

**§ 15497. 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.*

*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. 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 should comply with instructions and 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. 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 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:

**Parent involvement:** efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

**Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?

- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for 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. An explanation of the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP) was presented at these meetings and participants were asked for feedback throughout the meeting. Surveys were distributed and collected at the end of each meeting, and available in the office as needed.</p> <ul style="list-style-type: none"> <li>• 2/5/2014 Seek input from staff at staff meeting.</li> <li>• 2/5/2014 Seek Input from parents, staff and other interested stakeholders. We held 2 meetings, one at 8:00am and one at 5:30. Both meetings were in English.</li> <li>• 2/6/2014 Seek Input from parents, staff and other interested stakeholders. We held 2 meetings, one at 8:00am and one at 5:30. Both meetings were in Spanish.</li> <li>• 2/25/2014 – Seek input from DELAC/ELAC and School Site Council</li> <li>• 5/3/2014 – Saturday Meeting with child care provided - Seek input from parents, staff, and other interested stakeholders.</li> </ul> <p>The draft version of the LCAP will be presented to at the following meetings in the month of May. This will allow for additional feedback from the advisory councils to include within the plan.</p> <ul style="list-style-type: none"> <li>• 5/19/2014 – Presented Draft LCAP to Site Leadership Team</li> <li>• 5/27/2014 – Presented Draft LCAP to DELAC/ELAC and School Site Council</li> <li>• 5/22/2014 – Public Hearing at Board Meeting at 5:45</li> <li>• 6/26/2014 – Adopt LCAP</li> </ul>	<p>During our meetings we provided information to Stakeholders in both English and Spanish detailing out the State’s 8 priorities. Staff explained the transition into the new 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.</p> <p>As a result, the input received from parents at the stakeholder meetings indicated that they would like to see resources allocated to:</p> <ul style="list-style-type: none"> <li>• Summer School (GOAL #2),</li> <li>• Instructional Materials for Reading and Writing(GOAL #2),</li> <li>• Educational Field Trips (GOAL #4),</li> <li>• Resources to Mental Health Counseling (GOAL #3),</li> <li>• Maintain Lower Cass Sizes (GOAL #1),</li> <li>• Maintain Elective Courses such as Art, Music and Physical Education Classes (GOAL #1),</li> <li>• Open a Transitional Kindergarten (TK) Class (GOAL #1),</li> <li>• Educational Opportunities/Training for Parents (GOAL #3),</li> <li>• Hire and Retain Quality Teachers (GOAL #1),</li> <li>• Additional Classroom Supplies (GOAL #4),</li> <li>• Update Technology as needed (GOAL #2).</li> </ul>

## **Section 2: Goals and Progress Indicators**

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. 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. The goals must reflect outcomes for all pupils and include 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. 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 (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.

