

Introduction:**Mission and values:**

EBCA's slogan of "Each One Teach One, Each One Reach One," a quote from our namesake Mary McLeod Bethune, Edison Bethune Charter Academy (EBCA) believes it exemplifies the culture and vision to establish and pass on to the students. EBCA is committed to give all students the necessary skill to prepare them academically to compete globally with a world class education for all. EBCA's mission is to provide all students with a rigorous standards-based curriculum to achieve success. Every child is provided with resources and opportunities to reach his/her individual potential through academic preparation and personal responsibility. Working as a team of parents, staff, and students, EBCA is dedicated to providing a world class education to ensure the academic advancement of every child.

Overview of educational program:

EBCA offers a rigorous instructional program designed to build the foundation that will ensure EBCA's students' success in the future. EBCA is currently a TK-6 school where each of the grade levels is considered a "House." Teachers and students within the house are professional learning communities that allows for exceptional bonding and communication between staff, students, and parents. EBCA proudly boast of having the support of parents and community and have establish a strong sense of family and depend on parents to provide and support a nurturing and caring learning environment. Our dedicated, knowledgeable staff, supportive parents, and involved community members all work collaboratively for the sole purpose of providing a world-class education to all.

EBCA applies the best of research-proven strategies to provide a rich and rigorous academic program that gives all students the chance to be successful. EBCA uses key components of the "Power Standards," which was coined by Dr. Doug Reeves and further developed by Dr. Larry Ainsworth in 2003 to address the new common core state standards. Power standards represent the most essential proficiencies or "big ideas" in a set of standards. In keeping with this approach, EBCA has similarly identified the Power Features of an Outstanding School. As a means to identify the power features, we assessed for: endurance, or long term value associated with the behavior; leverage, or the ability to unleash greater potential in other areas of school development; and readiness, the requirement that certain conditions be in place before a school can proceed to more advanced levels of performance.

EBCA possesses a positive school environment that promotes the physical, social, emotional, and academic growth of all students. EBCA's high academic standards are balanced by strong character building, goal setting and healthy lifestyles, EBCA tries to prepare students to thrive in the global community. We strive to foster a well-rounded student who knows how to access, analyze and use information to the best of their ability. In order to achieve this, we have to ensure our program provides a positive, hands-on approach to learning.

Mutual respect between students and staff is reflected in school policies and behavioral expectations. Relationships and interconnectedness between students and staff are based upon mutual respect, cultural awareness, trust, empathy, and caring. The foundation of the mutual respect between students and staff is rooted in the school's partnership amongst the students, staff and parents, but rounded out with the Character and Ethics program. There are eight Core Values established and reinforced school-wide at EBCA. The core values include Wisdom, Justice, Courage, Compassion, Respect, Responsibility, Integrity and Hope. There is a focus for each core value that ongoing character education lessons, discussions, activities, student rallies, individual reflections are dedicated to each month. The Core Values are also celebrated through the monthly Core Values recognition program.

Value for high student achievement for all students is clearly communicated and reinforced at EBCA. Student achievement for all students is extremely valued and celebrated. Students are recognized for their academic and character achievements regularly. Other ways achievements

are celebrated include recognition for basic facts proficiency (ex. Reading Dog Tags, Math Dog Tags, Accelerated Reader and Board Recognition), recognitions of test and quiz accomplishments in the class and school setting, the school's announcements at Morning Blacktop, Hopes Awards and newsletters.

Student diversity is celebrated and believed to be an asset. Students and teachers practice and reinforce these core values on a daily basis and throughout their lessons. Staff and students understand, respect and value individual and cultural differences. Intra and interpersonal relationships have a profound impact on student learning. Once again, the core values serve as a reflection tool for redirecting any type of behavior that does not exemplify the eight Core Values. EBCA's reading curriculum exposes students to a wide variety of American regional cultures, international cultures, as well as current global concerns. Real-life learning applications and projects allow students to share their experiences, lineage and heritage. EBCA believes that students who feel valued and appreciated, continue to contribute to their own success, as well as the collective success of their classmates.

LEA: Edison-Bethune Charter Academy
Contact: Rodolfo Garcia, Executive Director, r.garc@myebca.com, (559)457-2530
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
---------------------	----------------

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP) information and requirements have been shared through the established structures described in the Annual Update section. In order to increase engagement and give all stakeholders increased opportunity to understand the funding formula and to provide informed input for the annual update and 2016-17 LCAP, the district took the following additional steps:

Process for 2016-17 Stakeholder input and consultation:

Below is a list of meetings that were held for various stakeholder groups including: parents, community members, school site council, certificated staff, classified staff and DELAC/ELAC members. During the meetings an explanation of the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP) was presented, and various data charts were displayed and reviewed and participants were asked for feedback throughout the meeting.

- 4/4/2016 – 4/8/2016 during the Parent/Teacher Conferences a survey for both parents, students, and staff to get feedback on progress and LCAP priorities.
- 4/14/2016 – 4/15/2016 – Sought Input from parents, staff and other interested stakeholders in both English and Spanish.
- 5/11/2016 – Presented Draft LCAP and sought input to Site Leadership Team
- 5/11/2016 – 5/20/2016 – Public Comment Period - The draft version of the LCAP was posted on the website and made available in the Office. Parents were notified with the April Newsletter.
- 5/11/2016 – Presented Draft LCAP and sought input for staff during Wednesday University Staff Meeting.
- 5/26/2016 – Presented Draft LCAP and sought input from DELAC/ELAC and School Site Council
- 5/26/2016 – Public Hearing at Board Meeting at 5:45
- 6/16/2016 – Board Adopt LCAP

Edison Bethune Charter Academy has identified program strengths and needs by compiling staff, student, parent and community input. Input was documented through note taking during stakeholder meetings and prioritization surveys. Input was organized around the eight state priorities. The 2015-16 LCAP provided the current baseline for program and support for every student.

During the meetings EBCA provided information to Stakeholders in both English and Spanish detailing out the State's 8 priorities. Staff presented data related to matrix identified last year's LCAP. In addition, staff explained the LCFF requirements as well as the budget related to the additional resources that will be available to our District as a result. A form was provided to stakeholders, to provide input into how the District should allocate the additional resources. EBCA also provided parents a survey during our parent/teacher conferences for both parents and staff to provide additional feedback.

