <li>Athlete of the Month</li> <li>Attendance Awards</li> </ul> </li> <li>Administer annual survey to assess school climate and obtain feedback and input from students.</li> </ul>			<p>in Goal 1 for <b>1000-1999</b> Certificated Salaries</p> <ul style="list-style-type: none"> <li>Accounted for in Goal 1 for <b>1000-1999</b> Certificated Salaries and in Goal 3 <b>2000-2999</b> for Classified Salaries</li> <li>Accounted for in Goal 1 for <b>1000-1999</b> Certificated Salaries and in Goal 3 <b>2000-2999</b> for Classified Salaries</li> <li>Accounted for in Goal 3 <b>2000-2999</b> for Classified Salaries</li> </ul>
<p>Empower engages parent participation, and input through:</p> <ul style="list-style-type: none"> <li>regular parent workshop(s) and/or meetings</li> <li>hosting student/parent orientation at the beginning of the school year.</li> <li>administering annual parent survey to obtain feedback and input about the school's program.</li> </ul>	Schoolwide	<p><u>  X  </u> ALL</p> <hr/> <p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners</p> <p><u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient <u>      </u> Other Subgroups:</p> <p>(Specify) _____</p>	<ul style="list-style-type: none"> <li>Accounted for in Goal 1 for <b>1000-1999</b> Certificated Salaries and in Goal 3 <b>2000-2999</b> for Classified Salaries</li> </ul>

Provide advisory committees: <ul style="list-style-type: none"> <li>▪ Host at least 2 English Language Advisory Committee (ELAC) meetings annually.</li> <li>▪ Host at least 2 School Site Council (SSC) meetings annually.</li> </ul>	Schoolwide	<input checked="" type="checkbox"/> ALL <hr/> 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) _____	<ul style="list-style-type: none"> <li>• Accounted for in Goal 1 for <b>1000-1999</b> Certificated Salaries and in Goal 3 <b>2000-2999</b> for Classified Salaries</li> </ul>
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

### Annual Update

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

#### Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL from prior year LCAP:	<b>Goal 1:</b> All students will receive instruction from teachers fully credentialed in the subject areas, will have sufficient access to standards-aligned instructional materials, and will learn in a well-maintained school environment.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>  </u> 4 <u>  </u> 5 <u>  </u> 6 <u>  </u> 7 <u>  </u> 8 <u>  </u> COE only: 9 <u>  </u> 10 <u>  </u> Local: Specify 1 <u>X</u> 2 <u>  </u> 3 <u>  </u>
Goal Applies to:	Schools: <u>Empower Charter School</u> Applicable Pupil Subgroups: <u>All</u>		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>100% fully credentialed teachers</li> <li>All students have access to Common Core aligned ELA and Math curriculum</li> <li>Facilities are safe and maintained.</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>100% of teachers were credentialed as documented through Human Resources records and CALPADS reporting.</li> <li>Based on Executive Director's classroom observations and review of thematic units prior to implementation, all ELA and math curriculum is common core aligned. School also has a Curriculum guide that outlines a list of purchased curriculum for all core subjects and reported on SARC Reports, and textbook inventory. All students have access to common core aligned curriculum.</li> <li>School facilities are safe as reported on annual SARC. FIT Report Score: "Good"</li> </ol>

LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Executive Director to ensure all actions related to Goal 1 are implemented.  2. Employ and recruit highly qualified teachers.  3. Provide Special Education Services: <ul style="list-style-type: none"> <li>• Educational Specialist</li> <li>• Occupational Therapist</li> <li>• Speech Therapist</li> <li>• Psychologist</li> <li>• Counselor – provide Mental Health Services</li> </ul>	1. \$13,200-LCFF Base; (Personnel)  2. \$299,000-LCFF Base, EPA, Title 1; (Personnel)  3. \$77,000-SPED funding, LCFF Base; (Personnel, Educational Consultants)	1. Executive Director ensured all actions related to Goal 1 were implemented.  2. The school employed and recruited highly qualified teachers.  3. The school provided Special Education Services: <ul style="list-style-type: none"> <li>• Educational Specialist</li> <li>• Occupational Therapist</li> <li>• Speech Therapist</li> <li>• Psychologist</li> <li>• Adaptive Physical Education</li> <li>• Counselor – provide Mental Health Services</li> </ul> The school was also a member of the Special Education Consortium and purchased special education assessment materials.	1. \$13,200 LCFF BASE 1300-00  2. \$213,713 LCFF BASE EPA 1100-00 1100-30  3. \$66,945 SPED FUNDING; LCFF S/C 1100-65 1200-65 5810-65 5810-00	
Scope of service:	Schoolwide	Scope of service:	Schoolwide	
<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)_____		
1. Provide Common Core aligned curriculum & supplemental materials:	1. \$18,000 One-time mandate	1. The school provided Common Core aligned curriculum & supplemental materials: <ul style="list-style-type: none"> <li>• Eureka Math (Grades K-6)</li> </ul>	1. \$39,275 LCFF BASE, ONE-TIME	