### **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 “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address 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 the unique goals for subgroups are as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 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) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively , all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p><b>NEED:</b> EBCA personnel files need to demonstrate that 100% of the teachers meet state requirements for credentialing and/or licenses/authorizations</p> <p><b>METRIC:</b> Percentage</p>	<p><b>GOAL #1</b> – EBCA will seek, hire maintain a highly qualified teachers (HQT) that will be appropriately assigned. Multiple subject credentials covering subject</p>	ALL	ALL		All new teachers will have two years to become highly qualified in the core subjects in which they teach under their multiple	All new teachers will have one year to become highly qualified in the core subjects in which they teach under their multiple	All teachers will be highly qualified in the core subjects in which they teach under their multiple subject credential. All Students will	<p><b>State Priority #1 Basic Services</b></p> <p><b>State Priority #7 Course Access</b></p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
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.	areas such as math, English Language Arts (ELA), Social Studies, and Science. As well as Single Subject credentials in Art, Music and Physical Education (PE) for elective classes.				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.	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, Music and PE.	be enrolled in a broad course of study that includes all core subject areas as well as Art, Music and PE.	<b>State Priority #8 Other Pupil Outcomes</b>
<b>NEED:</b> To provide students with common core state standards (CCSS) curriculum based instruction in all core subjects.  <b>METRICS:</b> Teacher unit/lesson plans (documentation of implementation of	<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	<b>ALL</b>	<b>ALL</b>		Teacher's unit/lesson plans will demonstrate CCSS alignment and modifications/adaptations for ELs, exceptional students, high and low	Teacher's unit/lesson plans will demonstrate CCSS alignment and modifications/adaptations for ELs, exceptional students, high and low	Teacher's unit/lesson plans will demonstrate CCSS alignment and modifications/adaptations for ELs, exceptional students, high and low	<b>State Priority #1 Basic Services</b>  <b>State Priority #2 Implementation of Common</b>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
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), 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	performing arts, health and physical education to engage individual learning styles and unique interest to acquire 21 <sup>st</sup> Century Skills.				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.	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.	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.	<b>Core State Standards</b>  <u><b>State Priority #4 Pupil Achievement</b></u>  <u><b>State Priority #7 Course Access</b></u>  <u><b>State Priority #8 Other Student Outcomes</b></u>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>student access to standards-aligned instructional materials.</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>NEED:</b> Parents need training on instructional practices and how to help their child be successful in school.</p>	<p><b>GOAL #3</b> – All students at EBCA will learn in a collaborative environment with strong parent and community support</p>	<p><b>ALL</b></p>	<p><b>ALL</b></p>		<p>EBCA will contract with FCOE-Parent Involvement Team to provide Parent Involvement Training. EBCA</p>	<p>EBCA will contract with FCOE-Parent Involvement Team to provide Parent Involvement Training. EBCA</p>	<p>EBCA will contract with FCOE-Parent Involvement Team to provide Parent Involvement Training. EBCA</p>	<p><b><u>State Priority #3 Parent Involvement</u></b></p> <p><b><u>State Priority #4 Pupil</u></b></p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<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.	that furthers the learning of all students.				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.	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.	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.	<b>Achievement</b>  <u><b>State Priority #5 Pupil Engagement</b></u>  <u><b>State Priority #6 School Climate</b></u>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively , all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p><b>NEED:</b> School lacks complete truancy and chronic absence procedures</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> <p><b>(NOTE:</b> We do not have dropout rates for Middle School and High School, and High</p>	<p><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.</p>	<p><b>ALL</b></p>	<p><b>ALL</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 87%. Provide Restorative Justice Training to Staff to help reduce the number of office referrals</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 89%. Provide Restorative Justice Training to Staff to help reduce the number of office referrals and the overall student</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%. Provide Restorative Justice Training to Staff to help reduce the number of office referrals and the overall student</p>	<p><b><u>State Priority #1 Basic Services</u></b></p> <p><b><u>State Priority #3 Parent Involvement</u></b></p> <p><b><u>State Priority #4 Pupil Achievement</u></b></p> <p><b><u>State Priority #5 Student Engagement</u></b></p> <p><b><u>State Priority #6 School Climate</u></b></p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
School graduation rates because we are an elementary school)					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.	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.	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.	

