

**§ 15497.5. Local Control and Accountability Plan and Annual Update Template.****Introduction:**

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***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 school site, 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 52055(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 the information was made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>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.</p> <ul style="list-style-type: none"> <li>• 1/20/15 – 1/23/15 during our Parent/Teacher Conferences we had a survey for both parents and staff to get feedback on progress and LCAP priorities.</li> <li>• 4/17/2015 – 5/1/2015 – 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.</li> </ul>	<p>During our meetings we 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. We also provided parents a survey during our parent/teacher conferences for both parents and staff to provide additional feedback.</p> <p>As a result, the input received from parents at the stakeholder meetings and surveys indicated that they would like to see resources allocated to:</p>

<ul style="list-style-type: none"> <li>• 4/23/2015 Presented Draft LCAP and sought Input from parents, staff and other interested stakeholders in Spanish.</li> <li>• 4/24/2015 Presented Draft LCAP and sought Input from parents, staff and other interested stakeholders in English.</li> <li>• 5/4/2015 – Presented Draft LCAP and sought input to Site Leadership Team</li> <li>• 5/6/2015 – Presented Draft LCAP and sought input for staff during Wednesday University Staff Meeting.</li> <li>• 5/26/2015 – Presented Draft LCAP and sought input from DELAC/ELAC and School Site Council</li> <li>• 5/28/2015 – Public Hearing at Board Meeting at 5:45</li> <li>• 6/25/2015 – Board Adopt LCAP</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development for Teachers</li> <li>• Tutoring and Academic Intervention</li> <li>• Athletic Programs</li> <li>• Increased equipment and supervision during recess and lunch time</li> <li>• Summer School</li> <li>• Before and After School Program</li> <li>• Full Day Licensed Vocational Nurse</li> <li>• Educational Field Trips</li> <li>• Maintain Lower Cass Sizes ,</li> <li>• Maintain Elective Courses such as Art and Music Classes,</li> <li>• Educational Opportunities/Training for Parents,</li> <li>• Hire and Retain Quality Teachers,</li> <li>• Additional Classroom Supplies,</li> <li>• Update Technology as needed,</li> <li>• Attendance Monitoring and Academic Recognition/Incentives,</li> <li>• Hire Curriculum and Instruction Director to help support and implement Common Core Instructional Strategies with the staff,</li> <li>• English Language Learner (ELL) and Re-designated Fluent English Proficient (RFEP) student support.</li> </ul>
<p><b>Annual Update:</b> We received additional suggestions (see list in next column) and integrated their input in the current version of the LCAP.</p>	<p><b>Annual Update:</b> As a result of the feedback we received, we will be adding an additional goal and actions to better reflect the needs of our 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, school site-level advisory groups, as applicable (e.g., school site 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites 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 school site.

**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 schools sites 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

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

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

**Scope of Service:** Describe the scope of each action/service by identifying the school sites 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 school sites been evaluated to inform the development of meaningful district and/or individual school site 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 school sites?
- 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 school sites, 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?



<b>GOAL:</b>	<b>GOAL #1</b> – 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: 1__x__ 2__ 3__ 4__ 5__ 6__ 7__x__ 8__x__ COE only: 9__ 10__ Local : Specify _____
<b>Identified Need :</b>	<b>NEED:</b> EBCA personnel files need to demonstrate that 100% of the teachers meet state requirements for credentialing and/or licenses/authorizations.  <b>METRIC:</b> 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.		
<b>Goal Applies to:</b>	<b>Schools:</b> All	<b>Applicable Pupil Subgroups:</b> All - (School-Level, Student-Level, Ethnic Subgroups, Students eligible for free and reduced-price meals, English Learners, Students with Disabilities, and Foster Youth).	
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	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.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Provide opportunity for Professional Development classes from outside providers for teachers and paraeducators as they become available.	All Schools	__X__ ALL  <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Supplemental & Concentration Grant: <b>\$15,000</b>

<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>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Ed Students</u></p>	<p>LCFF Base:  <b>\$2,519,270</b> –  Certificated,  Classified  Salaries and  Benefits</p> <p>Supplemental &amp;  Concentration  Grant: <b>\$585,793</b>  Certificated,  Classified  Salaries and  Benefits</p> <p>LCFF Base:  <b>\$320,000</b> -  Encroachment</p>
<p>Provide General Education Teacher Induction and Education Specialist Teacher Induction training for eligible teachers and support providers.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF Base:  <b>\$10,000</b></p>
<p>Maintain Transitional Kindergarten (TK) classes for qualifying students.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Grade TK</u></p>	<p>LCFF Base:  <b>\$75,000</b></p>