As a result, the input received from parents at the stakeholder meetings and surveys indicated that they would like to see resources allocated to:

- Tutoring and Academic Intervention
- Professional Development for teachers
- Providing funding for fieldtrips TK-6 including 6th Grade Science Camp
- Longer Instructional Day
- Before and After School Program
- Music, Art and Physical Education
- Athletic Program
- Increase teacher classroom supply budget
- Reduce Class Size
- Greater Investment in technology
- Attendance monitoring and academic recognition/incentives
- Summer School
- Retaining highly qualified teachers
- Parent education trainings
- Security Cameras around campus
- Increase Library Books
- School Wide Assemblies
- Safe and Secure School Environment
- Discipline that Restores and Time to Teach

<p>Annual Update:</p> <p>EBCA received additional suggestions (see list in next column) and integrated their input in the current version of the LCAP.</p>	<p>Annual Update:</p> <p>As a result of the feedback EBCA received, EBCA will be adding an additional actions to better reflect the needs of EBCA's students and community.</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 - EBCA will seek, hire, and maintain a staff of highly qualified teachers (HQT) for grades TK-6 that will be appropriately assigned. Teachers will hold multiple subject credentials covering subject areas such as math, English Language Arts (ELA), Social Studies, Science and Physical Education (PE), as well as Single Subject credentials in Art, Music for elective classes.		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 X7 X8 Local: None
Identified Need:	<p>NEED: EBCA personnel files need to demonstrate that 100% of the teachers meet state requirements for credentialing and/or licenses/authorizations.</p> <p>METRIC: Percentage rate that teachers are assigned and credentialed appropriately for students they teach. Percentage rate that student have access and are enrolled in all required areas of study.</p>		
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>All new teachers will have one year to become highly qualified in the core subjects in which they teach under their multiple subject credential before the beginning of the 2016-2017 school year.</p> <p>All Students will be enrolled in a broad course of study that includes all core subject areas as well as Art and Music.</p>		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service Budgeted Expenditures
Action/Service #1 - Provide opportunity for Professional Development classes from outside providers for teachers and paraeducators as they become available.	EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental & Concentration Funds: \$15,000

<p>Action/Service #2 - Retain/hire HQT for all core and elective courses. Fund necessary support positions for HQT, including clerical, administration, substitute teachers/paraeducator, and related positions.</p> <p>Maintain lower class sizes for all grades.</p> <p>Encroachment for Special Education Costs</p>	<p>EBCA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base: \$2,531,419 – Certificated, Classified Salaries and Benefits</p> <p>Supplemental & Concentration Grant: \$660,735 - Certificated, Classified Salaries and Benefits</p>
<p>Action/Service #3 - Provide General Education Teacher Induction and Education Specialist Teacher Induction training for eligible teachers and support providers.</p>	<p>EBCA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base: \$10,000</p>
<p>Action/Service #4 - Maintain Transitional Kindergarten (TK) classes for qualifying students, with a teacher and paraprofessional aide.</p>	<p>EBCA Grades: TK</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base: \$85,000</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<p>All teachers will be highly qualified in the core subjects in which they teach under their multiple subject credential.</p> <p>All Students will be enrolled in a broad course of study that includes all core subject areas as well as Art, Music and PE.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action/Service #1 - Provide opportunity for Professional Development classes from outside providers for teachers and paraeducators as they become available.</p>	<p>EBCA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Supplemental & Concentration Grant: \$15,000</p>
<p>Action/Service #2 - Retain/hire HQT for all core and elective courses. Fund necessary support positions for HQT, including clerical, administration, substitute teachers/paraeducator, and related positions.</p> <p>Maintain lower class sizes for all grades.</p> <p>Special Education expenses will be covered until Federal and State Special Education Revenue (no encroachment needed)</p>	<p>EBCA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base: \$2,477,531 – Certificated, Classified Salaries and Benefits</p> <p>Supplemental & Concentration Grant: \$730,861 Certificated, Classified Salaries and Benefits</p>

<p>Action/Service #3 - Provide General Education Teacher Induction and Education Specialist Teacher Induction training for eligible teachers and support providers.</p>	<p>EBCA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base: \$10,000</p>	
<p>Action/Service #4 - Maintain Transitional Kindergarten (TK) classes for qualifying students with a Teacher and paraprofessional aide.</p>	<p>EBCA Grades: TK</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base: \$90,000</p>	
<p>LCAP Year 3</p>				
<p>Expected Annual Measurable Outcomes:</p>	<p>All teachers will be highly qualified in the core subjects in which they teach under their multiple subject credential. All Students will be enrolled in a broad course of study that includes all core subject areas as well as Art and Music.</p>			
<p>Actions/Services</p>		<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Action/Service #1 - Provide opportunity for Professional Development classes from outside providers for teachers and paraeducators as they become available.</p>	<p>EBCA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Supplemental & Concentration Grant: \$15,000</p>	

<p>Action/Service #2 - Retain/hire HQT for all core and elective courses. Fund necessary support positions for HQT, including clerical, administration, substitute teachers/paraeducator, and related positions.</p> <p>Maintain lower class sizes for all grades.</p> <p>Special Education expenses will be covered until Federal and State Special Education Revenue (no encroachment needed).</p>	<p>EBCA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>LCFF Base:</p> <p>\$2,485,842 – Certificated, Classified Salaries and Benefits</p> <p>Supplemental & Concentration Grant: \$715,646 Certificated, Classified Salaries and Benefits</p>
<p>Action/Service #3 - Provide General Education Teacher Induction and Education Specialist Teacher Induction training for eligible teachers and support providers.</p>	<p>EBCA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>LCFF Base:</p> <p>\$10,000</p>
<p>Action/Service #4 - Maintain Transitional Kindergarten (TK) classes for qualifying students with a Teacher and paraprofessional aide.</p>	<p>EBCA</p> <p>Grades: TK</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>LCFF Base:</p> <p>\$95,000</p>

GOAL:	<p>Goal #2 - All students, including all subgroups at EBCA will receive Common Core State Standards (CCSS) based instruction that will prepare all students in English, Math, Social Science, Visual Performing Arts, Health and Physical Education to engage individual learning styles and unique interest to acquire 21st Century Skills. All students will attain proficiency or better in reading and mathematics.</p>		<p>Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: None</p>
Identified Need:	<p>NEED: To provide students with common core state standards (CCSS) curriculum based instruction in all core subjects and ensure all students achieve proficiency in reading and mathematics.</p> <p>METRICS: Teacher unit/lesson plans (documentation of implementation of CCSS for all students, including EL), Percentage rate of EL's that become English Proficient, EL reclassification rate, CASSPP Data, Academic Performance Index Scores, Local Benchmarks, and using other indicators of student and state performance measures when available in 2015 in other required areas of study. Williams Review – noting student access to standards-aligned instructional materials. (NOTE: EBCA does not have students that pass Advanced Placement Exams with a 3 or higher, students determined prepared for college by the Early Assessment Program, or students that are college and career ready because EBCA is an elementary school)</p>		
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>Teacher's unit/lesson plans will demonstrate CCSS alignment and modifications/adaptations for ELs, exceptional students, high and low achieving students.</p> <p>Teachers receive Professional Development through FCOE-ASIST Team and our Curriculum and Instruction Director for English Language Development (ELD), Writing, Science, English Language Arts (ELA) and Math.</p> <p>Students meeting locally identified criteria will have access to additional intervention services based on assessments noted, including summer learning.</p>		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
	Budgeted Expenditures		

