

Introduction:

LEA: Mojave River Academy Contact (Name, Title, Email, Phone Number: Kyla Rivera, Director Curriculum-kyla_rivera@orogrande.org 760-243-5884 X 108 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>In embarking on the creation of this plan, Oro Grande School District aimed to seek substantive and thoughtful input for all stages of plan development: Community Superintendent Committee, English Learner Advisory Committee, and District Superintendent Committee, and Management Retreats Community Committee-</p> <p>The district worked with parents and community members to organize and form a group that represents all students and all demographics. This group reviewed data on literacy and math achievements, CAASPP implementation, CELDT scores, attendance and suspension/expulsion rates. The community also looked at data reports prepared to evaluate the progress of goals in 2014-15 LCAP (including personnel reports, parent and student surveys, and district benchmarks and district program data). ELAC and DELAC- The</p>	<p>The first LCAP Superintendent’s Committee looked at the information collected from stakeholders (ELAC, DELAC and Community Committee). This group also looked at test data and demographic data. They also prioritized the needs of the students and families within the district. This committee will continue to look at data associated with LCAP and make recommendations for modification if needed. This committee shared the same concern for need professional development in the area of Common Core and creating an intensive researched based reading intervention for populations that we Page 5 of 64 struggling to reach proficiency.</p>

<p>English Language Learner Community reviewed LCAP/LCFF in February 2015. During this meeting stakeholders addressed concerns regarding the English Language Learner population. Members also looked at data, specifically CELDT, CAASPP, AMAO and reclassification rates.</p>	
<p>Annual Update</p> <p>The English Language LCAP priorities were reviewed and progress on these goals were shared with this population. Beginning in September 2014 the District Superintendent Committee began to look at data and progress of LCAP goals. This committee continued to meet quarterly. This committee is comprised of teachers that represent their school site and grade levels. In January 2015 the district implemented a Management Retreat.</p> <p>All levels of administration (classified and certificated) participated in this retreat. The district administrators participated in intensive analysis sessions to review data related to priorities and raise issues of concern for the district and for specific sites. These management retreats will be held every Winter and Summer.</p>	<p>Annual Update:</p> <p>The district has provided many opportunities for all stakeholders to provide input and ask questions regarding the progress of LCAP and associated goals After looking at district-wide data, all stakeholders agreed that more intervention is needed and that and teachers and administrators also agreed that Common Core State Standards professional development would be more relevant if presented in the same fashion Kindergarten through 12 grade (including the district charter schools) After reviewing the data and analyzing the progress of the goals; all stakeholders agreed that resources should be allocated to move towards achieving and revising LCAP goals. After reviewing the goals and data stakeholders agreed that the goals can be better analyzed and obtained if they were condensed to four similar goals.</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:	Mojave River academy will increase the number of 3rd, 7th and 9th grade students reading at grade level proficiency and increase passage of Integrated Math 1 passage rates through the implementation of rigorous state standards and provide appropriate interventions as needed.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8_X_ COE only: 9__ 10__ Local : Specify _____	
Identified Need :				
Goal Applies to:				
Schools:		Mojave River Academy		
Applicable Pupil Subgroups:		All		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:		Metric: CAASPP(14-15 Smarter Balanced 84% of Students not meeting standards in ELA) , Local Benchmarks, Lexile Scores		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase intervention and extended learning opportunities for at risk and underperforming students by providing pull out reading instruction (for students who are reading below grade level and EL students)		LEA	<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)_____	LCFF-5810-\$53,100
Assessments for lexile ranges for all students			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 2: 2017-18

Expected Annual Measurable Outcomes:	Metric: CAASPP(14-15 Smarter Balanced 84% of Students not meeting standards- in ELA) , Local Benchmarks, Lexile Scores		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Increase intervention and extended learning opportunities for at risk and underperforming students by providing pull out reading instruction (for students who are reading below grade level and EL students)</p> <p>Assessments for lexile ranges for all students</p>	LEA	<p><u> X </u> ALL</p> <hr/> <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>	LCFF-5810-\$53,100

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Metric: CAASPP(14-15 Smarter Balanced 85% of Students not meeting standards- in ELA) , Local Benchmarks, Lexile Scores		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Increase intervention and extended learning opportunities for at risk and underperforming students by providing pull out reading instruction (for students who are reading below grade level and EL students)</p> <p>Assessments for lexile ranges for all students</p>	LEA	<p><u> X </u> ALL</p> <hr/> <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>	LCFF-5810-\$53,100

