

Introduction:

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760/956- 2632

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>Stakeholders have been engaged and involved in developing, reviewing, and supporting implementation of the LCAP by attending regularly scheduled after-school meetings, parent survey meetings, response to surveys sent via email in weekly parent and staff communication, and collaboration meetings with staff within a department. Definitions of both LCFF (Local Control Funding Formula) and LCAP (Local Control Accountability Plan) were explained in each of both formal and informal meetings where constant input is encouraged by all stakeholders.</p>	<p><i>As a result of formal and informal meetings with stakeholders, indications that the following areas rate a high level of importance to allocate resources for continued improvement within Encore's programs.</i></p> <ul style="list-style-type: none"> <i>-Instructional materials and programs to promote the building of fundamental math skills (GOAL #6)</i> <i>-Instructional materials and programs to promote the continuation of fundamental language arts skills (GOAL #6)</i> <i>-Study skills courses (GOAL #6)</i> <i>-Acquire instructor based technology for the classroom (GOAL #2)</i> <i>-Implement programs to help parents learn about how to send their students to college (GOAL #5)</i> <i>-Hire, retain, and develop quality staff members (GOAL #1)</i> <i>-Improvement of arts based curriculum (GOAL #3)</i> <i>-Expansion and improvement of campus facilities (GOAL #4)</i> <i>-Improvement and expansion of theater facilities (GOAL #4)</i> <i>-Expand student services for struggling students, including English Learners (GOAL #2)</i>
<p>Annual Update: Will report in 2017-18 LCAP</p>	<p>Annual Update: Will report in 2017-18 LCAP</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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:	GOAL 1 Encore administration will hire and retain highly qualified, credentialed teachers within the subject area of instruction for all core courses.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Encore administration files need to demonstrate that 100% of the teachers meet state requirements for credentialing and/or license authorizations.		
Goal Applies to:	Schools: Encore-Riverside High School for the Arts Applicable Pupil Subgroups: All		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	100% of core teachers will possess appropriate credential.		
	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers hired for core curriculum must possess an intern eligible credential minimum in the appropriate course of study.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost (within existing budget)
Teachers will have to follow state guidelines to clear credential.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost (within existing budget)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	100% of core teachers will possess appropriate credential.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers hired for core curriculum must possess an intern eligible credential minimum in the appropriate course of study.	Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost (within existing budget)
Teachers will have to follow state guidelines to clear credential.	Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost (within existing budget)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	100% of core teachers will possess appropriate credential.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers hired for core curriculum must possess an intern eligible credential minimum in the appropriate course of study.	Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	No additional cost (within existing budget)
Teachers will have to follow state guidelines to clear credential.	Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	No additional cost (within existing budget)

GOAL:	GOAL 2 Encore will engage a variety of methods to deliver adopted academic content and performance standards set by the state board for all pupils, including English Learners.	Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7_ <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need : Implementation of academic content and performance standards, including English Learners

Goal Applies to: Schools: Encore-Riverside High School for the Arts
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: All students will have access to a CCSS-based course of study.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers lesson/pacing plans will reflect CCSS.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost (within existing budget)
Any modifications for special populations within a class will be noted on the electronic guidebook, including English Learners.	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost (within existing budget)
Special populations will be offered different services, including after-school tutoring, EL Coordinator, in-school tutoring, study skills coaching, and Response-to-Intervention coaching.	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$35,000 (Targeted LCFF Funds)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	All students will have access to a CCSS-based course of study. All students will have access to a CCSS-based course of study.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers lesson/pacing plans will reflect CCSS.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost (within existing budget)
Any modifications for special populations within a class will be noted on the electronic guidebook, including English Learners.	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost (within existing budget)
Special populations will be offered different services, including after-school tutoring, EL Coordinator, in-school tutoring, study skills coaching, and Response-to-Intervention coaching.	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$35,000 (Targeted LCFF Funds)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	All students will have access to a CCSS-based course of study.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers lesson/pacing plans will reflect CCSS.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	No additional cost (within existing budget)