**LCAP Year 2: 2016-17**

<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, Music and PE.</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>Provide opportunity for Professional Development classes from outside providers for teachers and paraeducators as they become available.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL                  -----                  OR:                  ___ Low Income pupils ___ English Learners                  ___ Foster Youth ___ Redesignated fluent English proficient                  ___ Other Subgroups:(Specify) _____</p>	<p>Supplemental &amp; Concentration Grant: <b>\$15,000</b></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>Special Education expenses will be covered until Federal and State Special Education Revenue (no encroachment needed)</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL                  -----                  OR:                  ___ Low Income pupils ___ English Learners                  ___ Foster Youth ___ Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Ed Students</u></p>	<p>LCFF Base: <b>\$3,088,451</b> –                  Certificated, Classified Salaries and Benefits</p> <p>Supplemental &amp; Concentration Grant: <b>\$739,405</b>                  Certificated, Classified Salaries and Benefits</p>

<p>Provide General Education Teacher Induction and Education Specialist Teacher Induction training for eligible teachers and support providers.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF Base:  <b>\$10,000</b></p>
<p>Maintain Transitional Kindergarten (TK) classes for qualifying students.</p>	<p>All Schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Grade TK</u></p>	<p>LCFF Base:  <b>\$75,000</b></p>

**LCAP Year 3: 2017-18**

<p><b>Expected Annual Measurable Outcomes:</b></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>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>Provide opportunity for Professional Development classes from outside providers for teachers and paraeducators as they become available.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Supplemental &amp; Concentration Grant: <b>\$15,000</b></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>Special Education expenses will be covered until Federal and State Special Education Revenue (no encroachment needed).</p>	All Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Ed Students</u></p>	<p>LCFF Base:  <b>\$3,210,727</b> –  Certificated,  Classified  Salaries and  Benefits</p> <p>Supplemental &amp;  Concentration  Grant: <b>\$813,010</b>  Certificated,  Classified  Salaries and  Benefits</p>
<p>Provide General Education Teacher Induction and Education Specialist Teacher Induction training for eligible teachers and support providers.</p>	All Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF Base:  <b>\$10,000</b></p>
<p>Maintain Transitional Kindergarten (TK) classes for qualifying students.</p>	All Schools	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other  Subgroups:(Specify) <u>Grade TK</u></p>	<p>LCFF Base:  <b>\$75,000</b></p>

<p><b>GOAL:</b></p>	<p><b>GOAL #2</b> – 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 21<sup>st</sup> Century Skills. All students will attain proficiency or better in reading and mathematics.</p>	<p>Related State and/or Local Priorities:                  1_x_ 2_x_ 3__ 4_x_ 5__ 6__ 7_x_                  8_x_                  COE only: 9__ 10__                  Local : Specify _____</p>
<p><b>Identified Need :</b></p>	<p><b>NEED:</b> 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><b>METRICS:</b> 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. <b>(NOTE:</b> We do 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 we are an elementary school)</p>	
<p><b>Goal Applies to:</b></p>	<p><b>Schools:</b> All</p>	<p><b>Applicable Pupil Subgroups:</b> All - (School-Level, Student-Level, Ethnic Subgroups, Students eligible for free and reduced-price meals, English Learners, Students with Disabilities, and Foster Youth).</p>
<p><b>LCAP Year 1: 2015-16</b></p>		
<p><b>Expected Annual Measurable Outcomes:</b></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 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
Provide Professional Development from FCOE – ASIST Team and Curriculum Coordinators. This will train our teachers in Common Core best practices in ELA and Math.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base: <b>FCOE - \$15,000</b>
Instructional Materials Survey Annually and Williams Act Review provided by FCOE.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	NO COST
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.	All Schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental & Concentration Grant: <b>\$35,000</b>
Purchase ELA Instructional Materials for Common Core (as the adoptions become available).	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base: <b>\$225,000</b>

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.	All Schools	<input checked="" type="checkbox"/> ALL	Supplemental & Concentration Grant: <b>\$100,000</b>
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Teacher Release Subs to observation/peer coaching to ensure best practices that are aligned with Common Core are being implemented.	All Schools	<input checked="" type="checkbox"/> ALL	Supplemental & Concentration Grant Funding: <b>\$40,000</b>
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Intervention Tutoring afterschool provided by classroom teachers.	All Schools	<input type="checkbox"/> ALL	Supplemental & Concentration Grant: <b>\$50,000</b>
		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Implement summer learning opportunities as extended learning hours for Title I students and unduplicated pupils.	All Schools	<input type="checkbox"/> ALL	Supplemental & Concentration Grant Funds: <b>\$30,000</b>
		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

**LCAP Year 2: 2016-17**

<p><b>Expected Annual Measurable Outcomes:</b></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>



Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base: <b>\$15,000</b>
Instructional Materials Survey Annually and Williams Act Review provided by FCOE.	All Schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	NO COST
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.	All Schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental & Concentration Grant Funding: <b>\$35,000</b>
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.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental & Concentration Grant Funding: <b>\$100,000</b>
Teacher Release Subs to observation/peer coaching to ensure best practices that are aligned with Common Core are being implemented.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental & Concentration Grant Funding: <b>\$45,000</b>