### **Section 3: Actions, Services, and Expenditures**

*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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 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?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p><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, Music and Physical Education (PE) for elective classes.</p>	<p><b><u>State Priority #1 Basic Services</u></b></p> <p><b><u>State Priority #7 Course Access</u></b></p> <p><b><u>State Priority #8 Other Pupil Outcomes</u></b></p>	<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/paraeducator costs.</p> <p>Open a Transitional Kindergarten (TK) class for qualifying students.</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>LEA-Wide</p>		<p><b>NOTE: All budget amounts shown are rough estimates only, and the goals may be met with lower spending levels than shown here. Actual spending below the amounts listed here does not indicate a failure to meet the stated goal.</b></p> <p><u>LCFF/General Funding</u> Certificated</p>	<p><b>NOTE: All budget amounts shown are rough estimates only, and the goals may be met with lower spending levels than shown here. Actual spending below the amounts listed here does not indicate a failure to meet the stated goal.</b></p> <p><u>LCFF/General Funding</u> Certificated</p>	<p><b>NOTE: All budget amounts shown are rough estimates only, and the goals may be met with lower spending levels than shown here. Actual spending below the amounts listed here does not indicate a failure to meet the stated goal.</b></p> <p><u>LCFF/General Funding</u> Certificated</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Salaries (includes substitute costs) – <b>\$1,823,703</b>	Salaries (includes substitute costs) – <b>\$1,808,590</b>	Salaries (includes substitute costs) – <b>\$1,962,416</b>
					Classified Salaries (includes admin/ paraeducator costs) – <b>\$431,057</b>	Classified Salaries (includes admin/ paraeducator costs) – <b>\$426,476</b>	Classified Salaries (includes admin/ paraeducator costs) – <b>\$462,675</b>
					Employee Benefits – <b>\$814,745</b>	Employee Benefits – <b>\$807,621</b>	Employee Benefits – <b>\$885,806</b>
<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,	<b>State Priority #1 Basic Services</b>  <b>State Priority #2 Implementation of Common Core State</b>	Instructional Materials Survey Annually and Williams Act Review provided by FCOE. 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.	<b>LEA-Wide</b>		<u>LCFF Funding</u> Provide Professional Development from FCOE – ASIST Team and Curriculum Coordinators. This will train our teachers in Common Core best practices	<u>LCFF Funding</u> Provide Professional Development from FCOE – ASIST Team and Curriculum Coordinators. This will train our teachers in Common Core best practices	<u>LCFF Funding</u> Provide Professional Development from FCOE – ASIST Team and Curriculum Coordinators. This will train our teachers in Common Core best practices