<p>Action/Service #1 - Provide Professional Development from FCOE – ASIST Team and Curriculum Coordinators. This will train our teachers in Common Core best practices in ELA and Math.</p>	<p>EBCA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base: FCOE - \$15,000</p>
<p>Action/Service #2 - Instructional Materials Survey Annually and Williams Act Review provided by FCOE.</p>	<p>EBCA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>
<p>Action/Service #3 - Update technology resources available in each classroom for Common Core and Smarter Balance Field Testing. These resources are intended for remedial and extended-hour education for unduplicated pupils, but may be used by other student groups when not serving unduplicated pupils specifically. Our plan is to purchase 1 to 1 devices for all 3rd - 6th grade students in 2016-17.</p>	<p>EBCA Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Supplemental & Concentration Grant: \$50,000 LCFF Base Funds: \$55,000</p>
<p>Action/Service #4 - Hire a Curriculum and Instruction Director to provide leadership, expertise and support at the school site level for the full implementation instructional area common core standards, assessment and accountability in grades TK-6.</p>	<p>EBCA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Supplemental & Concentration Grant: \$120,000</p>

Action/Service #5 - Teacher Release Subs to observation/peer coaching to ensure best practices that are aligned with Common Core are being implemented.	EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental & Concentration Grant Funding: \$25,000
Action/Service #6 - Intervention Tutoring afterschool provided by classroom teachers.	EBCA Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental & Concentration Grant Funds: \$50,000
Action/Service #7 - Implement summer learning opportunities as extended learning hours for students and unduplicated pupils.	EBCA Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental & Concentration Grant Funds: \$30,000
Action/Service #8 - Purchase consumables for Math Expressions	EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF Base: \$20,000
LCAP Year 2			

Expected Annual Measurable Outcomes:	<p>Teacher's unit/lesson plans will demonstrate CCSS alignment and modifications/adaptations for ELs, exceptional students, high and low achieving students.</p> <p>Teachers receive Professional Development through FCOE-ASIST Team and our Curriculum Coordinators for ELD, Writing, Science, ELA and Math.</p> <p>Students meeting locally identified criteria will have access to additional intervention services based on assessments noted, including summer learning.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action/Service #1 - Provide Professional Development from FCOE – ASIST Team and Curriculum Coordinators. This will train our teachers in Common Core best practices in ELA and Math.</p>	<p>EBCA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base: \$15,000</p>
<p>Action/Service #2 - Instructional Materials Survey Annually and Williams Act Review provided by FCOE.</p>	<p>EBCA Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>

<p>Action/Service #3 - Update technology resources available in each classroom for Common Core and Smarter Balance Field Testing. These resources are intended for remedial and extended-hour education for unduplicated pupils, but may be used by other student groups when not serving unduplicated pupils specifically.</p>	<p>EBCA Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Supplemental & Concentration Grant Funding: \$50,000</p>
<p>Action/Service #4 - Maintain a Curriculum and Instruction Director position to provide leadership, expertise and support at the school site level for the full implementation instructional area common core standards, assessment and accountability in grades T K-6.</p>	<p>EBCA Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Supplemental & Concentration Grant Funding: \$140,000</p>
<p>Action/Service #5 - Teacher Release Subs to observation/peer coaching to ensure best practices that are aligned with Common Core are being implemented.</p>	<p>EBCA Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Supplemental & Concentration Grant Funding: \$25,000</p>
<p>Action/Service #6 - Intervention Tutoring afterschool provided by classroom teachers.</p>	<p>EBCA Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Supplemental & Concentration Grant: \$50,000</p>

<p>Action/Service #7 - Implement summer learning opportunities as extended learning hours for students and unduplicated pupils.</p>	<p>EBCA Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Supplemental & Concentration Grant Funds: \$30,000</p>
<p>Action/Service #8 - Purchase consumables for Math Expressions</p>	<p>EBCA Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>LCFF Base: \$20,000</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Teacher's unit/lesson plans will demonstrate CCSS alignment and modifications/adaptations for ELs, exceptional students, high and low achieving students.</p> <p>Teachers receive Professional Development through FCOE-ASIST Team and our Curriculum Coordinators for ELD, Writing, Science, ELA and Math.</p> <p>Students meeting locally identified criteria will have access to additional intervention services based on assessments noted, including summer learning.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Action/Service #1 - Provide Professional Development from FCOE – ASIST Team and Curriculum Coordinators. This will train our teachers in Common Core best practices in ELA and Math.</p>	<p>EBCA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base: \$15,000</p>
<p>Action/Service #2 - Instructional Materials Survey Annually and Williams Act Review provided by FCOE.</p>	<p>EBCA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>
<p>Action/Service #3 - Update technology resources available in each classroom for Common Core and Smarter Balance Field Testing. These resources are intended for remedial and extended-hour education for unduplicated pupils, but may be used by other student groups when not serving unduplicated pupils specifically.</p>	<p>EBCA Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Supplemental & Concentration Grant Funding: \$50,000</p>
<p>Action/Service #4 - Hire a Curriculum and Instruction Director to provide leadership, expertise and support at the school site level for the full implementation instructional area common core standards, assessment and accountability in grades TK-6.</p>	<p>EBCA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Supplemental & Concentration Grant Funding: \$160,000</p>

Action/Service #5 - Teacher Release Subs to observation/peer coaching to ensure best practices that are aligned with Common Core are being implemented.	EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental & Concentration Grant: \$25,000
Action/Service #6 - Intervention Tutoring afterschool provided by classroom teachers.	EBCA Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental & Concentration Grant: \$50,000
Action/Service #7 - Implement summer learning opportunities as extended learning hours for students and unduplicated pupils.	EBCA Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental & Concentration Grant Funds: \$30,000
Action/Service #8 - Purchase consumables for Math Expressions.	EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF Base: \$20,000