Any modifications for special populations within a class will be noted on the electronic guidebook, including English Learners.	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No additional cost (within existing budget)
Special populations will be offered different services, including after-school tutoring, EL Coordinator, in-school tutoring, study skills coaching, and Response-to-Intervention coaching.	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$35,000 (Targeted LCFF Funds)

GOAL 3 GOAL: Encore will offer a wide variety of classes that appeal to and include all students, giving each student the tools to apply for college or university, fostering engagement that cultivates inclusion in all school activities, and interest that keeps students in school.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Offering to all students a wide variety of courses that align with A-G requirements for university enrollment.
Goal Applies to:	Schools: Encore-Riverside High School for the Arts Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Percentages of students qualifying to enter university and graduation rates will be used as factors.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will work in a nine-block course schedule that interweaves academic and arts classes.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost (within existing budget)

Personalized programs will allow students to be engaged in school culture and to participate and attend school.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost (within existing budget)
Encore will refine course offerings to remain relevant to students.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost (within existing budget)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Percentages of students qualifying to enter university and graduation rates will be used as factors.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will work in a nine-block course schedule that interweaves academic and arts classes.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost (within existing budget)
Personalized programs will allow students to be engaged in school culture and to participate and attend school.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost (within existing budget)

Encore will refine course offerings to remain relevant to students.	Schoolwide	<u>X</u> ALL	No additional cost (within existing budget)
		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) _____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Percentages of students qualifying to enter university and graduation rates will be used as factors.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will work in a nine-block course schedule that interweaves academic and arts classes.	Schoolwide	<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) _____	No additional cost (within existing budget)
Personalized programs will allow students to be engaged in school culture and to participate and attend school.	Schoolwide	<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) _____	No additional cost (within existing budget)
Encore will refine course offerings to remain relevant to students.	Schoolwide	<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) _____	No additional cost (within existing budget)

GOAL: GOAL 4 Encore will work to increase student achievement by filling in gaps in fundamental knowledge.	Related State and/or Local Priorities:
	1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8 <u>X</u> COE only: 9__ 10__
	Local : Specify _____

Identified Need :	Increase student achievement		
Goal Applies to:	Schools:	Encore-Riverside High School for the Arts	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Encore will use California test measures and AYP, API, or equivalent to measure progress toward reaching this goal.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Encore will add math and ELA tutors to work with students designated below grade level.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$19,500 (Targeted LCFF Funds)
Study skills teachers will work with students on basic math facts and ELA skills.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$25,000 (Targeted LCFF Funds)
Study Hall teachers will incorporate ELA and math games within daily class schedules to reinforce foundations in both ELA and math.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$12,000 (Targeted LCFF Funds)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Encore will use California test measures and AYP, API, or equivalent to measure progress toward reaching this goal.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Encore will add math and ELA tutors to work with students designated below grade level.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$19,500 (Targeted LCFF Funds)
Study skills teachers will work with students on basic math facts and ELA skills.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$25,000 (Targeted LCFF Funds)
Study Hall teachers will incorporate ELA and math games within daily class schedules to reinforce foundations in both ELA and math.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$12,000 (Targeted LCFF Funds)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Encore will use California test measures and AYP, API, or equivalent to measure progress toward reaching this goal.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Encore will add math and ELA tutors to work with students designated below grade level.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$19,500 (Targeted LCFF Funds)
Study skills teachers will work with students on basic math facts and ELA skills.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$25,000 (Targeted LCFF Funds)

Study Hall teachers will incorporate ELA and math games within daily class schedules to reinforce foundations in both ELA and math.	Schoolwide	<input checked="" type="checkbox"/> ALL	\$12,000 (Targeted LCFF Funds)
		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) _____	