<ul style="list-style-type: none"> <li>Eureka Math (Grades K-6)</li> <li>McGraw Hill: ELA &amp; SLA Curriculum <i>Wonders/Maravillas</i></li> <li>Foss Kits (Grades K-6)</li> <li>History Alive (Grades K-6)</li> <li>Raz Kids</li> <li>Reading A-Z (Grades K-6)</li> <li>Guided reading materials</li> </ul>	revenues, LCFF Base;  (Core Textbooks, Reference Materials)	<ul style="list-style-type: none"> <li>McGraw Hill: ELA &amp; SLA Curriculum <i>Wonders/Maravillas</i></li> <li>Foss Kits (Grades K-6)</li> <li>History Alive (Grades K-6)</li> <li>Raz Kids</li> <li>Reading A-Z (Grades K-6)</li> <li>Guided reading materials</li> </ul>	MANDATE REVENUES, TITLE V 4100-00 4100-05 4200-00 4200-05 4300-00 4300-05 4300-11 4315-00 4315-05
Scope of service: Schoolwide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: Schoolwide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The school will continue to purchase materials as its Spanish dual language immersion program grows each year. The curricula described above have met the school's needs and will continue to be implemented. This goal will be modified to include professional development activities.		

Original GOAL from prior year LCAP:	<b>Goal 2:</b> Teachers will receive professional development on Common Core State Standards, research-based strategies, and CCSS ELA & ELD frameworks to improve EL attainment of English proficiency while mastering content.	Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify 1_X 2_X 3__
Goal Applies to:	Schools: Empower Charter School Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>100% of teachers will receive Professional Development on CCSS ELA/ELD Frameworks, &amp; Math</li> <li>100% of EL students will receive ELD instruction</li> <li>100% of students will receive Common Core aligned instruction in ELA and Math</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>100% of teachers received Professional Development on CCSS ELA/ELD Frameworks, &amp; Math. The training for the CCSS ELA/ELD Frameworks was provided by the San Diego County Office of Education. The math training was provided by Great Minds' web-based <i>Teach Eureka and Eureka Navigator</i> program, which contained training for each math module.</li> <li>100% of EL students received ELD instruction.</li> <li>100% of students received Common Core aligned instruction in ELA and Math. This is evidenced by the standards-based curricular materials and texts, as well as the standards-aligned thematic units.</li> </ol>
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ol style="list-style-type: none"> <li>Executive Director to ensure all actions related to Goal 2 are implemented.</li> <li>Provide teachers with Summer Professional Development.</li> <li>Provide Professional Development for all teachers on the following areas during the school year (Wednesdays): <ul style="list-style-type: none"> <li>CCSS ELA/ELD</li> <li>CCSS Math</li> <li>Creating &amp; Analyzing Common Core aligned assessments</li> <li>Differentiation</li> <li>Providing EL support</li> <li>Performance Tasks ELA &amp; Math</li> <li>Using Technology in the Classroom</li> <li>Positive Discipline</li> <li>PLC's</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>\$13,200-LCFF Base; (Personnel)</li> <li>2 – 4. \$3900-Title V Implementation Grant, LCFF Base; (Professional Development)</li> <li>5. \$2,500-Title V Implementation Grant; (Travel/Conferences)</li> </ol>	<ol style="list-style-type: none"> <li>The Executive Director ensured all actions related to Goal 2 were implemented.</li> <li>Teachers participated in a Summer Professional Learning event. This took place during the two weeks prior to school starting. In addition, 4 out of 5 teachers, the Educational Specialist, and the Executive Director participated in a one-day voluntary conference during the summer. This conference was hosted by the King- Chavez Neighborhood of Schools.</li> <li>All teachers were provided with Professional Development in the following topics during the school year: <ul style="list-style-type: none"> <li>CCSS ELA/ELD</li> <li>CCSS Math</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>\$13,200 LCFF BASE 1300-00</li> <li>2-4 \$8,995 TITLE V 5210-05</li> <li>5. \$770 LCFF BASE TITLE V 5200-00 5200-05</li> <li>6. SEE COSTS ACCOUNTED FOR IN ACTION 1, 1300-00</li> </ol>