GOAL:	Goal #3 - All students at EBCA will learn in a collaborative environment with strong parent and community support that furthers the learning of all students.		Related State and/or Local Priorities: _1 _2 X 3 X 4 X 5 X 6 _7 _8 Local: None	
Identified Need:	<p>NEED: Parents need training on instructional practices and how to help their child be successful in school.</p> <p>METRIC: Efforts to seek parent Input, surveys, number of parents attending trainings, promotion of parental participation, and percentage of parents attending parent/teacher conferences.</p>			
Goal Applies to:	Schools: All Grades: All	Applicable Pupil Subgroups: All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<p>EBCA will contract with FCOE-Parent Involvement Team to provide Parent Involvement Training. EBCA will demonstrate high parent involvement, participation, and provide opportunities for input as evidenced by agendas of meetings.</p> <p>78% of Parents attend the Parent Teacher Conferences as measured by sign in sheets three times a year.</p> <p>Invite outside agencies to Parent trainings to educate about Family Support resources available.</p>			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action/Service #1 - We will work with FCOE – Parent Involvement Team to coordinate and conduct parent training.		EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF Base Grant: \$10,000

Action/Service #2 - Incentives for additional Parental Involvement and Family Support Resources for Parents.	EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental & Concentration Grant: \$1,500
Action/Service #3 - Provide printed copies of Parent Student Handbook and Student Planners for every student.	EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental & Concentration Grant: \$20,000
Action/Service #4 - Invite outside agencies to Parent trainings to educate about Family Support resources available.	EBCA Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No Cost
LCAP Year 2			
Expected Annual Measurable Outcomes:	<p>EBCA will contract with FCOE-Parent Involvement Team to provide Parent Involvement Training.</p> <p>EBCA will demonstrate high parent involvement, participation, and provide opportunities for input as evidenced by agendas of meetings.</p> <p>80% of Parents attend the Parent Teacher Conferences as measured by sign in sheets three times a year. Invite outside agencies to Parent trainings to educate about Family Support resources available.</p>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action/Service #1 - We will work with FCOE – Parent Involvement Team to coordinate and conduct parent training.	EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF Base Grant: \$10,000
Action/Service #2 - Incentives for additional Parental Involvement and Family Support Resources for Parents.	EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental & Concentration Grant: \$1,500
Action/Service #3 - Provide printed copies of Parent Student Handbook and Student Planners for every student.	EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental & Concentration Grant: \$20,000

<p>Action/Service #4 - Invite outside agencies to Parent trainings to educate about Family Support resources available.</p>	<p>EBCA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>	
<p>LCAP Year 3</p>				
<p>Expected Annual Measurable Outcomes:</p>	<p>EBCA will contract with FCOE-Parent Involvement Team to provide Parent Involvement Training. EBCA will demonstrate high parent involvement, participation, and provide opportunities for input as evidenced by agendas of meetings. 80% of Parents attend the Parent Teacher Conferences as measured by sign in sheets three times a year. Invite outside agencies to Parent trainings to educate about Family Support resources available.</p>			
<p>Actions/Services</p>		<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Action/Service #1 - We will work with FCOE – Parent Involvement Team to coordinate and conduct parent training.</p>	<p>EBCA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Grant: \$10,000</p>	
<p>Action/Service #2 - Incentives for additional Parental Involvement and Family Support Resources for Parents.</p>	<p>EBCA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Supplemental & Concentration Grant: \$1,500</p>	

<p>Action/Service #3 - Provide printed copies of Parent Student Handbook and Student Planners for every student.</p>	<p>EBCA Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Supplemental & Concentration Grant: \$20,000</p>
<p>Action/Service #4 - Invite outside agencies to Parent training's to educate about Family Support resources available.</p>	<p>EBCA Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No Cost</p>

GOAL:	Goal #4 - All students, including all subgroups, will have a safe and healthy environment to achieve social, emotional and academic success by improving school attendance rates and overall school culture.		Related State and/or Local Priorities: X 1 _2 X 3 X 4 X 5 X 6 _7 _8 Local: None
Identified Need:	<p>NEED: School lacks complete truancy and chronic absence procedures.</p> <p>METRIC: School attendance rates, Chronic absenteeism rates, Truancy and Meditation Letters/Conferences with Parents, Office Referrals, Student suspension rates, student expulsion rates, and Parent and Student Surveys. Williams Review – Facilities in good repair. (NOTE: We do not have dropout rates for Middle School and High School, and High School graduation rates because we are an elementary school)</p>		
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>Implement procedures to generate letters to parents to inform them of their student’s absentee rate.</p> <p>We will hire a Truancy Liaison to oversee truancy mediation process and maintain an overall student attendance rate of at least 89%.</p> <p>Provide Discipline that Restores Training to Staff to help reduce the number of office referrals and the overall student suspension and expulsion rate.</p> <p>Create positive attendance incentives based on weekly, monthly, quarterly and annual attendance.</p> <p>Provide annual parent and student surveys to track overall opinion of school culture.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Action/Service #1 - We will hire a Truancy Mediation Liaison to oversee truancy mediation process and increase overall student attendance rate to 89%.</p>	<p>EBCA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Supplemental & Concentration: Truancy Liaison \$70,000 Attendance Incentives: \$5,000</p>
<p>Action/Service #2 - Provide extra-curricular athletic programs for students by giving paying stipends to coaches.</p>	<p>EBCA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Supplemental & Concentration: Stipends \$10,000</p>
<p>Action/Service #3 - Hire a full day Licensed Vocational Nurse to better serve our students.</p>	<p>EBCA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Supplemental & Concentration: Stipends \$35,000</p>
<p>Action/Service #4 - Provide annual parent and student surveys to track overall opinion of school culture.</p>	<p>EBCA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Supplemental & Concentration: \$1,000</p>

Action/Service #5 - Educational Field Trips	EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental & Concentration: \$25,000
Action/Service #6 - Classroom Supplies	EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental & Concentration: \$75,000
Action/Service #7 - Increased equipment and supervision during recess and lunch time.	EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF Base: Equipment - \$4,500 Additional Noon Time Assistants - \$10,000
Action/Service #8 - Facilities Lease Expense (which includes repairs and maintenance and Insurance and utilities)	EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF Base: \$300,000

<p>Action/Service #9 - Purchase Surveillance Cameras and Equipment to help with security purposes.</p>	<p>EBCA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base - \$25,000</p>
--	-----------------------------	--	--

LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>Implement procedures to generate letters to parents to inform them of their student’s absentee rate.</p> <p>We will hire a Truancy Liaison to oversee truancy mediation process and maintain an overall student attendance rate of at least 91%.</p> <p>Provide Discipline that Restores Training to Staff to help reduce the number of office referrals and the overall student suspension and expulsion rate.</p> <p>Create positive attendance incentives based on weekly, monthly, quarterly and annual attendance. Provide annual parent and student surveys to track overall opinion of school culture.</p>
--	--

<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>Action/Service #1 - We will hire a Truancy Liaison to oversee truancy mediation process and increase overall student attendance rate to 91%.</p>	<p>EBCA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Supplemental & Concentration: Truancy Liaison \$75,000</p> <p>Attendance Incentives: \$5,000</p>

Action/Service #2 - Hire a full day Licensed Vocational Nurse to better serve our students.	EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental & Concentration: Stipends \$35,000
Provide extra-curricular athletic programs for students by giving paying stipends to coaches.	EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental & Concentration: Stipends \$10,000
Action/Service #4 - Provide annual parent and student surveys to track overall opinion of school culture.	EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental & Concentration: \$1,000
Action/Service #5 - Increased equipment and supervision during recess and lunch time.	EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF Base: Equipment - \$4,500 Additional Noon Time Assistants - \$10,000

<p>Action/Service #6 - Educational Field Trips - for all grade levels. To also include the cost of 6th Grade Camp.</p>	<p>EBCA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Supplemental & Concentration: \$25,000</p>
<p>Action/Service #7 - Classroom Supplies</p>	<p>EBCA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Supplemental & Concentration: \$75,000</p>
<p>Action/Service #8 - Facilities Lease Expense (which includes repairs and maintenance and Insurance and utilities)</p>	<p>EBCA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base: \$315,000</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Implement procedures to generate letters to parents to inform them of their student’s absentee rate. We will hire a Truancy Liaison to oversee truancy mediation process and maintain an overall student attendance rate of at least 91%.</p> <p>Provide Discipline that Restores Training to Staff to help reduce the number of office referrals and the overall student suspension and expulsion rate.</p> <p>Create positive attendance incentives based on weekly, monthly, quarterly and annual attendance. Provide annual parent and student surveys to track overall opinion of school culture.</p>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action/Service #1 - We will hire a Truancy Liaison to oversee truancy mediation process and increase overall student attendance rate to 91%.	EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental & Concentration: Truancy Liaison \$80,000 Attendance Incentives: \$5,000
Action/Service #2 - Provide annual parent and student surveys to track overall opinion of school culture.	EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental & Concentration: \$1,000
Action/Service #3 - Hire a full day Licensed Vocational Nurse to better serve our students.	EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental & Concentration: Stipends \$35,000

Action/Service #4 - Provide extra-curricular athletic programs for students by giving paying stipends to coaches.	EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental & Concentration: Stipends \$10,000
Action/Service #5 - Increased equipment and supervision during recess and lunch time.	EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF Base: Equipment - \$4,500 Additional Noon Time Assistants - \$10,000
Action/Service #6 - Classroom Supplies	EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental & Concentration: \$75,000
Action/Service #7 - Facilities Lease Expense (which includes repairs and maintenance and Insurance and utilities)	EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF Base Grant \$330,000

<p>Action/Service #8 - Educational Field Trips - for all grade levels. To also include the cost of 6th Grade Camp.</p>	<p>EBCA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Supplemental & Concentration: \$25,000</p>
--	-----------------------------	--	--

GOAL:	Goal #5 - All English Learners have access to appropriate English Language Development (ELD) Instruction.		Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 X 7 _8 Local: None	
Identified Need:	<p>Need: Increase the rate at which English Learners acquire English Language skills, and to increase the rate at which English learners are reclassified as Reclassified Fluent English Proficient (RFEP) based on overall assessment criteria.</p> <p>Metric: Percentage of English Learners meeting their annual California English Language Development Test (CELDT) growth target and the percentage of EL's reclassified in a given year.</p>			
Goal Applies to:	Schools: All Grades: All	Applicable Pupil Subgroups: Redesignated fluent English proficient, English Learners		
LCAP Year 1				
Expected Annual Measurable Outcomes:	EBCA will show growth at all levels.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action/Service #1 - EL Coordinator will provide classroom observation during the ELD time to ensure validity of the program.	EBCA Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		Supplemental/Concentration Grant: \$5,000

Action/Service #2 - Purchase Library Materials	EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental/C oncentration Grant: \$15,000
Action/Service #3 - Teachers will provide English Language Development instruction every day for at least 30 minutes.	EBCA Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental/C oncentration Grant: \$15,000
Action/Service #4 - Purchase additional educational resources to support ELD Students	EBCA Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental and Concentration Funds - \$5,000
LCAP Year 2			
Expected Annual Measurable Outcomes:	EBCA will show growth at all levels.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Action/Service #1 - Teachers will provide English Language Development instruction every day for at least 30 minutes.</p>	<p>EBCA Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Supplemental/Concentration Grant: \$15,000</p>
<p>Action/Services #2 - Purchase Library Materials</p>	<p>EBCA Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Supplemental/Concentration Grant: \$15,000</p>
<p>Action/Service #3 - EL Coordinator will provide classroom observation during the ELD time to ensure validity of the program.</p>	<p>EBCA Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Supplemental/Concentration Grant: \$5,000</p>
<p>Action/Services #4 - Purchase educational resources to support ELD students.</p>	<p>EBCA Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Supplemental/Concentration Grant: \$5,000</p>
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	EBCA will show growth at all levels.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action/Service #1 - EL Coordinator will provide classroom observation during the ELD time to ensure validity of the program.	EBCA Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental & Concentration Grant: \$5,000
Action/Service #2 - Purchase Library Materials	EBCA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental/C oncentration Grant: \$15,000
Action/Services #3 - Teachers will provide English Language Development instruction every day for at least 30 minutes.	EBCA Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental & Concentration Grant: \$15,000

Action/Services #4 - Purchase educational resources to support ELD students.	EBCA Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Supplemental & Concentration Grant: \$5,000
--	---------------------	--	--

Annual Update

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

Guiding Questions:

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

Original Goal from prior year LCAP:	GOAL #1 – EBCA will seek, hire, and maintain a staff of highly qualified teachers (HQT) for grades TK-6 that will be appropriately assigned. Teachers will hold multiple subject credentials covering subject areas such as math, English Language Arts (ELA), Social Studies, Science and Physical Education (PE), as well as Single Subject credentials in Art, Music for elective classes.		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 X7 X8 Local:	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	All new teachers will have one year to become highly qualified in the core subjects in which they teach under their multiple subject credential before the beginning of the 2016-2017 school year. All Students will be enrolled in a broad course of study that includes all core subject areas as well as Art and Music.		Actual Annual Measurable Outcomes:	100% Teachers were Highly Qualified and are assigned appropriately. 100% of Students have access and are enrolled in all required areas of study.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Provide opportunity for Professional Development classes from outside providers for teachers and paraeducators as they become available.		Supplemental & Concentration Grant: \$15,000	Provided opportunities for staff to receive professional development. Supplemental & Concentration Grant: \$13,374	
Scope of service:	EBCA Grades: All		Scope of service:	EBCA Grades: All

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>Retain/hire HQT for all core and elective courses. Fund necessary support positions for HQT, including clerical, administration, substitute teachers/paraeducator, and related positions.</p> <p>Maintain lower class sizes for all grades.</p> <p>Encroachment for Special Education Costs</p>		<p>LCFF Base: \$2,519,270 – Certificated, Classified Salaries and Benefits</p> <p>Supplemental & Concentration Grant: \$585,793</p> <p>Certificated, Classified Salaries and Benefits</p> <p>LCFF Base: \$320,000 - Encroachment</p>	<p>All teachers are Highly Qualified for all courses taught during the 2015-16 school year. In addition, properly licensed certificated substitute teachers were available as needed.</p> <p>All additional costs associated with clerical support, administration for school operations, and instructional aides were maintained.</p> <p>Average class size for Primary grades was 24:1 and our Secondary grades was 28:1.</p>	<p>LCFF Base: \$2,313,313 – Certificated, Classified Salaries and Benefits</p> <p>Supplemental & Concentration Grant: \$585,974 - Certificated, Classified Salaries and Benefits</p> <p>LCFF Base: \$320,936 - Encroachment</p>
<p>Scope of service:</p>	<p>EBCA</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>EBCA</p> <p>Grades: All</p>

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>Provide General Education Teacher Induction and Education Specialist Teacher Induction training for eligible teachers and support providers.</p>		<p>LCFF Base: \$10,000</p>	<p>Provided eligible Induction Teachers with Support Providers. We gave \$1,000 stipend to each Support Provider by assignment.</p>		<p>LCFF Base: \$5,000</p>
<p>Scope of service:</p>	<p>EBCA</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>EBCA</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>Maintain Transitional Kindergarten (TK) classes for qualifying students.</p>		<p>LCFF Base: \$75,000</p>	<p>Maintained Transitional Kindergarten (TK) class for qualifying students, with a 0.63 FTE teacher and 0.4375 FTE Instructional Aide.</p>		<p>Supplemental & Concentration Grant: \$79,540</p>
<p>Scope of service:</p>	<p>EBCA</p> <p>Grades: TK</p>		<p>Scope of service:</p>	<p>EBCA</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p>What changes in actions, services, and expenditures</p>	<p>Budget was overspent by \$143,540. The additional cost is associated with unplanned salary schedule adjustments, as well as costs from all other personnel that were not directly identified in this goal.</p>	

<p>Original Goal from prior year LCAP:</p>	<p>GOAL #2 – All students, including all subgroups at EBCA will receive Common Core State Standards (CCSS) based instruction that will prepare all students in English, math, social science, visual performing arts, health and physical education to engage individual learning styles and unique interest to acquire 21st Century Skills. All students will attain proficiency or better in reading and mathematics.</p>	<p>Related State and/or Local Priorities: X 1 X 2 <input type="checkbox"/> 3 X 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 X 7 X 8 Local:</p>
---	--	--

Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<p>Teacher's unit/lesson plans will demonstrate CCSS alignment and modifications/adaptations for ELs, exceptional students, high and low achieving students.</p> <p>Teachers receive Professional Development through FCOE-ASIST Team and our Curriculum and Instruction Director for English Language Development (ELD), Writing, Science, English Language Arts (ELA) and Math.</p> <p>Students meeting locally identified criteria will have access to additional intervention services based on assessments noted, including summer learning.</p>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Teacher lesson plans were maintained as well as collaboration logs to demonstrate the implementation of Common Core. CAASSP Statewide Assessment ELA (Base Year) – 39.8% (All Students), 40.7% (Hispanic), 31.3% (African American), 38.5% (Socially Economically Disadvantaged), 36.0% (ELL) CAASSP Statewide Assessment Math (Base Year) – 39.2% (All Students), 40.1% (Hispanic), 31.3% (African American), 38.6% (Socially Economically Disadvantaged), 40.7% (ELL) FCOE Williams Review – Noted Sufficiency of Instructional Materials for all students enrolled. Also we our Facilities are in good repair. 	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide Professional Development from FCOE – ASIST Team and Curriculum Coordinators. This will train our teachers in Common Core best practices in ELA and Math.		LCFF Base: FCOE - \$15,000	We contracted with the Fresno County Office of Education ASIST Team and Curriculum Coordinators. They were able to provide additional training and professional development for English Language Arts specifically.	LCFF Base Funds: \$14,800
Scope of service:	EBCA Grades: All		Scope of service: EBCA Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Instructional Materials Survey Annually and Williams Act Review provided by FCOE.		No Cost	Fresno County Office of Education provided the instructional materials and facilities review. They found that our instructional materials are sufficient and facilities are in good repair.		No Cost
Scope of service:	EBCA Grades: All		Scope of service:	EBCA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Update technology resources available in each classroom for Common Core and Smarter Balance Field Testing. These resources are intended for remedial and extended-hour education for unduplicated pupils, but may be used by other student groups when not serving unduplicated pupils specifically.		Supplemental & Concentration Grant: \$35,000	As part of our update to technology, we purchase additional Chrombooks to have 3 available to all classrooms. We have also purchase additional supplies for state testing. We also purchased a new server in order to maintain the updated technology needs.		Supplemental & Concentration Funds - \$38,207
Scope of service:	EBCA Grades: All		Scope of service:	EBCA Grades: All	

<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
Purchase ELA Instructional Materials for Common Core (as the adoptions become available).		LCFF Base: \$225,000	We purchased an 8 year adoption of Houghton Mifflin Hardcourt - Journeys. This curriculum encompasses all common core and state testing best practices. We also added the cost of the consumable for the Math curriculum - Math Expressions also through Houghton Mifflin that was adopted in 2014-15.	LCFF Base Funds: \$97,899 - ELA Curriculum - Journey's and \$37,486 for Math Curriculum Consumables - Math Expressions
Scope of service:	EBCA Grades: All		Scope of service:	EBCA Grades: All
<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	

