

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

**Introduction:**

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LCAP Year: 2016-17

***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

## **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

### **A. Conditions of Learning:**

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

### **B. Pupil Outcomes:**

**Pupil achievement:** *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

**Other pupil outcomes:** *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

### **C. Engagement:**

**Parental involvement:** *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

**Pupil engagement:** *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

**School climate:** *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

## Section 1: Stakeholder Engagement

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

### Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> <li>A. Stakeholder Committee: A stakeholder group met in April 2015 to review the LCAP requirements and to develop a basic understanding of the priorities.</li> <li>B. Initial Development Survey: Beginning in April 2015, developers of Beacon Classical Academy began hosting community information meetings to solicit from parents their requests and recommendations for a quality school.</li> <li>C. Board/Community Training: The Board and other community members and committees including School Site Council and English Language Advisory Committee received briefings in May 2015 on the LCFF and LCAP requirements.</li> <li>D. Open Board/Public Meeting: In May 2015 a detailed presentation was presented to the School Site Council and Board and community in attendance. The presentation had the following components: LCAP background, charter compliance, components, state priorities, timeline, priority and alignment, and stakeholder initial survey data.</li> <li>E. In June, additional stakeholders, parents of English language learners and members of the English Language Advisory Committee were asked to specifically address the needs of English language learners.</li> </ul>	<ul style="list-style-type: none"> <li>A. Stakeholder Committee: The stakeholder group helped to develop goals based on the state priorities and chartering document. The Committee also assumed the role of data analysis and revisions in order to complete the draft document.</li> <li>B. Board/Community Training: The Board’s discussion and school committees was guided by our mission/vision to ensure that this plan remained consistent with our Charter.</li> <li>C. The Committee analyzed the data from the community surveys and shared the findings with the public in June. The findings revealed the following sub-goals (e.g.: facility security; support for struggling students; enrichment for gifted students; discipline). Therefore, the Committee prioritized these sub-goals going into the final draft.</li> <li>D. After the data was analyzed from the initial survey, the data was then added to the draft review survey data below.</li> <li>E. Members of the English Language Advisory Committee and parents of English language provided their recommendations to support English language learner development.</li> </ul>

<p><b>Annual Update:</b></p> <ul style="list-style-type: none"><li>A. January 2016, Beacon Classical Academy began hosting community information meetings to solicit from parents recommendations for a quality school.</li><li>B. Meetings in May 2016 were held with ELAC Parent Group and School Site Council, and Board and community in attendance to review Winter data and solicit their input.</li><li>C. An additional meeting with with ELAC Parent Group and School Site Council, will be held in early June to review</li></ul>	<p><b>Annual Update:</b></p> <ul style="list-style-type: none"><li>A. The SSC &amp; ELAC Committee analyzed the data from the Winter assessments.</li><li>B. The community analyzed data surveys and shared the findings with SSC &amp; ELAC. The findings continued to reveal the following sub-goals (e.g.: -----Therefore, the Committee continued prioritized these sub-goals going into the final draft.</li><li>C. Members of the English Language Advisory Committee and parents of English language provided their recommendations to support English language learner development.</li></ul>
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## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

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

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

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

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

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

### Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils Re-designated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?



<b>GOAL:</b> 1	Support and monitor student progress in ELA/ELD and Math through Common Core State Standards and Core Knowledge Standards, Beacon’s Essential School-wide Learning Results (ESLRs).		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
<b>Identified Need:</b>	Student achievement of end-of-year scores by MAP nation-wide normed assessments for reading and math. At or Above Grade Level – Norm averages by grade level Reading - K – 18%; 1st – 8%; 2nd - 23%; 3rd - 10%; 4th -11%; 5th - 21%; 6th - 29%; 7th – 31%; 8th - 61% Math - K – 22%; 1st – 20%; 2nd - 32%; 3rd - 19%; 4th -11%; 5th – 7%; 6th - 14%; 7th – 12%; 8th - 50%		
<b>Goal Applies to:</b>	School: Beacon Classical Academy National City Applicable Pupil Subgroups: All Subgroups		
<b>LCAP Year : 2016-17</b>			
<b>Expected Annual Measurable Outcomes:</b>	Increase average student achievement by 5% for each grade level		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Develop a Common Core and Core Knowledge Standards based curriculum, which incorporates grade level yearly curriculum maps and monthly/weekly learning plans.	School-wide	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Account Code: 1100 & benefits, 5800  Source: Supp. & Concen. Grants: \$7,000