GOAL:	Mojave River Academy will provide resource that promote social/emotional growth and parent/community partnership.	Related State and/or Local Priorities: 1__ 2__ 3_ X _ 4__ 5 X 6_ X 7__ 8__ COE only: 9__ 10__
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Local : Specify _____

Identified Need : Need: Increased need for emotional and social support for students. Support for students and families that are Low Income Maintain low suspension rates (% 0 school suspension data-- (Maintain low expulsion rates (0% expulsion rate)

Goal Applies to: Schools: Mojave River Academy
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Metric This goal will be assessed by information from Family Contact Logs (Local) Family Connectedness Survey (Local) California Healthy Kids Survey (CHKS) (State)
 Suspension rates 0% (State)
 High School Drop Out Rates 26.1 %/Graduation Rates 47.3% (State)
 Attendance and Chronic Absenteeism rates)% (State)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure access to counseling through support of clinical counselor. Access to parent programs to address social- emotional stress factors	LEA	<input checked="" type="checkbox"/> X 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)_____	Counselor 1XXX-\$162,896 3XXX-\$52,657
Provide programs for parents in primary language to help students in both academic and social needs.	LEA	<input checked="" type="checkbox"/> X 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)_____	Coordinator LCFF (5%) 1XXX-44437 3XXX-\$1650 Community

Curriculum
LCFF (5%)
4210- \$2000

LCAP Year 2: 2017-18

Expected Annual
Measurable
Outcomes:

Metric This goal will be assessed by information from Family Contact Logs (Local) Family Connectedness Survey (Local) California Healthy Kids Survey (CHKS) (State)

Suspension rates 0% (State)

High School Drop Out Rates 26.1 %/Graduation Rates 47.3% (State)

Attendance and Chronic Absenteeism rates (State)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure access to counseling through support of clinical counselor. Access to parent programs to address social- emotional stress factors	LEA	<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)_____	Counselor 1XXX- \$162,896 3XXX- \$52,657
Provide programs for parents in primary language to help students in both academic and social needs.	LEA	<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	Coordinator LCFF (5%) 1XXX-44437 3XXX-\$1650 Community Curriculum LCFF (5%) 4210- \$2000

__ Other Subgroups:(Specify)_____

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Metric This goal will be assessed by information from Family Contact Logs (Local) Family Connectedness Survey (Local) California Healthy Kids Survey (CHKS) (State)

Suspension rates 0% (State)

High School Drop Out Rates 26.1 %/Graduation Rates 47.3% (State)

Attendance and Chronic Absenteeism rates (State)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure access to counseling through support of clinical counselor. Access to parent programs to address social- emotional stress factors	LEA	<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)_____	Counselor 1XXX-\$162,896 3XXX-\$52,657
Provide programs for parents in primary language to help students in both academic and social needs.	LEA	<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)_____	Coordinator LCFF (5%) 1XXX-44437 3XXX-\$1650 Community Curriculum LCFF (5%) 4210- \$2000

GOAL:	Common Core State Standards and researched based instructional methodologies will be implemented with rigor by highly qualified teachers (using state adopted curriculum) to increase the proficiency levels of students in math and English Language Arts.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
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Identified Need :	Need: All teachers need intensive ongoing training instructional strategies to best teach Common Core State Standards.
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Goal Applies to:	Schools: Mojave River Academy
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	100% of teachers trained in Common Core standards. 100% of teachers will be highly qualified. Metric: This goal will be assessed by the completion of Common Core standards training, implemented by Mojave River Academy Curriculum Department. (Local)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Common Core training for staff along with detailed Common Core Curriculum maps in all content areas.	LEA	<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) _____	TOA 1XXX\$1,246,915 3XXX-\$429,569
		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 2: 2017-18