<ul style="list-style-type: none"> <li>▪ Dual-Language</li> <li>▪ Implementing Formative and Summative Assessments to check for understanding</li> </ul> <p>4. Provide 2 full Professional Development Days during the school year.</p> <p>5. Provide conferences (travel &amp; accommodations) for Executive Director and teachers.</p> <p>6. Executive Director conducts classroom walkthroughs and provides feedback to teachers.</p> <p>7. Provide Professional Development on reviewing student academic performance, samples of student work, creating writing rubrics, and monitoring the academic performance of all students disaggregated by grade level and subgroup.</p>	<p>6. \$0</p> <p>7. \$0</p>	<ul style="list-style-type: none"> <li>▪ Creating &amp; Analyzing Common Core aligned assessments</li> <li>▪ Differentiation</li> <li>▪ Providing EL support</li> <li>▪ Performance Tasks ELA &amp; Math</li> <li>▪ Using Technology in the Classroom</li> <li>▪ Positive Discipline</li> <li>▪ PLC's</li> <li>▪ Dual-Language</li> <li>▪ Implementing Formative and Summative Assessments to check for understanding</li> <li>▪ Inquiry-Based learning</li> </ul> <p>4. 2 Professional Development Days took place during the school year.</p> <ul style="list-style-type: none"> <li>▪ Ernie Mendes provided training on Restorative Justice, Positive Behavior Interventions, teaching emotional intelligence, mindfulness, and successful strategies to meet the needs of struggling learners and students with ADHD and ODD.</li> <li>▪ Teachers participated in a half-day training on Restorative Justice and a half-day of inquiry-based thematic unit development.</li> </ul> <p>5. Teachers and the Executive Director attended conferences. These included: Dual Language Institute, <i>Future Now</i> Conference, SART training, Safe School Plans training, Restorative Justice conferences, and the Charter School Development Corporation's conference.</p> <p>6. Executive Director conducted classroom walkthroughs and provided feedback to teachers.</p>	<p>7. SEE COSTS ACCOUNTED FOR IN GOAL 2 ACTION 1, 1300-00 AND GOAL 1 ACTION 2 1100-00</p>
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			7. The school reviewed student academic performance, samples of student work, creating writing rubrics, and monitored the academic performance of all students disaggregated by grade level and subgroup. This took the form of a Data Conference with teachers, the Education Specialist, and the Executive Director. The school adopted established writing rubrics from another district.	
Scope of service:	Schoolwide		Scope of service:	Schoolwide
<u>  X  </u> ALL			<u>  X  </u> ALL	
OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____			OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	
1. Teachers will analyze EL/RFEP Student data during PLC's and collaborate to refine instructional practices, and ensure proper scaffolding and/or interventions supports are provided.	1. \$0	1. \$0 2. \$200-LCFF S/C; (Other supplies) 3. \$0 4. \$0 5. \$0 6. \$45,000-LCFF S/C; (Personnel)	1. Teachers analyzed EL/RFEP Student data during Data Conferences and collaborated with the Executive Director and Education Specialist to refine instructional practices and ensure proper scaffolding and/or interventions supports were provided.	1. SEE COSTS ACCOUNTED FOR IN GOAL 1, ACTION 2 1100-00
2. Administer CELDT Assessments, monitor EL/RFEP progress, reclassify EL's and ensure teachers implement effective classroom strategies.			2. The school administered CELDT Assessments, monitored EL/RFEP progress, and reclassified EL's. Teachers implemented effective classroom strategies to meet these students' needs.	2. SEE COSTS ACCOUNTED FOR IN GOAL 2 ACTION 1, 1300-00
3. Implement daily ELD instructional time within the Master Schedule.			3. The Master Schedule reflects daily ELD instructional time.	3. SEE COSTS ACCOUNTED FOR IN GOAL 1, ACTION 2 1100-00
4. Provide scaffolded and small group/targeted ELD Instruction for EL's.			4. Provided small group/scaffolded and	4. SEE COSTS ACCOUNTED FOR IN GOAL 1, ACTION
5. Communicate with parents/families regarding EL academic performance and progress.				