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
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><b>Standards</b></p> <p><b><u>State Priority #4 Pupil Achievement</u></b></p> <p><b><u>State Priority #7 Course Access</u></b></p> <p><b><u>State Priority #8 Other Student Outcomes</u></b></p>	<p>Maintain our elective teachers in Art, Music and Physical Education (Salaries are included the Certificated Salaries noted above).</p> <p>Update technology resources available in each classroom for Common Core and Smarter Balance Field Testing.</p> <p>Implement summer learning opportunities. Stipends for staff to create local assessments to track student progress on CCSS.</p>			<p>in ELA and Math. <b>\$14,211 – FCOE</b></p> <p><u>Title II Funding</u> <b>\$4,000 - CC</b></p> <p><u>Title I Funding</u> Lead Teachers facilitate collaboration between grade level team members to identify additional intervention needed. Pull out reading Intervention classes for low students daily for 90 minutes. <b>\$215,000</b></p> <p><u>LCFF Funding</u> Teacher Release Subs to observation/pe</p>	<p>in ELA and Math. <b>\$13,877 – FCOE</b></p> <p><u>Title II Funding</u> <b>\$4,000 - CC</b></p> <p><u>Title I Funding</u> Lead Teachers facilitate collaboration between grade level team members to identify additional intervention needed. Pull out reading Intervention classes for low students daily for 90 minutes. <b>\$215,000</b></p> <p><u>LCFF Funding</u> Purchase ELA Instructional Materials for</p>	<p>in ELA and Math. <b>\$14,829 – FCOE</b></p> <p><u>Title II Funding</u> <b>\$4,000 - CC</b></p> <p><u>Title I Funding</u> Lead Teachers facilitate collaboration between grade level team members to identify additional intervention needed. Pull out reading Intervention classes for low students daily for 90 minutes. <b>\$215,000</b></p> <p><u>LCFF Funding</u> Teacher Release Subs to observation/pe</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					er coaching to ensure best practices that are aligned with Common Core are being implemented <b>\$42,632</b>  <u>LCFF Funding</u> Update Technology <b>\$56,843</b>  <u>LCFF Funding</u> Summer Learning <b>\$80,527</b>  <u>LCFF Funding</u> Stipend to create local assessments and Development of Curriculum in ELD, Math and ELA for CCSS	Common Core (as the adoptions become available). <b>\$222,026</b>  <u>LCFF Funding</u> Teacher Release Subs to observation/peer coaching to ensure best practices that are aligned with Common Core are being implemented <b>\$41,630</b>  <u>LCFF Funding</u> Summer Learning <b>\$78,634</b>  <u>LCFF Funding</u> Stipends for Curriculum Development	er coaching to ensure best practices that are aligned with Common Core are being implemented <b>\$44,488</b>  <u>LCFF Funding</u> Summer Learning <b>\$84,033</b>  <u>LCFF Funding</u> Stipends for Curriculum Development for Common Core in ELD, Math and ELA <b>\$7,415</b>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					\$14,211	for Common Core in ELD, Math and ELA <b>\$6,938</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.	<p><b><u>State Priority #3 Parent Involvement</u></b></p> <p><b><u>State Priority #4 Pupil Achievement</u></b></p> <p><b><u>State Priority #5 Pupil Engagement</u></b></p> <p><b><u>State Priority #6 School Climate</u></b></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>Invite outside agencies to Parent trainings to educate about Family Support resources available.</p>	<b>LEA-Wide</b>		<p><u>LCFF Funding</u> Provide Professional Development from FCOE – Parent Involvement Team. This will train our Parents to support and further the education of their student. <b>\$9,474</b></p> <p><u>LCFF Funding</u> Incentives for additional Parental Involvement <b>\$1,895</b></p> <p><u>LCFF Funding</u> Family Support</p>	<p><u>LCFF Funding</u> Provide Professional Development from FCOE – Parent Involvement Team. This will train our Parents to support and further the education of their student. <b>\$9,251</b></p> <p><u>LCFF Funding</u> Incentives for additional Parental Involvement <b>\$1,850</b></p> <p><u>LCFF Funding</u> Family Support</p>	<p><u>LCFF Funding</u> Provide Professional Development from FCOE – Parent Involvement Team. This will train our Parents to support and further the education of their student. <b>\$9,886</b></p> <p><u>LCFF Funding</u> Incentives for additional Parental Involvement <b>\$1,977</b></p> <p><u>LCFF Funding</u> Family Support</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Resources for Parents <b>\$1,895</b>	Resources for Parents <b>\$1,850</b>	Resources for Parents <b>\$1,977</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><u>State Priority #1 Basic Services</u></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 increase overall student attendance rate to 95%. Provide additional weekly, monthly, quarterly, and annual attendance incentives monitored by new Truancy Liaison.  Provide Restorative Justice Training to Staff. Provide annual parent and student surveys to track overall school culture.	<b>LEA-Wide</b>		<u>LCFF Funding</u> Restorative Justice Training <b>\$9,474</b>	<u>LCFF Funding</u> Truancy Liaison Salary <b>\$57,357</b>	<u>LCFF Funding</u> Truancy Liaison Salary <b>\$63,272</b>
	<b><u>State Priority #3 Parent Involvement</u></b>			<u>LCFF Funding</u> Truancy Liaison Salary <b>\$56,843</b>	<u>LCFF Funding</u> Educational Field Trips <b>\$23,128</b>	<u>LCFF Funding</u> Educational Field Trips <b>\$24,716</b>	
	<b><u>State Priority #4 Pupil Achievement</u></b>			<u>LCFF Funding</u> Attendance Incentives <b>\$4,737</b>	<u>LCFF Funding</u> Attendance Incentives <b>\$4,626</b>	<u>LCFF Funding</u> Attendance Incentives <b>\$4,943</b>	
	<b><u>State Priority #5 Student Engagement</u></b>			<u>LCFF Funding</u> Survey Administration <b>\$4,737</b>	<u>LCFF Funding</u> Survey Administration <b>\$4,626</b>	<u>LCFF Funding</u> Survey Administration <b>\$4,943</b>	
	<b><u>State Priority #6 School Climate</u></b>			<u>LCFF Funding</u> Educational Field Trips <b>\$23,684</b>	<u>LCFF Funding</u> Classroom Supplies <b>\$46,255</b>	<u>LCFF Funding</u> Classroom Supplies <b>\$49,431</b>	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Provide positive incentives such as educational field trips. Additional classroom supplies to all teachers.</p> <p>Maintain facilities in good repair.</p>			<p><u>LCFF Funding</u> Classroom Supplies <b>\$47,369</b></p> <p><u>General Funds</u> Facilities Lease Expense (which includes repairs and maintenance) <b>\$135,000</b></p>	<p><u>General Funds</u> Facilities Lease Expense (which includes repairs and maintenance) <b>\$137,000</b></p>	<p><u>General Funds</u> Facilities Lease Expense (which includes repairs and maintenance) <b>\$139,000</b></p>