GOAL: GOAL 5 Parents will actively engage in decision-making and will participate in programs.	Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Improvement in parent engagement, participation, and input
Goal Applies to:	Schools: Encore-Riverside High School for the Arts Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	All parents will respond to surveys and volunteer time to school programs.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Encore will continue to use current resources to acquire help from parents on campus.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost (within existing budget)
Encore will add a senior class college preparation class that will coincide with special workshops for parents of students who are first to go to college.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$14,000 (Targeted LCFF Funds)
Encore hopes to add a liaison who is responsible	Schoolwide	<input checked="" type="checkbox"/> ALL	

for getting parents involved in the Encore community.		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)_____	\$8,000 (Targeted LCFF Funds)
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	All parents will respond to surveys and volunteer time to school programs.		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Encore will continue to use current resources to acquire help from parents on campus.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost (within existing budget)
Encore will add a senior class college preparation class that will coincide with special workshops for parents of students who are first to go to college.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$14,000 (Targeted LCFF Funds)
Encore hopes to add a liaison who is responsible for getting parents involved in the Encore community.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$8,000 (Targeted LCFF Funds)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	All parents will respond to surveys and volunteer time to school programs.		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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Encore will continue to use current resources to acquire help from parents on campus.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No additional cost (within existing budget)
Encore will add a senior class college preparation class that will coincide with special workshops for parents of students who are first to go to college.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$14,000 (Targeted LCFF Funds)
Encore hopes to add a liaison who is responsible for getting parents involved in the Encore community.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$8,000 (Targeted LCFF Funds)

GOAL 6	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
GOAL: Encore will continue to improve and maintain school facilities to create an improved school climate.			
Identified Need:	Improved school facilities and climate		
Goal Applies to:	Schools:	Encore-Riverside High School for the Arts	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Approval of beautification and construction projects by the City of Riverside		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Encore will add additional classrooms and large	Schoolwide	<input checked="" type="checkbox"/> ALL	No additional

spaces, and will redesign small existing spaces to create additional resource rooms.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	cost (within existing budget)
Encore will work to improve exterior and interior aesthetics with cosmetic updates.	Schoolwide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost (within existing budget)
Encore will keep HVAC systems in good repair.	Schoolwide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost (within existing budget)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Approval of beautification and construction projects by the City of Riverside		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Encore will add additional classrooms and large spaces, and will redesign small existing spaces to create additional resource rooms.	Schoolwide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost (within existing budget)
Encore will work to improve exterior and interior aesthetics with cosmetic updates.	Schoolwide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost (within existing budget)

Encore will keep HVAC systems in good repair.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No additional cost (within existing budget)
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Approval of beautification and construction projects by the City of Riverside		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Encore will add additional classrooms and large spaces, and will redesign small existing spaces to create additional resource rooms.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No additional cost (within existing budget)
Encore will work to improve exterior and interior aesthetics with cosmetic updates.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No additional cost (within existing budget)
Encore will keep HVAC systems in good repair.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No additional cost (within existing budget)

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:	<p>GOAL 1</p> <p>A. Teachers: Encore Education Corporation will hire and retain highly qualified, credentialed teachers within the subject area of instruction for all core instruction.</p>	<p>Related State and/or Local Priorities:</p> <p>1 <u>X</u> 2__ 3__ 4__ 5__ 6__ 7__ 8__</p> <p style="text-align: center;">COE only: 9__ 10__</p> <p>Local : Specify _____</p>
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B. Instructional Materials: Encore–Riverside will engage a variety of methods to deliver adopted academic content and performance standards set by the state board for all pupils including English Learners. Instructional materials will include CCSS adopted textbooks and other resources including but not limited to technology resources, ancillary reading materials, and resources available on the internet.

C. Facilities: Encore Education Corporation will lease appropriate facilities to house the entire operation of Encore-Riverside within the jurisdiction of Riverside Unified School District.

Goal Applies to: Schools: Encore-Riverside High School for the Arts
 Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	<p>A. 100% of Encore-Riverside teachers will hold the appropriate credentials.</p> <p>B. All textbooks and other resource materials used at Encore-Riverside will deliver adopted academic content and performance standards set by the state board.</p> <p>C. Encore-Riverside will lease facilities for school operations by the start of school in 2015.</p>	Actual Annual Measurable Outcomes:	These outcomes were fulfilled.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Encore Education Corporation will utilize edjoin.org and job fairs to recruit appropriate candidates. Teachers hired for core curriculum must possess a minimum of an		Actions carried out as planned.	No additional expense (built into general fund)

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Encore will continue to focus on maintaining a Highly Qualified teaching staff, while adhering to strict standards in hiring practices.		