6. Instructional assistants will provide additional support for EL's through small group instruction.			targeted ELD Instruction for EL's during school wide Guided Reading block.  5. Communicated with parents/families regarding EL academic performance and progress.  6. A total of 2 instructional aides are employed to assist teachers in small group/targeted instruction.	2 1100-00  5. SEE COSTS ACCOUNTED FOR IN GOAL 2 ACTION 1, 1300-00  6. \$49,916 LCFF S/C, SPED FUNDING, TITLE 1 2100-00 2100-65 2100-01
Scope of service:	Schoolwide		Scope of service:	Schoolwide
__ALL			__ALL	
OR: __Low Income pupils __X English Learners __Foster Youth __X Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __X English Learners __Foster Youth __X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		This professional development aspects of this goal will be moved to Goal 1 in the 2016-17 LCAP, and the English Learner aspects of this goal will be moved to Goal 2, under the umbrella of academic achievement in the 2016-17 LCAP.		

Original GOAL from prior year	<b>Goal 3:</b> Provide opportunities for parents/guardians to engage and participate in the school's program through various venues, and contribute to their child's success.	Related State and/or Local Priorities: 1__ 2__ 3__X__ 4__ 5__ 6__ 7__ 8__
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LCAP:		COE only: 9__ 10__ Local : Specify 1__ 2__ 3__ <u>X</u>	
Goal Applies to:		Schools: Empower Charter School Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	1. Provide parents with opportunities for decision-making input. 2. Increase parent participation in school programs (for unduplicated students) 3. Increase parent completion of survey by 5%	Actual Annual Measurable Outcomes:	1. Parents were provided with opportunities for decision-making input through advisory committees, surveys, and parent meetings. Parents were also invited to serve on the school's Board of Trustees. 2. Over 83% of parents participated in volunteer opportunities this year, totaling over 1200 hours. This is a 1% increase in participation percentage and a total increase of 300 hours. 3. Parent survey completion rate increased by 17% (from 43% to 60%).
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Empower engages parent participation, and input through: <ul style="list-style-type: none"> <li>hosting at least 2 parent workshops per year.</li> <li>hosting monthly "Coffee &amp; Tea with the Director" in the morning and "afternoon Coffee &amp; Tea" with the Director.</li> <li>hosting student/parent orientation at the beginning of the school year.</li> <li>administering annual parent survey to obtain feedback and input about the school's program.</li> <li>providing translation services as needed in Spanish</li> </ul> 2. Executive Director to ensure all actions described in Goal 3 are implemented.	1. \$3,900- LCFF Base, (Personnel)  2. \$13,200- LCFF Base (Personnel)	1. Empower engaged parent participation, and input through: <ul style="list-style-type: none"> <li>hosting a <i>Healthy Lifestyles Workshop</i> in January 2016</li> <li>Hosting a <i>Safety Workshop</i> in April 2016 with the Community Liaison Police Officer</li> <li>Hosting a "Coffee &amp; Tea with the Director" each trimester</li> <li>Hosting monthly Empower Parent/Teacher Committee meetings</li> <li>Hosting student/parent orientation at the beginning of the school year.</li> <li>Hosting Back to School Night</li> <li>Hosting a Saturday Schoolwide Hike at Tecolote Canyon</li> <li>Administering annual parent survey to</li> </ul>	1. \$750 LCFF BASE 4300-00  2. \$13,200 LCFF BASE 1300-00