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<b>FOR LOW INCOME, ENGLISH LEARNERS, AND FOSTER YOUTH PUPILS: 96.34% of entire program</b>							
<b>GOAL #2</b>	<b>State Priority #2 Implementation of Common Core State Standards</b>  <b>State Priority #4 Pupil Achievement</b>	<b>FOR LOW INCOME PUPILS, ENGLISH LEARNERS AND FOSTER YOUTH:</b> Build extended learning opportunities for all students and pay staff supplemental contracts to provide services during the school year and during the summer.	<b>LEA-Wide</b>		<u>LCFF Funding</u> Supplemental contracts to staff for intervention tutoring after school. <b>\$56,806</b>	<u>LCFF Funding</u> Supplemental contracts to staff for intervention tutoring after school. <b>\$148,268</b>	<u>LCFF Funding</u> Supplemental contracts to staff for intervention tutoring after school. <b>\$171,174</b>
					<u>LCFF Funding</u> Educational Field Trips <b>\$23,684</b>	<u>LCFF Funding</u> Educational Field Trips <b>\$23,128</b>	<u>LCFF Funding</u> Educational Field Trips <b>\$24,716</b>
					<u>LCFF Funding</u> Summer Learning <b>\$80,527</b>	<u>LCFF Funding</u> Summer Learning <b>\$78,634</b>	<u>LCFF Funding</u> Summer Learning <b>\$84,033</b>
					<u>LCFF Funding</u> Classroom Supplies <b>\$56,806</b>	<u>LCFF Funding</u> Classroom Supplies <b>\$148,268</b>	<u>LCFF Funding</u> Classroom Supplies <b>\$171,174</b>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<b>GOALS #1 &amp; 2</b>	<p><b>State Priority #1 Basic Services</b></p> <p><b>State Priority #2 Implementation of Common Core State Standards</b></p> <p><b>State Priority #4 Pupil Achievement</b></p> <p><b>State Priority #7 Course Access</b></p> <p><b>State Priority #8 Other Pupil Outcomes</b></p>	<p><b>FOR LOW INCOME PUPILS:</b> Provide professional development for common core implementation and integration of technology; substitute teacher costs; contract with curriculum and instruction experts to provide professional development.</p>	LEA-Wide		<p><u>LCFF Funding</u> Provide Professional Development from FCOE – ASIST Team and Curriculum Coordinators. This will train our teachers in Common Core best practices in ELD, ELA and Math. <b>\$14,211 – FCOE</b></p> <p><u>LCFF Funding</u> Teacher Release Subs to observation/peer coaching to ensure best practices that are aligned with Common Core are being implemented <b>\$42,632</b></p>	<p><u>LCFF Funding</u> Provide Professional Development from FCOE – ASIST Team and Curriculum Coordinators. This will train our teachers in Common Core best practices in ELD, ELA and Math. <b>\$13,877 – FCOE</b></p> <p><u>LCFF Funding</u> Teacher Release Subs to observation/peer coaching to ensure best practices that are aligned with Common Core are being implemented <b>\$41,630</b></p>	<p><u>LCFF Funding</u> Provide Professional Development from FCOE – ASIST Team and Curriculum Coordinators. This will train our teachers in Common Core best practices in ELD, ELA and Math. <b>\$14,829 – FCOE</b></p> <p><u>LCFF Funding</u> Teacher Release Subs to observation/peer coaching to ensure best practices that are aligned with Common Core are being implemented <b>\$44,488</b></p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<u>LCFF Funding</u> Stipend to create local assessments and Development of Curriculum in ELD, Math and ELA for CCSS <b>\$14,211</b>  <u>LCFF Funding</u> Update Technology <b>\$56,843</b>	<u>LCFF Funding</u> Stipend to Development of Curriculum in ELD, Math and ELA for CCSS <b>\$6,938</b>	<u>LCFF Funding</u> Stipend to Development of Curriculum in ELD, Math and ELA for CCSS <b>\$7,415</b>