Original GOAL from prior year LCAP:	<p>GOAL 2</p> <p>A. CCSS Implementation: Encore-Riverside will successfully implement CCSS throughout all course studies.</p> <p>B. EL Students and Academic Content Knowledge: Encore-Riverside will engage a variety of methods to deliver adopted academic content and performance standards as adopted by the state board for all pupils, including English Learners.</p> <p>C. EL Students and English Language Proficiency: Encore-Riverside will work to help EL students move through the reclassification process toward English proficient.</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>
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Goal Applies to:	Schools: Encore-Riverside High School for the Arts
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	<p>A. Encore-Riverside will successfully implement CCSS throughout all course studies.</p> <p>B. Academic content and performance standards adopted by the state board for all pupils, including English Learners, will be delivered throughout the</p>	Actual Annual Measurable Outcomes:	A. and B. Implemented as stated.
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<p>program at Encore-Riverside.</p> <p>C. Five percent of EL students will become English proficient by year 3.</p>		<p>C. To be assessed after 3 years.</p>	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>A. Encore Education Corporation has an Executive Director that works directly with a CCSS implementation team that continues professional development and meets with Encore teachers twice monthly during collaboration and once per quarter during inservice to train, direct, and share expectation with fellow faculty.</p> <p>B. Teachers' lesson/pacing plans will reflect CCSS. Any modifications made for special populations within a class are noted on the electronic gradebook, including English Learners. Special populations will be offered different services, including after-school tutoring, EL Coordinator, in-school tutoring, study skills coaching, and response to intervention coaching.</p> <p>C. Encore's faculty will document the implementation of CCSS for all students, including EL. Progress will be measured by the percentage rate of EL's that become English Proficient and how many are reclassified. Also used as a method of measurement are CST data</p>		<p>All actions performed as planned.</p> <p>All actions performed as planned.</p> <p>All actions performed as planned.</p>	<p>No additional expense (built into general fund)</p> <p>No additional expense (built into general fund)</p> <p>No additional expense (built into general fund)</p>

(or equivalent), benchmarks, and other indicators of student and state performance measures when available.			
Scope of service:	Schoolwide		Scope of service:
			Schoolwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR:	<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR:
			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____

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

Encore-Riverside will continue to successfully implement CCSS throughout all course studies. Academic content and performance standards adopted by the state board for all pupils, including English Learners, will be delivered throughout the program at Encore-Riverside. At least five percent of EL students will become English proficient each year. Encore is investigating a move into technology-based curriculum over the next two years.

Original GOAL from prior year LCAP:	<p>GOAL 3</p> <p>A. Achieving/Maintaining Parental Involvement: Parents will actively engage in decision-making and will participate in programs.</p> <p>B. Promoting Parent Participation: Encore-Riverside will use a variety of methods to communicate with parents to promote and ask for parent participation.</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3_<input checked="" type="checkbox"/> A. Eighty percent of parents will engage in decision-making and school programs in the first year.</p> <p>B. Review of materials to promote parent participation will indicate their effectiveness. _ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__</p> <p>Local : Specify _____</p>
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Goal Applies to: Schools: Encore-Riverside High School for the Arts

Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	A. Eighty percent of parents will engage in decision-making and school programs in the first year. B. Review of materials to promote parent participation will indicate their effectiveness.	Actual Annual Measurable Outcomes:	A. A small percentage of parents engaged in decision-making and school programs in the first year. B. Materials for parents deemed effective.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Encore High School-Riverside will use a variety of resources to acquire the help from parents on campus. At-home surveys, a staff member designated for parent coordination, a parent liaison placed on the oversight school boards, and a parent involvement request each year will help keep parents engaged. B. The school will use a variety of methods to communicate with parents regularly, including, but not limited to, e-mail blasts, all-call systems, direct contact, request for input, call surveys, letters mailed home, surveys sent home, and requests to participate in parent meetings. Parents undergo an orientation session prior to enrollment.		Actions successfully carried out as planned. Actions successfully carried out as planned.	No additional expense (built into general fund) No additional expense (built into general fund)