<p>Use the data from MAP assessments to inform quarterly review of academic progress as well as other measurable classroom assessments such as DRA, McCalls Crabbs, math placement/end-of-year tests, and other quarterly benchmark assessments to monitor toward Common Core and Core Knowledge Standards, and the Beacon’s Essential School-wide Learning Results (ESLRs).</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</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"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Account Code: 2200 and benefits</p> <p>Source: Supp. &amp; Concen. Grants: \$52,000</p>
<p>Provide curriculum training and instructional teaching strategies to scaffold and support all students in learning.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</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"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>5200, 5800</p> <p>Source: PCSGP \$17,000</p>
<p>Instructional aide to provide small group instructional review.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</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"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>2100 and benefits</p> <p>Source: Supp. &amp; Concen. Grants: \$70,000</p>

<b>GOAL:</b> 2	Implement procedures and strategies to support regular student attendance.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
<b>Identified Need:</b>	Average annual ADA was 89% - ADA 171.13 / Enrollment 193		
<b>Goal Applies to:</b>	Schools: Beacon Classical Academy National City Applicable Pupil Subgroups: All Subgroups		
<b>LCAP Year: 2016-17</b>			
<b>Expected Annual Measurable Outcomes:</b>	The School Information System report will show a 2.5% increase in ADA.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Hold a parent orientation and review the importance of school attendance before or at the beginning of the school year and give the Parent Handbook, which includes additional information on school attendance and strategies for improving attendance.	School-wide	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	4300, 5800  \$1,500
Print bi-monthly attendance reports for data to identify chronically absent children. Communicate with families to provide support and information regarding the importance of regular school attendance. Set up an attendance improvement contract. Hold monthly and quarterly attendance recognition awards for individual students and classes.	School-wide	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	2200 and Benefits.  Source: Supp. & Concen. Grants: \$52,000

<p>Have front office staff contact parents daily regarding absenteeism. Involve teacher support for communicating with parents regarding instructional support and absences. Recruit teacher and parent support to turn in independent study contracts to office. Hold teachers accountable to correct independent study contract work and return it to the office.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>2400, 1100 and benefits</p> <p>Source: Supp. &amp; Concen. Grants: \$47,000</p>
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<p><b>GOAL:</b> 3</p>	<p>To provide high quality ELD instruction through integrated and designated ELD instructional activities to increase English language proficiency</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>
<p><b>Identified Need:</b></p>	<p>ELL population is 46%. Teachers need training to provide high quality ELD instruction. School-wide CELDT Scores K-8 - Advanced = 12 (14%), Early Advanced = 29 (33%), Intermediate = 32 (36%), Early Intermediate = 6 (6%), Beginning = 9 (10%) Total ELL = 88 13 (15%) were re-designated to fluent English proficient.</p>		
<p><b>Goal Applies to:</b></p>	<p>Schools:</p>	<p>Beacon Classical Academy National City</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All Subgroups</p>	
<p><b>LCAP Year 2016-17</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>School will show a 2% increase in students scoring at Advanced and Early Advanced. School will show a 2% increase in students re-designated to fluent English proficient.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Provide teachers with CELDT scores at the start of the school year in order to plan instruction and with CDE's Released Test Questions to support ELD instruction in preparation of the CELDT test every September.</p>	<p>Specific Subgroup</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1100 &amp; benefits, 5200, 4100, 5800</p> <p>Source:</p>

			Supp. & Concen. Grants: \$20,000
Provide teachers with training on the ELA/ELA framework its philosophy and goals; and provide training and support on how to teach integrated ELD instruction across various disciplines and on how to teach designated ELD/ELA instruction for their grade level.	Specific Subgroup	___ALL ----- OR: ___Low Income pupils <input checked="" type="checkbox"/> English Learners ___Foster Youth ___Re-designated fluent English proficient ___Other Subgroups:(Specify)_____	1100 & benefits, 5200, 4100, 5800  Source: Supp. & Concen. Grants: included in above Goal 3 expenditures
Purchase ELD/ELA curriculum and computer software programs for additional ELD practice and provide training for teachers to use with students and monitor their ELD progress.	Specific Subgroup	___ALL ----- OR: ___Low Income pupils <input checked="" type="checkbox"/> English Learners ___Foster Youth ___Re-designated fluent English proficient ___Other Subgroups:(Specify)_____	1100 & benefits, 5200, 4100, 5800  Source: Supp. & Concen. Grants: included in above Goal 3