Intervention Tutoring afterschool provided by classroom teachers.	All Schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental & Concentration Grant: <b>\$50,000</b>
Implement summer learning opportunities as extended learning hours for Title I students and unduplicated pupils.	All Schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental & Concentration Grant Funds: <b>\$30,000</b>
<b>LCAP Year 3: 2017-18</b>			
<b>Expected Annual Measurable Outcomes:</b>	Teacher’s unit/lesson plans will demonstrate CCSS alignment and modifications/adaptations for ELs, exceptional students, high and low achieving students. Teachers receive Professional Development through FCOE-ASIST Team and our Curriculum Coordinators for ELD, Writing, Science, ELA and Math. Students meeting locally identified criteria will have access to additional intervention services based on assessments noted, including summer learning.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Provide Professional Development from FCOE – ASIST Team and Curriculum Coordinators. This will train our teachers in Common Core best practices in ELA and Math.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base: <b>\$15,000</b>

Instructional Materials Survey Annually and Williams Act Review provided by FCOE.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	NO COST
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.	All Schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental & Concentration Grant Funding: <b>\$35,000</b>
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.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental & Concentration Grant Funding: <b>\$100,000</b>
Teacher Release Subs to observation/peer coaching to ensure best practices that are aligned with Common Core are being implemented.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental & Concentration Grant: <b>\$45,000</b>
Intervention Tutoring afterschool provided by classroom teachers.	All Schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental & Concentration Grant: <b>\$50,000</b>

Implement summer learning opportunities as extended learning hours for Title I students and unduplicated pupils.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Supplemental & Concentration Grant Funds: <b>\$30,000</b>
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<b>GOAL:</b>	<b>GOAL #3</b> – 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__ 3_x_ 4_x_ 5_x_ 6_x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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<b>Identified Need :</b>	<b>NEED:</b> Parents need training on instructional practices and how to help their child be successful in school.  <b>METRIC:</b> Efforts to seek Parent Input, surveys, number of parents attending trainings, Promotion of parental participation, and percentage of parents attending parent/teacher conferences.
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<b>Goal Applies to:</b>	<b>Schools:</b> All	<b>Applicable Pupil Subgroups:</b> All - (School-Level, Student-Level, Ethnic Subgroups, Students eligible for free and reduced-price meals, English Learners, Students with Disabilities, and Foster Youth).
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<b>LCAP Year 1: 2015-16</b>	
<b>Expected Annual Measurable Outcomes:</b>	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.  78% 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
We will work with FCOE – Parent Involvement Team to coordinate and conduct parent training.	All Schools	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base Grant: <b>\$10,000</b>
Incentives for additional Parental Involvement and Family Support Resources for Parents.	All Schools	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental & Concentration Grant: <b>\$1,500</b>
Provide printed copies of Parent Student Handbook and Student Planners for every student.	All Schools	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental & Concentration Grant: <b>\$20,000</b>
Invite outside agencies to Parent trainings to educate about Family Support resources available.	All Schools	<input type="checkbox"/> ALL  OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost

### LCAP Year 2: 2016-17

#### Expected Annual Measurable Outcomes:

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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
We will work with FCOE – Parent Involvement Team to coordinate and conduct parent training.	All Schools	<u>  </u> X ALL	LCFF Base Grant: <b>\$10,000</b>
		OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	
Incentives for additional Parental Involvement and Family Support Resources for Parents.	All Schools	<u>  </u> X ALL	Supplemental & Concentration Grant: <b>\$1,500</b>
		OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	
Provide printed copies of Parent Student Handbook and Student Planners for every student.	All Schools	<u>  </u> X ALL	Supplemental & Concentration Grant: <b>\$20,000</b>
		OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	
Invite outside agencies to Parent trainings to educate about Family Support resources available.	All Schools	<u>  </u> ALL	No cost
		OR: <u>  </u> X Low Income pupils <u>  </u> X English Learners <u>  </u> X Foster Youth <u>  </u> X Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	

### LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	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.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
We will work with FCOE – Parent Involvement Team to coordinate and conduct parent training.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base Grant: <b>\$10,000</b>
Incentives for additional Parental Involvement and Family Support Resources for Parents.	All Schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental & Concentration Grant: <b>\$1,500</b>
Provide printed copies of Parent Student Handbook and Student Planners for every student.	All Schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental & Concentration Grant: <b>\$20,000</b>
Invite outside agencies to Parent trainings to educate about Family Support resources available.	All Schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost

<b>GOAL:</b>	<b>GOAL #4</b> – 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.	<b>Related State and/or Local Priorities:</b> 1__x__ 2__ 3__x__ 4__x__ 5__x__ 6__x__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
<b>Identified Need :</b>	<b>NEED:</b> School lacks complete truancy and chronic absence procedures.  <b>METRIC:</b> 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. <b>(NOTE:</b> We do not have dropout rates for Middle School and High School, and High School graduation rates because we are an elementary school)		
<b>Goal Applies to:</b>	<b>Schools:</b> All	<b>Applicable Pupil Subgroups:</b> All - (School-Level, Student-Level, Ethnic Subgroups, Students eligible for free and reduced-price meals, English Learners, Students with Disabilities, and Foster Youth).	
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	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 89%.  Provide Discipline that Restores Training to Staff to help reduce the number of office referrals and the overall student suspension and expulsion rate.  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.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
We will hire a Truancy Mediation Liaison to oversee truancy mediation process and increase overall student attendance rate to 89%.	All Schools	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental & Concentration: Truancy Liaison <b>\$65,000</b>  Attendance Incentives: <b>\$5,000</b>