Scope of service:	Schoolwide		Scope of service:	Schoolwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Encore-Riverside will continue to use a variety of methods to communicate with parents to promote and ask for parent participation, and to include parents in decision-making. Starting in the fall of 2017, Encore will add a liaison whose job will be to get parents involved in the Encore community.</p>
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<p>Original GOAL from prior year LCAP:</p>	<p>GOAL 4</p> <p>A. CAASPP: ELA/Literacy and Mathematics: Students will perform at or above grade level in the areas of ELA and Mathematics.</p> <p>B. API: Encore High School–Riverside will surpass the state average for high school API (or equivalent) within five years of opening.</p> <p>C. UC/CSU Course Requirements (or CTE): The majority of graduating seniors will complete coursework that is equivalent to at least the admission standards for UC and CSU consideration.</p> <p>D. EL Proficiency Rates: English Learners will advance 1 level each year toward English proficiency as measured annually by the CELDT Test.</p> <p>E. EL Reclassification: English Learners will be reclassified within 3 years.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__</p> <p>Local : Specify _____</p>
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F. AP Exam Passage Rate: AP exams will not be offered.

G. College Preparedness/EAP: For each year of the charter, students will demonstrate college preparedness pursuant to the EAP.

Goal Applies to: Schools: Encore-Riverside High School for the Arts
 Applicable Pupil Subgroups: All

<p>Expected Annual Measurable Outcomes:</p>	<p>A. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education B. Surpassing the state average for high school API within 5 years of opening C. Majority of students will complete coursework equivalent to admission standards for UC and CSU consideration. D. ELs will advance 1 level each year toward English proficiency. E. English Learners will be reclassified within 3 years. F. N/A G. Each year students will demonstrate college preparedness pursuant to the EAP.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>A. No pupils have as yet successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education. B. To be determined. C. To be determined. D. No testing done. E. To be determined. F. N/A G. Successfully achieved.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>A. Encore-Riverside will implement uniform benchmark tests created through TestWiz (NWEA) or similar program to be able to gauge progress as a result of the classroom seat-time. B. Encore-Riverside will use a variety of methods</p>		<p>A. through G. All completed as planned or in process for next school year.</p>	<p>No additional expense (built into general fund)</p>

<p>to teach CCSS and to check progress through the use of uniform benchmark tests.</p> <p>C. Encore-Riverside will adopt UC and CSU admissions requirements as the graduation requirements for Encore seniors.</p> <p>D. Upon enrollment, the original Home Language Survey in the students' cumulative folders from previous enrollment in a California school will be reviewed, as well as any prior CELDT scores, in order to best determine the current level of the student. If no prior Home Language Survey exists, one will be completed upon enrollment at Encore.</p> <p>E. Upon enrollment, the original Home Language Survey in the students' cumulative folders from previous enrollment in a California school will be reviewed, as well as any prior CELDT scores, in order to best determine the current level of the student. If no prior Home Language Survey exists, one will be completed upon enrollment at Encore.</p> <p>F. No AP exams offered.</p> <p>G. Students will be exposed to rigorous college-ready curriculum while attending Encore.</p>			
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Scope of service:	Schoolwide	Scope of service:	Schoolwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? Encore will continue using successful actions from the past to keep students performing at or above grade level, advancing toward English proficiency, and preparing for college. Encore plans to introduce Cyber High for math remediation. Summer school is also an option. Encore has created additional courses that have been accepted by A-G as a result of the annual student surveys. Each year Encore continues to refine course offerings to remain relevant to students.