Hire a Curriculum and Instruction Director to provide leadership, expertise and support at the school site level for the full implementation instructional area common core standards, assessment and accountability in grades TK-6.		Supplemental & Concentration Grant: \$100,000	A Curriculum and Instruction Director was hired to work with staff and oversee common core implementation. He provided additional support to our staff.		Supplemental and Concentration Funds - \$118,890
Scope of service:	EBCA Grades: All		Scope of service:	EBCA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Teacher Release Subs to observation/peer coaching to ensure best practices that are aligned with Common Core are being implemented.		Supplemental & Concentration Grant Funding: \$40,000	We were able to schedule substitute teachers to allow teachers to have opportunity to receive observation/peer coaching for Common Core implementation.		Supplemental & Concentration Funds: \$40,208
Scope of service:	EBCA Grades: All		Scope of service:	EBCA Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Intervention Tutoring afterschool provided by classroom teachers.		Supplemental & Concentration Grant: \$50,000	We provided additional intervention after school tutoring to students who wanted to participate in additional tutoring.		Supplemental & Concentration Funds: \$50,000
Scope of service:	EBCA Grades: All		Scope of service:	EBCA Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Implement summer learning opportunities as extended learning hours for Title I students and unduplicated pupils.		Supplemental & Concentration Grant Funds: \$30,000	We opened up our first summer school in many years for students that were in need of additional intervention. We had enrollment of approx. 150 students.		Supplemental & Concentration Funds: \$30,000
Scope of service:	EBCA Grades: All		Scope of service:	EBCA Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p>What changes in actions, services, and expenditures</p>	<p>We under spent in this goals by \$67,510. This was greatly due to the over estimate of what the ELA curriculum was going to cost. We noted that the data is a base year for the CAASSP Statewide Assessment.</p>	

Original Goal from prior year LCAP:	GOAL #3 – All students at EBCA will learn in a collaborative environment with strong parent and community support that furthers the learning of all students.		Related State and/or Local Priorities: _1 _2 X3 X4 X5 X6 _7 _8 Local:	
Goal Applies to:	Schools:	All		
	Grades:	All		
Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	<p>EBCA will contract with FCOE-Parent Involvement Team to provide Parent Involvement Training. EBCA will demonstrate high parent involvement, participation, and provide opportunities for input as evidenced by agendas of meetings.</p> <p>78% of Parents attend the Parent Teacher Conferences as measured by sign in sheets three times a year.</p> <p>Invite outside agencies to Parent trainings to educate about Family Support resources available.</p>	Actual Annual Measurable Outcomes:	<p>Survey – 201 participated in the survey held during parent/teacher conferences.</p> <p>88.45% Attendance at Parent Teacher Conferences</p>	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
We will work with FCOE – Parent Involvement Team to coordinate and conduct parent training.		LCFF Base Grant: \$10,000	EBCA contracted with FCOE - Parent Involvement Team to provide parent training. LCFF Base Grant: \$10,000	
Scope of service:	EBCA Grades: All		Scope of service:	EBCA Grades: All

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Incentives for additional Parental Involvement and Family Support Resources for Parents.		Supplemental & Concentration Grant: \$1,500	EBCA has created opportunities to parents to become involved by paying for their fingerprints as volunteers. We have also had a contact to donate household items that we raffle off for free every Friday.		Supplemental & Concentration Grant: \$1,500
Scope of service:	EBCA Grades: All		Scope of service:	EBCA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide printed copies of Parent Student Handbook and Student Planners for every student.		Supplemental & Concentration Grant: \$20,000	EBCA ordered copies of the Student Parent Handbook to be printed and distributed out to all students. Student Planners were also printed to provide additional information to all students.		Supplemental & Concentration Grant: \$11,943
Scope of service:	EBCA Grades: All		Scope of service:	EBCA Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Invite outside agencies to Parent trainings to educate about Family Support resources available.		No Cost	We have created a Parent Forum - named "Coffee with the Principal" and is held once a month. In these meetings, we have had included several resources from outside agencies for our parents.		No Cost
Scope of service:	EBCA Grades: All		Scope of service:	EBCA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, servcices, and expenditures	We were pleased with the process that we made this year to help promote parent and community involvement to further support our students. We underspent for this goal by \$8,057.				

Original Goal from prior year LCAP:	GOAL #4 – All students, including all subgroups, will have a safe and healthy environment to achieve social, emotional and academic success by improving school attendance rates and overall school culture.	Related State and/or Local Priorities: X 1 _2 X3 X4 X5 X6 _7 _8 Local:
--	---	---

Goal Applies to:	Schools:	All		
		Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<p>Implement procedures to generate letters to parents to inform them of their student's absentee rate.</p> <p>We will hire a Truancy Liaison to oversee truancy mediation process and maintain an overall student attendance rate of at least 89%.</p> <p>Provide Discipline that Restores Training to Staff to help reduce the number of office referrals and the overall student suspension and expulsion rate.</p> <p>Create positive attendance incentives based on weekly, monthly, quarterly and annual attendance.</p> <p>Provide annual parent and student surveys to track overall opinion of school culture.</p>		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • School Attendance Rate – 95.55% (All Students - increase), 95.72% (Hispanic, base year), 95.11% (African American, base year), 95.55% (Socially Economically Disadvantaged, base year), 95.72% (English Language Learners, base year). • Chronic Absenteeism – 4% (All Students - decrease), 1% (Hispanic, decrease), 1% (African American, decrease), 1% (Socially Economically Disadvantaged, decrease), 1% (English Language Learners, decrease). (18 Absences = Chronic) • Truancy Letter/Conferences – 12 conf./18 letters (All Students - base year), 7 conf./8 letters (Hispanic, base year), 3 conf./7 letters (African American, base year), 12 conf./18 letters (Socially Economically Disadvantaged, base year), 7 conf./8 letters (English Language Learners, base year). • Suspension Rates – 1.2% (All Students - decrease), 0.7% (Hispanic, base year), 0.7% (African American, base year), 0.7% (Socially Economically Disadvantaged, base year), 0.7% (English Language Learners, base year). • Expulsion Rates – 0.0% • Williams Review of Facilities – Conducted by FCOE Annually, and we have a “Good” status.