Provide extra-curricular athletic programs for students by giving paying stipends to coaches.	All Schools	<input checked="" type="checkbox"/> ALL	Supplemental & Concentration: Stipends <b>\$10,000</b>
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Hire a full day Licensed Vocational Nurse to better serve our students.	All Schools	<input checked="" type="checkbox"/> ALL	Supplemental & Concentration: Stipends <b>\$35,000</b>
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Provide annual parent and student surveys to track overall opinion of school culture.	All Schools	<input checked="" type="checkbox"/> ALL	Supplemental & Concentration: <b>\$1,000</b>
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Educational Field Trips	All Schools	<input checked="" type="checkbox"/> ALL	Supplemental & Concentration: <b>\$25,000</b>
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Classroom Supplies	All Schools	<input checked="" type="checkbox"/> ALL	Supplemental & Concentration: <b>\$75,000</b>
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

Increased equipment and supervision during recess and lunch time.	All Schools	<input checked="" type="checkbox"/> ALL	LCFF Base: Equipment - <b>\$4,500</b>
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Additional Noon Time Assistants - <b>\$10,000</b>
Facilities Lease Expense (which includes repairs and maintenance and Insurance and utilities)	All Schools	<input checked="" type="checkbox"/> ALL	LCFF Base: <b>\$250,000</b>
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

**LCAP Year 2: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	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%.
	Provide Discipline that Restores Training to Staff to help reduce the number of office referrals and the overall student suspension and expulsion rate.
	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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
We will hire a Truancy Liaison to oversee truancy mediation process and increase overall student attendance rate to 91%.	All Schools	<input checked="" type="checkbox"/> ALL	Supplemental & Concentration: Truancy Liaison <b>\$65,000</b>
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Attendance Incentives: <b>\$5,000</b>

Hire a full day Licensed Vocational Nurse to better serve our students.	All Schools	<input checked="" type="checkbox"/> ALL	Supplemental & Concentration: Stipends <b>\$35,000</b>
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Provide extra-curricular athletic programs for students by giving paying stipends to coaches.	All Schools	<input checked="" type="checkbox"/> ALL	Supplemental & Concentration: Stipends <b>\$10,000</b>
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Provide annual parent and student surveys to track overall opinion of school culture.	All Schools	<input checked="" type="checkbox"/> ALL	Supplemental & Concentration: <b>\$1,000</b>
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Increased equipment and supervision during recess and lunch time.	All Schools	<input checked="" type="checkbox"/> ALL	LCFF Base: Equipment - <b>\$4,500</b>  Additional Noon Time Assistants - <b>\$10,000</b>
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Educational Field Trips	All Schools	<input checked="" type="checkbox"/> ALL	Supplemental & Concentration: <b>\$25,000</b>
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

Classroom Supplies	All Schools	<input checked="" type="checkbox"/> ALL	Supplemental & Concentration: <b>\$75,000</b>
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Facilities Lease Expense (which includes repairs and maintenance and Insurance and utilities)	All Schools	<input checked="" type="checkbox"/> ALL	LCFF Base: <b>\$250,000</b>
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

**LCAP Year 3: 2017-18**

<p><b>Expected Annual Measurable Outcomes:</b></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
We will hire a Truancy Liaison to oversee truancy mediation process and increase overall student attendance rate to 91%.	All Schools	<input checked="" type="checkbox"/> ALL	Supplemental & Concentration: Truancy Liaison <b>\$65,000</b>  Attendance Incentives: <b>\$5,000</b>
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Provide annual parent and student surveys to track overall opinion of school culture.	All Schools	<input checked="" type="checkbox"/> ALL	Supplemental & Concentration: <b>\$1,000</b>
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
Hire a full day Licensed Vocational Nurse to better serve our students.	All Schools	<input checked="" type="checkbox"/> ALL	Supplemental & Concentration: Stipends <b>\$35,000</b>
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
Provide extra-curricular athletic programs for students by giving paying stipends to coaches.	All Schools	<input checked="" type="checkbox"/> ALL	Supplemental & Concentration: Stipends <b>\$10,000</b>
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
Increased equipment and supervision during recess and lunch time.	All Schools	<input checked="" type="checkbox"/> ALL	LCFF Base: Equipment - <b>\$4,500</b>  Additional Noon Time Assistants - <b>\$10,000</b>
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
Educational Field Trips	All Schools	<input checked="" type="checkbox"/> ALL	Supplemental & Concentration: <b>\$25,000</b>
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	