<b>GOAL #4</b>	<u>State Priority #1</u> <b>Basic Services</b>  <u>State Priority #5</u> <b>Student Engagement</b>  <u>State Priority #6</u> <b>School Climate</b>	<b>FOR LOW INCOME PUPILS AND ENGLISH LEARNERS:</b> Purchase data/assessment tracking systems and purchase attendance calling system for parents (Infinite Campus). Purchase copy machine, supplies and support. Hire Truancy Liaison to track and monitor attendance. Implement attendance incentives.	<b>LEA-Wide</b>		<u>LCFF Funding</u> Restorative Justice Training <b>\$9,474</b>  <u>LCFF Funding</u> Truancy Liaison Salary <b>\$56,843</b>  <u>LCFF Funding</u> Contract with Infinite Campus Student Information System which includes Shout Point a parent	<u>LCFF Funding</u> Truancy Liaison Salary <b>\$57,357</b>  <u>LCFF Funding</u> Contract with Infinite Campus Student Information System which includes Shout Point a parent communication system. <b>\$25,206</b>	<u>LCFF Funding</u> Truancy Liaison Salary <b>\$63,272</b>  <u>LCFF Funding</u> Contract with Infinite Campus Student Information System which includes Shout Point a parent communication system. <b>\$29,100</b>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					communication system. <b>\$9,657</b>  <u>LCFF Funding</u> Attendance Incentives <b>\$4,737</b>  <u>LCFF Funding</u> Copy Machine purchase, supplies and Support <b>\$62,563</b>	<u>LCFF Funding</u> Attendance Incentives <b>\$4,737</b>  <u>LCFF Funding</u> Copy Machine Supplies and Support <b>\$14,827</b>	<u>LCFF Funding</u> Attendance Incentives <b>\$4,737</b>  <u>LCFF Funding</u> Copy Machine Supplies and Support <b>\$17,117</b>
<b>GOAL #3</b>	<b>State Priority #3 Parent Involvement</b>  <b>State Priority #6 School Climate</b>	<b>FOR LOW INCOME PUPILS AND ENGLISH LEARNERS:</b> Provide parenting classes, SSC/ELAC meetings, and other regularly scheduled parent-school engagement meetings;	<b>LEA-Wide</b>		<u>LCFF Funding</u> Contract with FCOE-Parent Involvement Team to provide Parent Involvement Training. <b>\$11,361</b>  <u>LCFF Funding</u> Survey Administration <b>\$5,681</b>	<u>LCFF Funding</u> Contract with FCOE-Parent Involvement Team to provide Parent Involvement Training. <b>\$29,654</b>  <u>LCFF Funding</u> Survey Administration <b>\$14,827</b>	<u>LCFF Funding</u> Contract with FCOE-Parent Involvement Team to provide Parent Involvement Training. <b>\$34,235</b>  <u>LCFF Funding</u> Survey Administration <b>\$17,117</b>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<u>LCFF Funding</u> Incentives for additional Parental Involvement <b>\$1,895</b>	<u>LCFF Funding</u> Incentives for additional Parental Involvement <b>\$1,850</b>	<u>LCFF Funding</u> Incentives for additional Parental Involvement <b>\$1,977</b>
					<u>LCFF Funding</u> Family Support Resources for Parents <b>\$2,272</b>	<u>LCFF Funding</u> Family Support Resources for Parents <b>\$5,931</b>	<u>LCFF Funding</u> Family Support Resources for Parents <b>\$6,847</b>
<b>GOALS #1 &amp; 2</b>	<u>State Priority #1</u> <b>Basic Services</b>  <u>State Priority #2</u> <b>Implementation of Common Core State Standards</b>  <u>State Priority #4</u> <b>Pupil Achievement</b>  <u>State Priority #8</u> <b>Other Student Outcomes</b>	<b>FOR ENGLISH LEARNERS:</b> provide professional development for common core ELD implementation; training on existing curriculum	<b>LEA-Wide</b>		<u>LCFF Funding</u> Contract with FCOE – EL Department to provide professional development to staff. <b>\$11,361</b>	<u>LCFF Funding</u> Contract with FCOE – EL Department to provide professional development to staff. <b>\$29,654</b>	<u>LCFF Funding</u> Contract with FCOE – EL Department to provide professional development to staff. <b>\$34,235</b>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<b>GOALS #1 &amp; 2</b>	<p><b>State Priority #1 Basic Services</b></p> <p><b>State Priority #2 Implementation of Common Core State Standards</b></p> <p><b>State Priority #4 Pupil Achievement</b></p> <p><b>State Priority #8 Other Student Outcomes</b></p>	<p><b>FOR ENGLISH LEARNERS:</b> Purchase core and supplemental ELD curriculum</p>	LEA-Wide		<p><u>LCFF Funding</u> ELD core and supplemental curriculum purchase <b>\$36,356</b></p>	<p><u>LCFF Funding</u> ELD core and supplemental curriculum purchase <b>\$94,892</b></p>	<p><u>LCFF Funding</u> ELD core and supplemental curriculum purchase <b>\$109,552</b></p>