Expected Annual Measurable Outcomes:	<p>100% of teachers trained in Common Core standards.</p> <p>100% of teachers will be highly qualified.</p> <p>Metric: This goal will be assessed by the completion of Common Core standards training, implemented by Oro Grande School District Curriculum Department. (Local)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Common Core training for staff along with detailed Common Core Curriculum maps in all content areas.	LEA	<input checked="" type="checkbox"/> ALL	TOA 1XXX\$1,246,915 3XXX-\$429,569
		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)_____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>100% of teachers trained in Common Core standards.</p> <p>100% of teachers will be highly qualified. Metric: This goal will be assessed by the completion of Common Core standards training, implemented by Oro Grande School District Curriculum Department. (Local)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Common Core training for staff along with	LEA	<input checked="" type="checkbox"/> ALL	TOA

detailed Common Core Curriculum maps in all content areas.	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) _____	1XXX\$1,246,915 3XXX-\$429,569
	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:	All students will have access to a post high school college and career readiness plan.		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____
Identified Need :	All students need access to college preparatory classes, and post high school plan		
Goal Applies to:	Schools:	Mojave River Academy	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	All Mojave River Academy Students will have a college/ career readiness plan (local metric)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expose students to college and Career Curriculum And college preparatory curriculum.	LEA	<u>X</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	LCFF 5810- \$16,825

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	All Mojave River Academy Students will have a college/ career readiness plan (local metric)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expose students to college and Career Curriculum And college preparatory curriculum.	LEA	<input checked="" type="checkbox"/> ALL	LCFF 5810- \$ 16,825
		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)_____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	All Mojave River Academy Students will have a college/ career readiness plan (local metric)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expose students to college and Career Curriculum And college preparatory curriculum.	LEA	<input checked="" type="checkbox"/> ALL	LCFF 5810- \$ 16,825
		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)_____	

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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:	To ensure all excellent education for all students, all teachers must be credentialed and highly qualified.		Related State and/or Local Priorities: 1__X__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Mojave River Academy		
Expected Annual Measurable Outcomes:	100% teachers highly qualified through VPSS		Actual Annual Measurable Outcomes:	All teachers are teaching within their content area; curriculum is created and managed by credentialed teachers.
LCAP Year: 2016-17				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Ensure all teachers are qualified and credentialed and are qualified, also support teachers in new common core standards – New teacher on assignments will be hired to provide		6-TOA FTE 1000-1999: Certificated Personnel Salaries	Teachers on Assignment manage and create curriculum along with providing professional development for Mojave River Academy Staff TOA- LCFF 1XXX1,246,915 3XXX-429,569	

professional development in all content areas	LCFF 483,435		
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?	Teachers on Assignment will continue to provide quality curriculum and provide Common Core instructional professional development.		

Original GOAL from prior year LCAP:	By 2017, there will be a 10 percent increase in the amount of students that pass the California High School Exit Exam. (by the 12th grade)	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Mojave River Academy
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	All EL SED	Actual Annual Measurable Outcomes:	The High School Exit Exam is no longer taken by California High School Students.
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LCAP Year: 2016-17			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide resources to all populations (and teacher training) to help a larger population of students graduate from high school (with passage of CAHSEE) including intervention in English Language Arts For English learners: Increase intervention and	Additional ELA materials and CAHSEE prep 4000-4999: Books And Supplies	High School Exit Exam is no longer applicable.	Not Applicable

<p>curriculum (any EL student that is not making adequate progress in ELD/ELD course will be required to attend additional class intervention</p> <p>For re-designated fluent English proficient pupils: increase intervention and curriculum (any EL student that is not making adequate progress in ELD/ELD course will be required to attend additional class intervention</p> <p>For low income pupils:</p>	<p>LCFF 38,000</p> <p>TOA- English 1000-1999: Certificated Personnel Salaries LCFF \$63,000</p> <p>Provide resources to support Long Tern English Learners and redesignated students and provide intervention when needed</p> <p>4000-4999: Books And Supplies LCFF \$10,000</p> <p>Provide access to technology at home to complete assignment</p>		
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	and gather research. Create a monitoring tool that will help students plan for College and Career 4000-4999: Books And Supplies LCFF \$10,000		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	High School Exit exam is no longer mandated by the State of California. Increasing proficiency in Reading/English and Math will continue to be a priority at Mojave River Academy.		