Classroom Supplies	All Schools	__ALL	Supplemental & Concentration: <b>\$75,000</b>
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Facilities Lease Expense (which includes repairs and maintenance and Insurance and utilities)	All Schools	__ALL	LCFF Base Grant <b>\$250,000</b>
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<b>GOAL:</b>	Goal #5 – All English Learners have access to appropriate English Language Development (ELD) Instruction.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <input checked="" type="checkbox"/> 5__ 6__ 7__ <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
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<b>Identified Need :</b>	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.  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.
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<b>Goal Applies to:</b>	Schools: All Applicable Pupil Subgroups:	English Language Learners and Reclassified Fluent English Proficient
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<b>LCAP Year 1: 2015-16</b>	
<b>Expected Annual Measurable Outcomes:</b>	EBCA will show growth at all levels.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
EL Coordinator will provide classroom observation during the ELD time to ensure validity of the program.	All Schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental/Concentration Grant: <b>\$5,000</b>
Purchase ELD Curriculum for all grade levels	All Schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental/Concentration Grant: <b>\$60,000</b>
Purchase Library Materials	All Schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental/Concentration Grant: <b>\$10,000</b>
Teachers will provide English Language Development training every day for at least 30 minutes.	All Schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental/Concentration Grant: <b>\$15,000</b>
<b>LCAP Year 2: 2016-17</b>			
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
Teachers will provide English Language Development training every day for at least 30 minutes.	All Schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental/Concentration Grant: <b>\$15,000</b>
Purchase Library Materials	All Schools	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental/Concentration Grant: <b>\$10,000</b>
EL Coordinator will provide classroom observation during the ELD time to ensure validity of the program.	All Schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental/Concentration Grant: <b>\$5,000</b>

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	EBCA will show growth at all levels.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
EL Coordinator will provide classroom observation during the ELD time to ensure validity of the program.	All Schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental & Concentration Grant: <b>\$5,000</b>



Purchase Library Materials	All Schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Supplemental/Co ncentration Grant: <b>\$10,000</b>
Teachers will provide English Language Development training every day for at least 30 minutes.	All Schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Supplemental & Concentration Grant: <b>\$15,000</b>

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

### Annual Update

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

Guiding Questions:

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

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

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

<b>Original GOAL from prior year LCAP:</b>	<b>GOAL #1</b> – EBCA will seek, hire maintain a highly qualified teachers (HQT) that will be appropriately assigned. Multiple subject credentials covering subject areas such as math, English Language Arts (ELA), Social Studies, and Science. As well as Single Subject credentials in Art and Music for elective classes.		Related State and/or Local Priorities: 1__x__ 2__ 3__ 4__ 5__ 6__ 7__x__ 8__x__ COE only: 9__ 10__ Local : Specify _____	
<b>Goal Applies to:</b>	<b>Schools:</b> All	<b>Applicable Pupil Subgroups:</b> All - (School-Level, Student-Level, Ethnic Subgroups, Students eligible for free and reduced-price meals, English Learners, Students with Disabilities, and Foster Youth).		
<b>Expected Annual Measurable Outcomes:</b>	All new teachers will have two years to become 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, Music and PE.  <b>METRIC:</b> 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.		<b>Actual Annual Measurable Outcomes:</b>	100% Teachers were Highly Qualified and are assigned appropriately.  100% of Students have access and are enrolled in all required areas of study.
<b>LCAP Year: 2014-15</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
		<b>Budgeted Expenditures</b>	<b>Estimated Actual Annual Expenditures</b>	