<b>GOAL #3</b>	<p><b>State Priority #3 Parent Involvement</b></p> <p><b>State Priority #6 School Climate</b></p>	<p><b>FOR ENGLISH LEARNERS:</b> Provide bilingual services for parents; materials and supplies for ELAC/DELAC councils</p>	LEA-Wide		<p><u>LCFF Funding</u> Translation costs of school information, materials and supplies for school councils <b>\$5,681</b></p>	<p><u>LCFF Funding</u> Translation costs of school information, materials and supplies for school councils <b>\$14,827</b></p>	<p><u>LCFF Funding</u> Translation costs of school information, materials and supplies for school councils <b>\$17,117</b></p>
<b>GOAL #2</b>	<p><b>State Priority #1 Basic Services</b></p> <p><b>State Priority #4 Pupil Achievement</b></p> <p><b>State Priority #8 Other Student Outcomes</b></p>	<p><b>FOR ENGLISH LEARNERS AND LOW INCOME PUPILS:</b> Provide intervention support for identified intermediate, early advanced, and advanced EL students</p>	LEA-Wide		<p><u>LCFF Funding</u> Personnel costs to provide ELD/strategic learners intervention <b>\$14,202</b></p>	<p><u>LCFF Funding</u> Personnel costs to provide ELD/strategic learners intervention <b>\$37,067</b></p>	<p><u>LCFF Funding</u> Personnel costs to provide ELD/strategic learners intervention <b>\$42,794</b></p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<b>GOAL #2</b>	<b>State Priority #4 Pupil Achievement</b>  <b>State Priority #8 Other Student Outcomes</b>	<b>FOR RE-DESIGNATED FLUENT ENGLISH PROFICIENT PUPILS:</b> Provide staff with information to monitor student achievement after reclassification.	<b>LEA-Wide</b>		<u>LCFF Funding</u> Personnel Costs associated with monitoring students <b>\$4,545</b>	<u>LCFF Funding</u> Personnel Costs associated with monitoring students <b>\$11,861</b>	<u>LCFF Funding</u> Personnel Costs associated with monitoring students <b>\$13,694</b>
<b>GOAL #2</b>	<b>State Priority #1 Basic Services</b>  <b>State Priority #5 Student Engagement</b>	<b>FOR FOSTER YOUTH:</b> Assign a Foster Youth Liaison and use Foster Youth services with FCOE for additional resources.	<b>LEA-Wide</b>		<u>LCFF Funding</u> Personnel costs associated with monitoring Foster Youth students. <b>\$5,681</b>	<u>LCFF Funding</u> Personnel costs associated with monitoring Foster Youth students. <b>\$14,827</b>	<u>LCFF Funding</u> Personnel costs associated with monitoring Foster Youth students. <b>\$17,117</b>

C. Describe the LEA’s increase in 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Using the calculation tool provided by the state Edison Bethune Charter Academy (EBCA) has calculated that it will receive \$571,067 in supplemental and concentration funding under the Local Control Funding Formula (LCFF). These details are itemized in section 3B of this Plan and include additional summer school, Common Core Instructional materials, educational field trips, resources to mental health counseling, lower class sizes, elective courses for Art, Music and Physical Education, a new 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 96.34%. We have chosen to provide services to these pupils through a charterwide spending plan that we believe is the most effective use of our resources.

- D. 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). 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). 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.

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) is **14.28%**. As described in Section 3C above, the additional services listed represent a proportionate increase of additional services to unduplicated pupils in excess of the 14.28% minimum proportionality percentage.

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.