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
We will hire a Truancy Mediation Liaison to oversee truancy mediation process and increase overall student attendance rate to 89%.		Supplemental & Concentration : Truancy Liaison \$65,000 Attendance Incentives: \$5,000	We hired a Truancy Liaison, and through his efforts were able to get the Community to help sponsor every classroom. We call this our Great Attendance Challenge which was very successful in getting both our students and community involved. He is also worked on meeting with parents and reducing our chronic absenteeism, and increasing our overall attendance rate. We also implemented our "Core Value Reward" program - providing students caught with good behavior our exhibiting one of our core values with rewards.		Supplemental & Concentration: Truancy Liaison \$67,571 Attendance Incentives: \$2,500
Scope of service:	EBCA Grades: All		Scope of service:	EBCA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Hire a full day Licensed Vocational Nurse to better serve our students.		Supplemental & Concentration : Stipends \$35,000	We hired a full day (school day) Licenced Vocational Nurse to serve our students everyday when needed.		Supplemental & Concentration: \$26,340

Scope of service:	EBCA Grades: All		Scope of service:	EBCA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide annual parent and student surveys to track overall opinion of school culture.		Supplemental & Concentration : \$1,000	We purchased a survey system to use to operate various different survey needs.		Supplemental & Concentration: \$300
Scope of service:	EBCA Grades: All		Scope of service:	EBCA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Educational Field Trips		Supplemental & Concentration : \$25,000	Educational Field Trips were offered to all grade levels. They were able to do such field trips as the zoo, Monterey Bay Aquarium, and San Juan Bautista Mission. We also contributed to the 6th Grade Science camp. We plan on funding the entire 6th Grade Science camp in the future.		Supplemental & Concentration: \$12,056

Scope of service:	EBCA Grades: All		Scope of service:	EBCA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Classroom Supplies		Supplemental & Concentration : \$75,000	Classroom budgets were increased to all teachers to ensure that all classrooms have what they need to succeed.	Supplemental & Concentration: \$25,455	
Scope of service:	EBCA Grades: All		Scope of service:	EBCA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Increased equipment and supervision during recess and lunch time.		LCFF Base: Equipment - \$4,500 Additional Noon Time Assistants - \$10,000	We purchased additional equipment for the students to use during Noon Time. Equipment such as more soccer, basketball, rubber balls, and games (checkers, chess, and dominos). We also made sure that we employed 8 Noon Time Assistants (3 more than the prior year) and 2 substitutes.	LCFF Base: Equipment - \$1,526 Additional Noon Time Assistants - \$45,542 (total cost of all NTA's)
Scope of service:	EBCA Grades: All		Scope of service: EBCA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Facilities Lease Expense (which includes repairs and maintenance and Insurance and utilities)		LCFF Base: \$250,000	Facilities Lease and Operational Expenses.	LCFF Base: \$283,704
Scope of service:	EBCA Grades: All		Scope of service: EBCA Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
---	--	---

<p>What changes in actions, servivces, and expenditures</p>	<p>Based on our data we feel we are making positive progress in providing a safe and healthy environment to achieve social, emotional and academic success.</p>
--	---

<p>Original Goal from prior year LCAP:</p>	<p>Goal #5 – All English Learners have access to appropriate English Language Development (ELD) Instruction.</p>	<p>Related State and/or Local Priorities: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 X 4 <input type="checkbox"/>5 <input type="checkbox"/>6 X 7 <input type="checkbox"/>8 Local:</p>
---	--	---

Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	Redesignated fluent English proficient, English Learners		
Expected Annual Measurable Outcomes:	EBCA will show growth at all levels.	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • ELL Reclassification Rate – 24.5% (All Students - ELL, increase), 88.9% (Hispanic, decrease), 88.9% (Socially Economically Disadvantaged, decrease) • ELL Percentage Making Progress Towards Proficiency – 43.7% (All Students - ELL, decrease), 94.2% (Hispanic, decrease), 92.3% (Socially Economically Disadvantaged, decrease) • CELDT Scores – 47.9% (All Students - ELL, increase), 93.0% (Hispanic, decrease), 93.0% (Socially Economically Disadvantaged, decrease) • EL AMAO 1 – 53.0% (All Students - ELL, increase), 91.9% (Hispanic, increase), 90.3% (Socially Economically Disadvantaged, decrease) • EL AMAO 2 – 13% & 50% (All Students - ELL, increase), 92.9% & 87.5% (Hispanic, increase), 92.9% & 81.2% (Socially Economically Disadvantaged, decrease) 	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
EL Coordinator will provide classroom observation during the ELD time to ensure validity of the program.	Supplemental/Concentration Grant: \$5,000	English Language Learner (ELL) Coordinator provided classroom observation and coordination of our ELL program to ELL teachers providing instruction for 30 minutes each day.	Supplemental/Concentration Grant: \$5,000	

Scope of service:	EBCA Grades: All		Scope of service:	EBCA Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Purchase ELA Curriculum for all grade levels		Supplemental /Concentration Grant: \$60,000	We purchased a new ELA/ELD curriculum. The ELA curriculum is included in the basic package. See Goal #2.		Cost included in the purchase of ELA Curriculum
Scope of service:	EBCA Grades: All		Scope of service:	EBCA Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Purchase Library Materials		Supplemental /Concentration Grant: \$10,000	Purchased Library books and supplies for all grade levels.		Supplemental & Concentration Funds: \$11,200

Scope of service:	EBCA Grades: All		Scope of service:	EBCA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Teachers will provide English Language Development instruction every day for at least 30 minutes.		Supplemental /Concentration Grant: \$15,000	Teachers provided 30 minutes of English Language Development.		Supplemental and Concentration Funds - \$15,000
Scope of service:	EBCA Grades: All		Scope of service:	EBCA Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, servivces, and expenditures	We added the AMAO measurements to our measurable outcome. We have also added the purchase of additional educational resources specifically for the English Language Learners.				

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:	1228235
<p>Using the calculation tool provided by the state Edison Bethune Charter Academy (EBCA) has calculated that it will receive \$1,228,235 in supplemental and concentration funding under the Local Control Funding Formula (LCFF). These details are itemized in different goals this Plan and include additional summer school, Common Core Instructional materials, educational field trips, lower class sizes, elective courses for Art and Music, a Transitional Kindergarten class, educational opportunities/trainings for parents, Highly Qualified Teaching staff, additional classroom supplies and updated technology. EBCA’s percentage of unduplicated pupils is 95.30%, although we are capped by Fresno Unified School District’s unduplicated percentage of 87.38%. We have chosen to provide services to these pupils through a charter wide spending plan that we believe is the most effective use of our resources.</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.

31.41	%
-------	---

The percentage by which services for unduplicated pupils, Hispanic pupils, African American pupils, English Learners and Poverty (SED) 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) is **31.41%**. As described in the goals above (indicated with Supplemental/Concentration Funds), the additional services listed represent a proportionate increase of additional services to unduplicated pupils in excess of the 32.38% minimum proportionality percentage.

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).