<p>Retain/hire HQT for all core and elective courses as positions become available, maintain clerical support for school operations, Administration costs, and substitute teacher/para-educator costs.</p> <p>Maintain lower class sizes for all grades. (TK – 3<sup>rd</sup> – 24:1) (4<sup>th</sup> – 6<sup>th</sup> – 28:1)</p> <p>Open a Transitional Kindergarten (TK) class for qualifying students.</p>	<p>LCFF Base funds:</p> <p>Certificated Staff costs: <b>\$1,823,703</b></p> <p>Classified Salaries (includes admin/para-educator costs): <b>\$431,057</b></p> <p>Employee Benefits: <b>\$814,745</b></p>	<p>All teachers are Highly Qualified for all courses taught during the 2014-15 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>Opened Transitional Kindergarten class – hired one teacher and one instructional aide.</p> <p>Average class size for Primary grades was 20:1 and our Secondary grades was 24:1.</p>	<p>LCFF Base funds: <b>\$2,861,808</b></p> <p>Supplemental/Concentration Funds: <b>\$471,734</b></p> <p>Certificated Staff costs: <b>\$2,019,346</b></p> <p>Classified Salaries (includes admin/para-educator costs): <b>\$495,155</b></p> <p>Employee Benefits: <b>\$819,041</b></p>
<p>Scope of service:</p>	<p>All Schools</p>	<p>Scope of service:</p>	<p>All Schools</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Budget was overspent by \$241,077. 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><b>GOAL #2</b> – All students, including all subgroups at EBCA will receive Common Core State Standards (CCSS) based instruction that will prepare the students in English, math, social science, visual performing arts, health and physical education to engage individual learning styles and unique interest to acquire 21<sup>st</sup> Century Skills.</p>		<p>Related State and/or Local Priorities:            1 <u>x</u> 2 <u>x</u> 3 <u>  </u> 4 <u>x</u> 5 <u>  </u> 6 <u>  </u> 7 <u>x</u>            8 <u>x</u>            COE only: 9 <u>  </u> 10 <u>  </u>            Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All            Applicable Pupil Subgroups:</p>	<p>All - (School-Level, Student-Level, Ethnic Subgroups, Students eligible for free and reduced-price meals, English Learners, Students with Disabilities, and Foster Youth).</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.            Teachers receive Professional Development through FCOE-ASIST Team and our Curriculum Coordinators for ELD, Writing, Science, ELA and Math.            All students will have access to additional intervention services based on assessments noted, including summer learning.</p> <p>(NOTE: We do 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 we are an elementary school)</p> <p><b>METRICS:</b> 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, Accelerated Reader/STAR assessments, Dibels, ROLA, CST ELA Data and CST Math Data (Performance on Standardized Tests), CAASPP 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.</p>		<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> <li>• Teacher lesson plans were maintained as well as collaboration logs to demonstrate the implementation of Common Core.</li> <li>• ELL Reclassification Rate – 17%</li> <li>• ELL Proficiency Rate – 35%</li> <li>• Accelerated Reader– Average Rate Correct – 69% and Rate of Students At/Above 85% correct – 25% (for grades 1 -6). We were not able to get this report disaggregated.</li> <li>• STAR Assessments – Proficiency – At/Above 50 – 26%, Below 50 - 74% (this test is taken at the beginning of the year as a benchmark). We were not able to get this report disaggregated.</li> <li>• ROLA – Primary Math and Reading Benchmark– 89% Proficient/Advanced for Kindergarten (ROLA – replaced Dibels) and 76% Proficient/Advanced for 1<sup>st</sup> Grade. We were not able to get this report disaggregated.</li> <li>• CST ELA and Math, Academic Performance Index(API), and CAASPP – No Data</li> <li>• Reading Intervention – 80% of students improved 4 or more levels of proficiency. We were not able to get this report disaggregated.</li> <li>• Local Benchmark – Scholastic Math (2<sup>nd</sup> – 6<sup>th</sup>) – 75% Proficient/Advanced. We were not able to get this report disaggregated.</li> <li>• FCOE Williams Review – Noted Sufficiency of Instructional Materials for all students enrolled.</li> </ul>

LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Instructional Materials Survey Annually and Williams Act Review provided by FCOE.		No Cost	Instructional Materials Survey Annually and Williams Act Review provided by FCOE in September 2014 – All Students have sufficient materials in all subjects.		No Cost
Scope of service:	All Schools		Scope of service:	All Schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
Maintain our elective teachers in Art, Music and Physical Education (Salaries are included the Certificated Salaries noted above).		Salaries Cost included in Goal #1	We maintained our Music, Art and Physical Education Teachers for the elective courses.		Salaries Cost included in Goal #1
Scope of service:	All Schools		Scope of service:	All Schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		

<p>We will work with Fresno County Office of Education – ASIST team to provide professional development relating to Common Core Instruction for ELD, ELA and Math to teachers.</p> <p>Stipends for staff to create local assessments to track student progress on CCSS and to determine eligibility for Title I.</p>	<p>Supplemental/Concentration Funds: <b>\$14,211</b> – FCOE</p> <p>Stipends - <b>\$14,211</b></p> <p>Teacher Release Substitutes - <b>\$42,632</b></p> <p><u>Title II Funding</u> <b>\$4,000 – CC</b></p> <p><u>Title I Funding</u> <b>\$215,000</b></p>	<p>FCOE – ASIST Team Professional Development provided 20 days of Systems and Leadership Coaching to support transition into Common Core State Standards.</p> <p>We gave Curriculum Coordinators Stipends to assist with the implementation of Common Core State Standards in Reading, Writing, Math and Benchmarks.</p>	<p>LCFF Base Funds: <b>\$15,000</b> – FCOE ASIST Team</p> <p>Stipends: Included in Goal #1 – for Curriculum Coordinators</p>
<p>Scope of service:</p>	<p>All Schools</p>	<p>Scope of service:</p>	<p>All Schools</p>
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Update technology resources available in each classroom for Common Core and Smarter Balance Field Testing.</p>		<p>Supplemental/Concentration Funds: <b>\$56,843</b></p>	

<b>Scope of service:</b> All Schools			<b>Scope of service:</b> All Schools		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify)_____		
Provide intervention support for identified intermediate, early advanced, and advanced EL students		Supplemental/Concentration Funds: <b>\$14,202</b>	We were able to monitor the ELD students using the Title III funds with sufficient coverage.		No Cost – to LCFF
<b>Scope of service:</b> All Schools			<b>Scope of service:</b> All Schools		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify)_____		
Implement summer learning opportunities.		Supplemental/Concentration Funds: <b>\$80,527</b>	Summer School offered to students needing intervention. 135 students with 6 teachers, 1 Administrator and 1 clerk and classroom supplies.		Supplemental/Concentration Funds: <b>\$35,000</b>
<b>Scope of service:</b> All Schools			<b>Scope of service:</b> All Schools		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify)_____		