Original GOAL from prior year LCAP:	GOAL 5	Related State and/or Local Priorities:
	<p>A. Student Attendance Rates: An average of 94% of enrolled students will attend Encore daily.</p> <p>B. Student Absenteeism Rates: A maximum of 6% of enrolled students will be absent from school with regard to average daily attendance.</p> <p>C. Middle School Dropout Rates: Middle School student dropout rates will not exceed 2%.</p> <p>D. High School Dropout Rates: High School student dropout rates will not exceed 20%.</p> <p>E. High School Graduation Rates: At least 90% of Encore High School students will graduate.</p>	<p>1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>

Goal Applies to:	Schools: Encore-Riverside High School for the Arts
	Applicable Pupil Subgroups: All

Expected Annual	A. 94% of enrolled students will attend Encore daily.	Actual Annual	A. 69,130 days attended out of 73,373 days enrolled equals 94% daily attendance.
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Measurable Outcomes:	B. Limit daily absenteeism to 6% of enrolled students. C. Middle School student dropout rates will not exceed 2%. D. High School dropout rates will not exceed 20%. E. At least 90% of Encore High School students will graduate.	Measurable Outcomes:	B. Daily absenteeism of not more than 6% achieved. C. There were no dropouts. D. There were no dropouts. E. There will be no graduates until 2017-18.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>A. The following actions will be put into place to help Encore achieve the student attendance rate goal:</p> <ol style="list-style-type: none"> 1. Perfect attendance incentives <input type="checkbox"/> 2. Parent education in handbooks and letters home describing the importance of daily attendance <input type="checkbox"/> 3. Full Time attendance clerk dedicating to clearing and recording absences <input type="checkbox"/> 4. Implementing SARB policies and processes <input type="checkbox"/> 5. Requiring attendance to class as part of the overall grade within a course <p>B. 1. Health and Wellness policies will promote</p>		<p align="center">All actions completed as planned.</p>	<p align="center">No additional expense (built into general fund)</p>

<p>helping to keep students from getting sick.</p> <p>2. Perfect attendance incentives [SEP]</p> <p>3. Parent education in handbooks and letters home describing the importance of daily attendance [SEP]</p> <p>4. Full Time attendance clerk dedicating to clearing and recording absences [SEP]</p> <p>5. Implementing SARB policies and processes</p> <p>6. Requiring attendance to class as part of the overall grade within a course</p> <p>C. 1. Encore will refer all Middle School students exiting Encore to their home district.</p> <p>2.Attendance clerk will keep CALPADS up to date to be able to document student enrollment and exits. [SEP]</p> <p>3. Parent communication about the importance of following Encore's 6-year graduation plan will take place annually within the parent handbook.</p> <p>4. Exit surveys administered to all students that decide to leave Encore will help administration</p>			
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and staff improve programs. [SEP]

5. Encore will offer a variety of programs that will keep students involved in school.

D. 1. Encore will refer all high school students exiting Encore to their home district.

2. Attendance clerk will keep CALPADS up to date to be able to document student enrollment and exits [SEP]

3. Parent communication about the importance of following Encore's 6-year graduation plan will take place annually within the parent handbook.

4. Exit surveys administered to all students that decide to leave Encore will help administration and staff improve programs. [SEP]

5. Encore will offer a variety of programs that will keep students involved in school.

E. Encore will employ a variety of methods to help High School students understand the importance of graduating.

1. Full time counselors will help guide students through the 6-year plan.

2. Encore will publish the 6-year plan in the

annual parent/student handbook.				
3. Encore will use a variety of intervention programs to guide struggling students including SSTs and Rtl coaches.				
Scope of service:	Schoolwide		Scope of service:	Schoolwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Encore will continue using successful actions from the past to keep dropout rates low.
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Original GOAL from prior year LCAP:	GOAL 6	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__
	<p>A. Pupil Suspension Rates: Encore’s goal is to be at less than 1% average annual suspension rate for all students.</p> <p>B. Pupil Expulsion Rates: Encore’s goal is to be at less than 1% annual average expulsion rate for all students.</p> <p>C. Other School Safety and School Connectedness Measures (Surveys): The majority of students and staff at Encore feel that they are in a supportive environment.</p>	Local : Specify _____