				<p>obtain feedback and input about the school's program.</p> <ul style="list-style-type: none"> <li>▪ Providing translation services as needed in Spanish</li> <li>▪ School events were scheduled at different times of the day to accommodate parent schedules. In the evening, parents were invited to attend (Multicultural Gala, Dia del Nino, Winter Wonderland Play, Read Across America, a Jog-a-thon, and Field Day)</li> <li>▪ The school also marched in the Linda Vista Multicultural Parade in April 2016</li> </ul> <p>2. Executive Director ensured actions described in Goal 3 were implemented. The Coffee and Tea with the Director meetings did not take place as frequently as planned. However, monthly Empower Parent/Teacher Committee meetings incorporated school updates/news, which was the initial intention of the Coffee and Tea with the Director meetings. The Executive Director frequently met informally with parents during the school year to discuss school news and solicit feedback/input.</p>	
Scope of service:	Schoolwide		Scope of service:	Schoolwide	
<u>  X  </u> ALL			<u>  X  </u> ALL		
OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____			OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____		





Goal Applies to:	Schools: Empower Charter School	Applicable Pupil Subgroups: All																																																
Expected Annual Measurable Outcomes:	<div><div><div>1. Establish growth targets for Benchmark assessments in ELA &amp; Math based on baseline results 2014-15</div><div>2. Establish growth targets for CAASPP/SBAC assessments in ELA &amp; Math using baseline performance from Spring 2015.</div><div>3. Establish API Baseline</div><div>4. Increase by 10% the number of continuously enrolled EL’s making progress toward English Proficiency using CELDT scale scores.</div><div>5. Increase reclassification rate by 10% of ELs identified as Early Advanced or Advanced levels.</div><div>6. Student to device ratio: 2:1</div><div>7. Course Access: Physical Education &amp; Health for grades K-6</div></div></div>	<div><div>A</div><div>c</div><div>t</div><div>u</div><div>a</div><div>l</div><div>A</div><div>n</div><div>n</div><div>u</div><div>a</div><div>l</div><div>M</div><div>e</div><div>a</div><div>s</div><div>u</div><div>r</div><div>a</div><div>b</div><div>l</div><div>e</div><div>C</div><div>o</div><div>u</div><div>t</div><div>c</div><div>o</div><div>m</div><div>e</div></div> <div><div>1. Establish growth targets for Benchmark assessments in ELA &amp; Math based on baseline results 2014-15</div><div>MAP Assessment School wide Summary</div><table><tr><th>ELA</th><th>All Students</th><th>English Learners</th><th>Socio-economically disadvantaged</th></tr><tr><td>Growth demonstrated</td><td>84%</td><td>89%</td><td>90%</td></tr><tr><td>Math</td><td></td><td></td><td></td></tr><tr><td>Growth demonstrated</td><td>87%</td><td>94%</td><td>86%</td></tr></table><div>(Growth on the MAP assessment is defined as an increase in the RIT Scale Score)</div><div>Based on the data, the school established internal growth targets of least 70% of students demonstrating growth on the MAPs assessment, including EL and SED students.</div><div>DRA Assessment Summary 2014-15</div><div>Grades TK-1 (Spanish Immersion Program)</div><div>DRA Change from Spring to Summer</div><table><tr><th></th><th>All Students</th><th>English Learners</th><th>Socio-economically disadvantaged</th></tr><tr><td>Below Grade Level</td><td>-45%</td><td>-43%</td><td>-38%</td></tr><tr><td>At Grade Level</td><td>+20%</td><td>10%</td><td>+25%</td></tr><tr><td>Above Grade Level</td><td>+20%</td><td>+67%</td><td>+17%</td></tr></table><div>Grades 2-5 (English Mainstream Program)</div><div>DRA Change from Fall to Spring</div><table><tr><th></th><th>All Students</th><th>English Learners</th><th>Socio-economically disadvantaged</th></tr><tr><td>Below Grade Level</td><td>-41%</td><td>-47%</td><td>-38%</td></tr><tr><td>At Grade Level</td><td>+29%</td><td>+300%</td><td>+80%</td></tr><tr><td>Above Grade Level</td><td>+200%</td><td>+200%</td><td>+200%</td></tr></table><div>Key: - decreased students below grade level</div></div>	ELA	All Students	English Learners	Socio-economically disadvantaged	Growth demonstrated	84%	89%	90%	Math				Growth demonstrated	87%	94%	86%		All Students	English Learners	Socio-economically disadvantaged	Below Grade Level	-45%	-43%	-38%	At Grade Level	+20%	10%	+25%	Above Grade Level	+20%	+67%	+17%		All Students	English Learners	Socio-economically disadvantaged	Below Grade Level	-41%	-47%	-38%	At Grade Level	+29%	+300%	+80%	Above Grade Level	+200%	+200%	+200%
	ELA	All Students	English Learners	Socio-economically disadvantaged																																														
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S

+ increased students above grade level

Based on this data, the school established an internal growth target that it would increase the number of students at or above grade level as measured by the DRA by at least 20% each year.