<p>Provide staff with information to monitor student achievement after reclassification.</p>	<p>Supplemental/Concentration Funds: <b>\$4,545</b></p>	<p>We were able to monitor the RFEP students using the Title III funds with sufficient coverage.</p>	<p>No Cost – to LCFF</p>
<p>Scope of service:</p>	<p>All Schools</p>	<p>Scope of service:</p>	<p>All Schools</p>
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Assign a Foster Youth Liaison and use Foster Youth services with FCOE for additional resources.</p>	<p>Supplemental/Concentration Funds: <b>\$5,681</b></p>	<p>We didn't have any assigned Foster Students to monitor in the 2014-15 School Year. In the Future this cost will be included in the salary of one of our staff.</p>	<p>No Cost</p>
<p>Scope of service:</p>	<p>All Schools</p>	<p>Scope of service:</p>	<p>All Schools</p>
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Purchase core and supplemental ELD curriculum.</p>	<p>Supplemental/Concentration Funds: <b>\$36,356</b></p>	<p>We didn't purchase the ELD curriculum for the 2014-15 school year due to making sure we select the correct program. We will purchase the new curriculum in association with our new ELA curriculum in 2015-16.</p>	<p>No Cost</p>



Scope of service:	All Schools		Scope of service:	All Schools	
__ALL			__ALL		
OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Build extended learning opportunities for all students and pay staff supplemental contracts to provide services during the school year and during the summer.		Supplemental/Concentration Funds: Intervention Tutoring - <b>\$56,806</b>  Educational Field Trips <b>\$23,684</b>  Classroom Supplies <b>\$56,806</b>	We provided additional intervention tutoring by our teachers to students who needed additional help.  We provided a budget for educational field trips for all grade levels that allowed opportunities to participate in grade level appropriate. (Also included in Goal #4)  We provided additional classroom supplies to all teachers. (Also included in Goal #2)		Supplemental/Concentration Funds: Intervention Tutoring – Included in the Salaries Cost in Goal #1  Educational Field Trips – Goal #4  Classroom Supplies – Goal #2
Scope of service:	All Schools		Scope of service:	All Schools	
__ALL			__ALL		
OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		After reviewing this year’s data, we have made changes to the metrics we will be using to validate progress on our goal #2. We will no longer be using CST Data, Accelerated Reader/STAR, reading intervention and Dibels. We plan on implementing the use of the State Interim Assessments. We will also need to select the ELD curriculum for implementation in 2015-16.			

<p>Original GOAL from prior year LCAP:</p>	<p><b>GOAL #3</b> – All students at EBCA will learn in a collaborative environment with strong parent and community support that furthers the learning of all students.</p>		<p>Related State and/or Local Priorities:            1__ 2__ 3_x 4_x 5_x 6_x 7__            8__            COE only: 9__ 10__            Local : Specify _____</p>		
<p>Goal Applies to:</p>		<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All - (School-Level, Student-Level, Ethnic Subgroups, Students eligible for free and reduced-price meals, English Learners, Students with Disabilities, and Foster Youth).</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. 75% 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><b>METRIC:</b> Efforts to seek Parent Input, surveys, number of parents attending trainings, Promotion of parental participation, and percentage of parents attending parent/teacher conferences.</p>		<p>Actual Annual Measurable Outcomes:</p>	<p>Survey – 155 participated in the survey held during parent/teacher conferences.</p> <p>91% Attendance at Parent Teacher Conferences</p>	
<p><b>LCAP Year: 2014-15</b></p>					
<p>Planned Actions/Services</p>			<p>Actual Actions/Services</p>		
		<p>Budgeted Expenditures</p>			<p>Estimated Actual Annual Expenditures</p>
<p>We will work with FCOE – Parent Involvement Team to coordinate and conduct parent training. They will provide a pre and post assessments provided.</p>		<p>LCFF Base funds: <b>\$9,474</b></p>	<p>We partnered with the FCOE – Parent Involvement team providing training to parents.</p>		<p>LCFF Base funds: <b>\$10,000</b></p>

Scope of service:	All Schools		Scope of service:	All Schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Incentives for additional Parental Involvement and Family Support Resources for Parents.	LCFF Base funds: <b>\$1,895</b>		We were able to find donations for "Mystery Boxes" Raffle with household items to promote parent involvement.		No Cost
Scope of service:	All Schools		Scope of service:	All Schools	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide professional development for common core ELD implementation; training on existing curriculum.	Supplemental/Concentration Funds: <b>\$5,681</b>		We did not provide ELD professional development.		No Cost
Scope of service:	All Schools		Scope of service:	All Schools	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Invite outside agencies to Parent trainings to educate about Family Support resources available.	LCFF Base funds: <b>\$1,895</b>		We were not able to find any outside agencies to come and train our parents.		No Cost

Scope of service: All Schools __ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify) _____		Scope of service: All Schools __ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify) _____	
Translation Costs of school information, materials and supplies for school councils.	Supplemental/Concentration Funds: <b>\$5,681</b>	We included this as part of one of the office staff – included in her salary cost.	No Additional Salary Cost
Scope of service: All Schools __ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify) _____		Scope of service: All Schools __ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We were pleased with the process that we made this year to help promote parent and community involvement to further support our students.		