Goal Applies to:		Schools: Encore-Riverside High School for the Arts	
		Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	A. Less than 1% average annual suspension rate B. Less than 1% average annual expulsion rate C. The majority of students and staff feel they are in a supportive environment.	Actual Annual Measurable Outcomes:	A. There were 2 suspensions, or .5%. B. There were no expulsions. C. Expectations confirmed
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>A. Encore will publish and send home with all interested students copies of the latest parent/student handbook.</p> <p>B. Encore will publish and send home with all interested students copies of the latest parent/student handbook.</p> <p>C. Encore will employ the use of an annual survey (NSLP model or equivalent) that asks questions regarding the health, safety, and well-being of the school climate.</p>		All actions were completed as planned.	
Scope of service:	Schoolwide	Scope of service:	Schoolwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	
		No additional expense (built into general fund)	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Encore will continue using successful actions from the past to keep suspension and expulsion rates low.	
Original GOAL from prior year LCAP:	GOAL 7 Course Access: All students have the opportunity to participate in the full scope of programs offered at Encore.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7 <u>X</u> 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Encore-Riverside High School for the Arts Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	A review of student access to course offering will verify that all students have the opportunity to participate in the full scope of programs offered at Encore.	Actual Annual Measurable Outcomes:	A review of student access to course offerings verified that all students participated in the full scope of programs offered at Encore.
LCAP Year: 2015- Encore will use the full inclusion method for all students including EL, 504, and SPED.16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Encore will use the full inclusion method for all students including EL, 504, and SPED.		Completed as planned.	
Scope of service:	Schoolwide	Scope of service:	Schoolwide

<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Successful strategies will continue to be used.			
Original GOAL from prior year LCAP:	GOAL 8 Other Student Outcomes: English, Mathematics, Social Sciences, Science, Visual and Performing Art, Physical Education, and Foreign Languages		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ X__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	Encore-Riverside High School for the Arts			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	Majority of students will be at or above grade level in subjects listed.		Actual Annual Measurable Outcomes:	No testing done in year one.	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
A. Encore will hire and retain highly qualified, credentialed teachers in all subject areas. B. Encore will engage a variety of methods to deliver adopted academic content and			All actions were completed as planned.		No additional expense (built into general fund)

<p>performance standards.</p> <p>C. Encore will work to increase student achievement by filling in gaps in fundamental knowledge.</p> <p>D. Encore will invoke 1 year of a completed course in a fine arts class (defined as music, drama, or art) by enrolling all students in at least 1 course prior to graduation.</p> <p>E. Counselors of Encore will enroll students within a PE class for a total of 4 semesters within the 6-year plan.</p> <p>F. Counselors of Encore will enroll students within a foreign language class for a total of 2 semesters within the 6-year plan.</p>			
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	Schoolwide		
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	Schoolwide		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Encore will continue using successful actions from the past to keep students performing at or above grade level and preparing for college. Summer school is also one option. Encore has created additional courses that have been accepted by A-G as a result of the annual student surveys. Each year Encore continues to refine course offerings to remain relevant to students.</p>		

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:	\$248,912
In the LCAP year, we will continue to the focus on reinforcing fundamentals in math and grammar. Although student achievement has improved, the fundamentals (addition, subtraction, multiplication, division, spelling, and vocabulary) are still the basis of the largest gaps in achievement. As the fundamentals are reinforced, Encore will be adding critical thinking ways of reinforcement through the study skills courses offered for grades 7 through 9. Each of these courses are yearlong courses that will offer additional support outside of the core academic scope. Funding this year will be focused on updating resource materials as available for CCSS and will also start to experiment the implementation of one to one technology for all seniors by way of tablets instead of computer technology. The addition of one-to-one technology will substantively improve our targeted pupil achievement.	

- 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.

4.45	%
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In the LCAP year, we will be concentrating on improving programs and services for low income pupils, foster youth, and English learners at least equal to the minimum proportionality percentage shown above. One of the ways this is being accomplished is an increase in placement of all foster youth and English Learners with a coordinator or coach. Struggling low income students will be offered a variety of programs including after school tutoring (with bus transportation), daytime tutoring (study hall), and in some cases a response to intervention coach.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

(e) “Suspension rate” shall be calculated as follows:

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

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

01-13-15 [California Department of Education]