2. The school established the following baseline for the California Assessment of Student Performance and Progress (CAASPP):

#### 2014-15 CAASPP Results

ELA	All students	EL	Socio-Economically Disadvantaged (SED)
Standard exceeded:	4%	10%	0%
Standard met:	20%	10%	11%
Standard nearly met:	44%	40%	47%
Standard not met:	28%	40%	37%
<b>Math</b>			
Standard exceeded:	0%	0%	0%
Standard met:	20%	10%	16%
Standard nearly met:	32%	45%	26%
Standard not met:	48%	45%	58%

Based on the data, Empower set a CAASPP growth target of reducing the number of students continuously enrolled and testing who do not meet or exceed standards by 10% in English Language Arts and Mathematics.

3. California is currently in the process of developing the criteria for API.
4. 62% of continuously enrolled ELs increased at least 1 CELDT level and met the state's criteria towards AMAO1 of adequate progress towards English proficiency.
5. Seven out of 12 (58%) of ELs identified at the Early Advanced or Advanced levels were reclassified.
6. The student to device ratio is 1.22 students to 1 device, which is almost at a 1:1 Student to Device ratio. The school has 38 ipads, access to 10 desktop computers, and 40

			Chromebooks. This represents a total of 88 devices for 108 students using the Fall 1 student count. 7. On a weekly basis, students participate in 100 minutes of Physical Education, 80 minutes of CrossFit Kids fitness, 50 minutes of mindfulness, and 25 minutes of gardening lessons. Teachers also integrate health into their thematic units.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Executive Director to ensure all actions described in Goal 4 are implemented.  2. Administer NWEA MAP Assessments in ELA & Math at least 2 times per year for grades K-6.  3. Administer Running Records to monitor student reading levels (DRA) at least twice per year.  4. Administer CELDT assessment for students whose HLS identifies a language other than English.  5. Subscribe to OARS, a data management system for Common Core aligned assessments in ELA/Math, and develop longitudinal student reports to monitor student performance by subgroup and grade level.	1. \$13,200-LCFF Base; (Personnel)  2. \$1,300-Title V Implementation Grant; (Educational Consultants)  3. \$0  4. \$0  5. \$2,200-Title V Implementation Grant; (Educational Consultants)	1. Executive Director ensured all actions described in Goal 4 were implemented.  2. The school administered the NWEA MAP Assessments in ELA & Math 2 times per year for grades K-6.  3. The school administered Running Records to monitor student reading levels (DRA) twice per year.  4. The school administered the CELDT assessment for students whose HLS identifies a language other than English.  5. The school subscribed to OARS, data management system for Common Core aligned assessments in ELA/Math, and developed longitudinal student reports to monitor student performance by subgroup and grade level.	1. \$13,200 LCFF BASE 1300-00  2. SEE COSTS ACCOUNTED FOR IN GOAL 1, ACTION 2 1100-00  3. SEE COSTS ACCOUNTED FOR IN GOAL 1, ACTION 2 1100-00  4. SEE COSTS ACCOUNTED FOR IN GOAL 1, ACTION 2 1100-00  5. \$1,861 TITLE V 5810-05

Scope of service:	Schoolwide		Scope of service:	Schoolwide	
<u>  X  </u> ALL			<u>  X  </u> ALL		
OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____			OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____		
1. Provide before school tutoring, 5 days per week, for students who struggle academically. 2. Provide after-school tutoring for targeted students in the areas of ELA/ SLA and Math, twice per week.		1. \$0 2. \$0	1. The school provided students struggling academically with the opportunity to build skills before school using game-based learning on the computers. This was available 5 days per week. 2. The school set up instructional blocks during the school day to meet the needs of targeted students in small groups. High school students also came during the school day to provide additional support to students. The after-school program also provided tutoring to students in their academic areas of need.		1 & 2. SEE COSTS ACCOUNTED FOR IN GOAL 2 ACTION 6, 2100-00 2100-65 2100-01
Scope of service:	Schoolwide		Scope of service:	Schoolwide	
<u>  X  </u> ALL			<u>  X  </u> ALL		
OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____			OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____		