Original GOAL from prior year LCAP:	<b>GOAL #4</b> – 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: 1_ <input checked="" type="checkbox"/> 2__ 3_ <input checked="" type="checkbox"/> 4_ <input checked="" type="checkbox"/> 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__  Local : Specify _____
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Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All - (School-Level, Student-Level, Ethnic Subgroups, Students eligible for free and reduced-price meals, English Learners, Students with Disabilities, and Foster Youth).			
Expected Annual Measurable Outcomes:	<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 87%. Provide Restorative Justice Training to Staff to help reduce the number of office referrals and the overall student suspension and expulsion rate. 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><b>METRIC:</b> 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.</p>		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>School Attendance Rate – 95.81%</li> <li>Chronic Absenteeism – 5.1% (18 Absences = Chronic)</li> <li>Truancy Letter/Conferences – No data for 2013-14</li> <li>Suspension Rates – 2.6%</li> <li>Expulsion Rates – 0.0%</li> <li>Williams Review of Facilities – Conducted by FCOE Annually, and we have a “Good” status.</li> </ul>		
	<b>LCAP Year: 2014-15</b>					
Planned Actions/Services			Actual Actions/Services			
			Budgeted Expenditures			Estimated Actual Annual Expenditures
<p>We will hire a Truancy Liaison to oversee truancy mediation process and increase overall student attendance rate to 95%.</p> <p>Provide additional weekly, monthly, quarterly, and annual attendance incentives monitored by new Truancy Liaison.</p>			<p>Supplemental/Concentration Funds: Truancy Liaison <b>\$56,843</b></p> <p>Attendance Incentives: <b>\$4,737</b></p>	<p>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.</p>		<p>Supplemental/Concentration Funds: Truancy Liaison <b>\$61,392</b></p> <p>Attendance Incentives: <b>\$850</b></p>

<b>Scope of service:</b> All Schools <hr/> <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<b>Scope of service:</b> All Schools <hr/> <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Educational Field Trips	Supplemental/Concentration Funds: <b>\$23,684</b>	We allocated a budget of \$3,000 per grade level. All grade levels were able to go on their desired educational destination.	Supplemental/Concentration Funds: <b>\$13,820</b>
<b>Scope of service:</b> All Schools <hr/> <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<b>Scope of service:</b> All Schools <hr/> <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide Restorative Justice Training to Staff.	Supplemental/Concentration Funds: <b>\$9,474</b>	We contracted with Fresno Pacific University to provide registration for Discipline that Restores training for all Certificated Staff.	Supplemental/Concentration Funds: <b>\$12,210</b>
<b>Scope of service:</b> All Schools <hr/> <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<b>Scope of service:</b> All Schools <hr/> <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Facilities Lease Expense (which includes repairs and maintenance).	LCFF Base Grant - <b>\$135,000</b>	Our Facilities Lease expense and cost of utilities.	LCFF Base Grant - <b>\$192,720</b>

Scope of service:	All Schools		Scope of service:	All Schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Classroom Supplies		Supplemental/Concentration Funds: <b>\$55,000</b>	We doubled every teacher's classroom supplies budget.		Supplemental/Concentration Funds: <b>\$85,889</b>
Scope of service:	All Schools		Scope of service:	All Schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Purchase copy machine, supplies and support.		Supplemental/Concentration Funds: <b>\$62,563</b>	We purchased copy machine, supplies and support.		Supplemental/Concentration Funds: <b>\$15,957</b>
Scope of service:	All Schools		Scope of service:	All Schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide parenting classes, SSC/ELAC meetings, and other regularly scheduled parent-school engagement meetings.		Supplemental/Concentration Funds: Survey Admin. <b>\$5,861</b>	We signed up for Survey Monkey to administer on-line surveys.		Supplemental/Concentration Funds: <b>\$300</b>

Scope of service:	All Schools		Scope of service:	All Schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We will be adding more specific actions to this goal to help incorporate more of the administrative costs associated with operations (insurance, utilities, etc.).			

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

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

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

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

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site 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:	\$1,428,217
Using the calculation tool provided by the state Edison Bethune Charter Academy (EBCA) has calculated that it will receive \$1,428,217 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 93.10%, although we are capped by Fresno Unified School District's unduplicated percentage of 86.88%. 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.	

- 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.

27.83	%	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 <b>27.83%</b> . 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 30.95% minimum proportionality percentage.
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NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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).