Original GOAL from prior year LCAP:	By 2016-17, all students will have access to University of California approved A-G courses.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Mojave River Academy Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	All students will have access to course	Actual Annual Measurable Outcomes:	All students had access to online A-G approved courses. At this time we
LCAP Year: 2016-17			

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide curriculum and qualified teachers to give students access to college preparatory classes (Increased TOA FTE- for highly qualified teachers)	Five FTE for Teachers on Assignment 1000-1999: Certificated Personnel Salaries LCFF 285,000	Mojave River Academy is using Cyber High curriculum to offer A-G approved classes for all high school students.	LCFF 5810-\$12,745
<input type="checkbox"/> ALL		<input 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?	Mojave River Academy will continue to offer student's access to college prep. curriculum..		

Original GOAL from prior year LCAP:	By 2016-17 all students will have access to technology to access curriculum and assure readiness for new state assessments	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Mojave river Academy Applicable Pupil Subgroups:		
Expected Annual	All students will have access to technology	Actual Annual	All students at Mojave River Academy have access to technology; including lap tops, tablets, and

Measurable Outcomes:		Measurable Outcomes:	engage with curriculum with technology.
LCAP Year: 2016-17			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide students with access to technology (at school center and devices at home for access to content *with minimum of successful semester completion)	Repair cost for students devices and replacement costs 4000-4999: Books And Supplies LCFF \$88,000	Mojave River Academy increased both hardware and technical infrastructure.	LCFF \$44,398 \$16,886

Original GOAL from prior year LCAP:	By 2017-17 Mojave River Academy will increase Algebra proficiency by 16% (for all significant subgroups)	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Mojave River Academy Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	All- 12% EL- 12% SED-12%	Actual Annual Measurable Outcomes:	Mojave River Academy changed the progression of Math to now included the Integrated Math. 96% of students did not meet standards in CAASPP.
LCAP Year: 2016-17			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual

			Expenditures
5.1 Common Core Curriculum and teacher professional development. (additional FTEs- for math teachers)	replacement of reproducible items 4000-4999: Books And Supplies LCFF 108,500	New Common Core Integrated math curriculum and professional development was implemented at Mojave River Academy.	LCFF- 4110- \$287,802 5810-\$5,000
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Original GOAL from prior year LCAP:	By 2016-17 all Mojave River Academy students will have access to social/emotional support and post graduate support/planning		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Mojave River Academy	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	100% students will have access to counseling services	Actual Annual Measurable Outcomes:	All students had access to counseling (academic/emotional) services provided by credentialed counselors.	
LCAP Year: 2016-17				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide students with access to Social Emotional	FTE school counselor	Three full time counselors provide services for Mojave River Academy students.	Counselors LCFF	

<p>Support as well as ensuring support for College and Career planning (additional FTE for School Counselor)</p> <p>For low income pupils:</p>	<p>54,060</p> <p>Provide access to technology at home to complete assignment and gather research. Create a monitoring tool that will help students plan for College and Career</p>		<p>1XXX-153,854 3XXX-\$46,640</p>
<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Mojave River Academy will continue to provide social/emotional support for all students.</p>		

<p>Original GOAL from prior year</p>	<p>By 2016-17 90% of students will have access to approved enrichment activities; including field trips</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p>
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LCAP:				Local : Specify _____
Goal Applies to:	Schools: Mojave River Academy			
	Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	80% (of students by site)	Actual Annual Measurable Outcomes:	Only a small number of students participated in extra curricular activities	
LCAP Year: 2016-17				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide resources (including field trips, providing funding for approved fine arts, PE, music, dance classes)	80,000	Field trips (including college visits, and STEM activities)	LCFF-\$2850	
<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?	Mojave River Academy			

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>1,589,121</u>
<p>The district is expected to receive approximately \$1,589,121 in Supplement and Concentration Grant Funding in the 2016-2017 school year. In 2016-17, the district plans to continue services provided to low income and the EL population. These programs include intervention programs (instructional materials specifically targeted for the EL population (reading intervention materials), staffing and professional development for increased services for EL students and low income populations. A review of district needs and metrics, along with input from key stakeholders, helped the district determine the services – and the most effective use of Supplemental Grant funds)</p>	

- 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.

13.19	%
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Mojave River Academy is committed to meet the needs of our unduplicated populations. The minimum proportionality rate for Oro Grande School district is 13.19%. Mojave River Academy will provide new ELD materials for English Language Learners, provide additional resources for low income and foster youth—(parent activities and social emotional support by counseling staff)

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).