<b>Goal 4 planned actions/services, continued:</b>  1. Purchase the following hardware to decrease student to computer/device ratio: <ul style="list-style-type: none"> <li>• 10 iPads</li> <li>• 2-3 laptops for “incoming” teachers</li> <li>• 2 ELMOs &amp; Projectors</li> </ul> 2. Develop a technology needs assessment including infrastructure upgrades for the next 2 years based on financial, human and physical resources to address the academic needs of students.		1. \$16,200- Title V Implementation Grant, Title III; (Computer Hardware)  2. \$0	1. Purchase the following hardware to decrease student to computer/device ratio: <ul style="list-style-type: none"> <li>• 10 iPads – order pending</li> <li>• Two laptops were purchased based on staff needs. One more laptop may still be purchased in May/June 2016.</li> <li>• Due to enrollment changes, and subsequent budget revision, the school only needed to purchase 1 projector.</li> </ul> 2. The school worked with a consultant to plan for infrastructure upgrades over the next 2 years based on financial, human and physical resources to address the academic needs of students.	1. \$10,669 LCFF S/C TITLE V TITLE 3 4400-00 4400-05  2. SEE COSTS ACCOUNTED FOR IN GOAL 4, ACTION 1 1300-00
<b>Scope of service:</b>	Schoolwide		<b>Scope of service:</b>	Schoolwide
_X_ ALL			_X_ 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)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		This goal will be modified to include English Learner services and a broad course of study. The LEA wishes to consolidate the existing 5 goals to 3 goals for simplicity and ease of administration.		

Original GOAL from prior year LCAP:	<b>GOAL #5:</b> Increase resources and services to students to ensure student engagement, school connectedness, and positive school culture.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify 1__ 2_X 3_X	
Goal Applies to:	Schools: Empower Charter School Applicable Pupil Subgroups: All			
	1. By 2017-18, increase ADA by 1% (0.33% increase annually) 2. Decrease Chronic Absenteeism Rates by at least 1% 3. Decrease suspension rate by at least 1% 4. Maintain expulsion rate under 2% 5. Implement student survey	Actual Annual Measurable Outcomes:	1. Based on P2 data, in 2014-15, the ADA was 94.37%. In 2015-16, the ADA was 95.79%. This is an increase of 1.42%. 2. The 2014-2015 chronic absenteeism rate was 17.5%. As of May 23, 2016, the rate was 14.9%, representing a 2.9% decrease. 3. The suspension rate dropped from 7% to 2.5%. This represents a decrease of 4.5% 4. The expulsion rate was 0%. 5. Students took the survey in April and May 2016.	
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Executive Director to ensure all actions described in Goal 5 are implemented.  2. Monitor school attendance rates daily. Continue to research a method to implement a SARB or similar process to decrease chronic absenteeism rates.  3. Implement PBIS schoolwide. Teachers will have received PBIS training (see Goal #2). Design daily and weekly class meetings that focus on "Character Keys for Success." Implement Character Traits through lessons introduced in class meetings. Monthly themes	1. \$13,200-LCFF Base; (Personnel)  2. \$13,300-Title V Implementation Grant, LCFF Base; (Dues & Memberships; Personnel)	1. Executive Director ensured all actions described in Goal 5 are implemented.  2. School attendance rates were monitored daily. Research was conducted on a process to decrease chronic absenteeism rates, using a Restorative SART approach.  3. PBIS was implemented schoolwide. Teachers received training by Ernie Mendes and implemented monthly character themes in class meetings. Monthly character themes were communicated to parents via school newsletters and at assemblies.	1. \$13,200 LCFF BASE 1300-00  2. SEE COSTS ACCOUNTED FOR IN GOAL 5, ACTION 1 1300-00  3. SEE COSTS ACCOUNTED	

<p>will be presented to parents with useful strategies to implement at home.</p> <p>4. Host parent/student orientation to discuss school's expectations, suspension/expulsion, homework, policies &amp; procedures (Code of Conduct, attendance, core values, etc.), meet entire school staff, and tour classrooms/school.</p> <p>5. For new students enrolled in immersion program: Host annual parent orientation (additional) that focuses on the Dual language program expectations and requirements.</p> <p>6. Host monthly student-led assemblies and Student Recognition &amp; Awards on:</p> <ul style="list-style-type: none"> <li>▪ Scholar of the Month</li> <li>▪ Athlete of the Month</li> <li>▪ Attendance Awards</li> </ul> <p>7. Implement Caring School Community Program (Classroom Meetings, Peer Mentoring, Home-School Connection).</p> <p>8. Administer annual survey to assess school climate and obtain feedback and input from students.</p>	<p>3. \$0</p> <p>4. \$0</p> <p>5. \$0</p> <p>6. \$0</p> <p>7. \$0</p> <p>8. \$0</p>	<p>4. The school hosted 2 parent/student orientations to discuss school's expectations, suspension/expulsion, homework, policies &amp; procedures (Code of Conduct, attendance, core values, etc.). Parents had an opportunity to meet the teachers and visit the classrooms.</p> <p>5. The school hosted an orientation for new students enrolled in immersion program.</p> <p>6. The school hosted assemblies relating to Student Recognition &amp; Awards including:</p> <ul style="list-style-type: none"> <li>▪ Scholar of the Month</li> <li>▪ Athlete of the Month</li> <li>▪ Attendance Awards</li> </ul> <p>7. The school implemented the Caring School Community Program.</p> <p>8. The school administered the annual survey to assess school climate and obtain feedback and input from students.</p>	<p>FOR IN GOAL 2, ACTIONS 2-4 5210-05</p> <p>4. SEE COSTS ACCOUNTED FOR IN GOAL 5, ACTION 1 1300-00</p> <p>5. SEE COSTS ACCOUNTED FOR IN GOAL 5, ACTION 1 1300-00</p> <p>6. SEE COSTS ACCOUNTED FOR IN GOAL 5, ACTION 1 1300-00</p> <p>7. SEE COSTS ACCOUNTED FOR IN GOAL 1, ACTION 2 1100-00</p> <p>8. SEE COSTS ACCOUNTED FOR IN GOAL 5, ACTION 1 1300-00</p>
<p>Scope of service:</p> <p>Schoolwide</p>		<p>Scope of service:</p> <p>Schoolwide</p>	
<p><u>  X  </u> ALL</p>		<p><u>  X  </u> ALL</p>	
<p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners</p>		<p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners</p>	

__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The school will revise this goal to become part of a larger school climate goal, which includes parent involvement.		



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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>80,096</u>
<p>Given that English learners and low-income students are significant populations of unduplicated students (74%) at our school, there is a need to provide systemic, coordinated, and targeted supports and services for these focus students. The use of supplemental and concentration funds will be used to provide increased and improved services for the principal benefit of our focus students.</p> <p>Schoolwide Strategies: Designed for the principal benefit of all EL, FY, and LI students</p> <ul style="list-style-type: none"> <li>▪ Provide increased data analysis, reporting, and instructional data support to monitor and inform instruction.</li> <li>▪ Provide professional development opportunities related to standards, instruction, and support for our diverse student population.</li> <li>▪ Provide instructional support by Executive Director and other consultants.</li> <li>▪ Provide enriched and enhanced learning opportunities for students at all grade levels.</li> <li>▪ Expand restorative justice practices through continued training.</li> <li>▪ Provide targeted services including intervention, classroom support, and professional development.</li> <li>▪ Provide instructional aides to classrooms to provide supports and interventions.</li> <li>▪ Extended learning before/after-school tutoring.</li> </ul>	

Focused Strategies: Designed for the principal benefit of EL, FY, and LI students that are focused on particular grade levels or student groups.

- Support learners through small class size, targeted professional development, and strategic interventions.
- Provide all students with access to counseling as needed.
- Provide instructional support and professional development for English learners and coordinated services and supports.
- Provide support and resources for students, parents, and families of ELs, FY, LI, and students with disabilities.

- 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.

9.29	%
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Services and supports for focus students (unduplicated students – EL, FY, and LI) will be increased and improved by at least 9.29%, as compared to services and supports provided to all students for fiscal year 2016-17. The school will meet this proportionality percentage through improved services for focus students in order to to promote equity and excellence for all students.

A description and overview of increased and improved services for school-wide and charter-wide focused strategies is provided in Section 3a (above).

## 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).