<b>GOAL:</b> 4	Recruit, hire, train, and retain high quality staff, who are committed, collaborative, caring competent and exemplary.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
<b>Identified Need:</b>	Need for highly qualified staff, who are committed, collaborative, caring competent and exemplary role models.		
<b>Goal Applies to:</b>	Schools: Beacon Classical Academy National City Applicable Pupil Subgroups: All Subgroups		
<b>LCAP Year: 2016-17</b>			
<b>Expected Annual Measurable Outcomes:</b>	Student information system will show a 2.5% increase in ADA.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
All teachers will meet all California credentialing requirements. An interview panel of administrator, staff and parents will participate in the interview process	School-wide	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	5200, 1100 & benefits  Source: Supp. & Concen. Grants: \$5,000
Teachers will develop a greater understanding of Core Knowledge Standards (CKS) and Common Core State Standards to develop aligned curriculum maps and learning plans.	School-wide	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	5200, 1100 & benefits  Source: Supp. & Concen. Grants: \$5,000

<p>Teachers will learn effective classroom management skills, provide high-quality instruction, and use of ongoing assessment to increase student achievement through support provided by walk-throughs, cognitive coaching, and staff development.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</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"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>5200, 5800, 1100, 1300, and benefits</p> <p>Source: Supp. &amp; Concen. Grants: \$15,000</p>
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<p><b>GOAL:</b> 5</p>	<p>To increase parent and community involvement and support for the school's vision and mission.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>	
<p><b>Identified Need:</b></p>	<p>More parent and community involvement with the school to benefit the students is needed.</p>		
<p><b>Goal Applies to:</b></p>	<p>Schools:</p>	<p>Beacon Classical Academy National City</p>	
<p><b>Goal Applies to:</b></p>	<p>Applicable Pupil Subgroups:</p>	<p>All Subgroups</p>	
<p><b>LCAP Year: 2016-17</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>To increase more parent and community involvement by 10% by means of community/parent sign ins at meetings, school events, and in-school classroom support.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Provide opportunities for community and parent involvement at the school.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</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"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1100 and benefits, 5800</p> <p>Source: Supp. &amp; Concen. Grants: \$8,000</p>

<p>Provide training for parents and community members to train and support other parents and community members involvement at the school.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</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"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>2900 &amp; benefits, 4300, 5800</p> <p>Source: Supp. &amp; Concen. Grants: \$5,000</p>
<p>Provide training for parents and community members to be able to participate in school / student learning support. i.e. Family math night, Literacy night, Coffee with the Director</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</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"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1100 and benefits</p> <p>Source: Supp. &amp; Concen. Grants: \$10,000</p>

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



## Annual Update

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

**Guiding Questions:**

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

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

Original GOAL from prior year LCAP:	Goal 1: Support and monitor student progress in ELA/ELD and math through Common Core State Standards and Core Knowledge Standards, Beacon's Essential School-wide Learning Results (ESLRs), curriculum alignment, and provide teacher training.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	State Goals: 4. Student Achievement 7. Course Access 8. Other Student Outcomes Local Goals (Charter Document): pp. 15-17, 19,26,34,47-48,55 Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	Align Core Knowledge Standards curriculum to Common Core. Train teaching staff on CCSS & CKS in ELA/ELD & Math. 95% participation in operational CAASPP	Actual Annual Measurable Outcomes:	Align Core Knowledge Standards curriculum to Common Core. Train teaching staff on CCSS & CKS in ELA/ELD & Math. 95% participation in operational CAASPP	
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Measure attainment of student mastery of content and skills. The data will be used to inform monthly review of contracted academic work as outlined in the Master Student Agreements and Beacon's Essential School-wide Learning Results (ESLRs).			Attainment of student mastery of content and skills was measured every quarter. The data was used to inform monthly review of contracted academic work as outlined in the Syllabus and Master Student Agreements, and Beacon's Essential School-wide Learning Results (ESLRs).	5800, 1100, 1300, 2400 and benefit,  \$11,000

<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Develop a Common Core and Core Knowledge Standards -based curriculum which incorporates grade level curriculum maps and strategies to scaffold and support all students, including struggling students who participate in home study.</p>		<p>A Common Core and Core Knowledge Standards -based curriculum was developed which incorporated grade level curriculum maps, learning plans, and strategies to scaffold and support all students, including struggling students who participate in home study.</p>	<p>1100 and benefits, 4100</p> <p>\$7,000</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal changed to: Support and monitor student progress in ELA/ELD and Math through Common Core State Standards and Core Knowledge Standards, Beacon’s Essential School-wide Learning Results (ESLRs) with the development of curriculum maps and learning plans.</p>
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<p>Original GOAL from prior year LCAP:</p>	<p>Goal #2</p> <p>Increase the percentage of K-8th grade students scoring proficient or advanced on school-wide standards- based assessments in English- Language Arts/Literacy and mathematics across all significant subgroups.</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>
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Goal Applies to:	Schools:	<b>State Goals:</b> 2. Implementation of State Standards 4. Student Achievement 5. Student Engagement 7. Course Access	
	Local Goals (Charter Document): pp. 13-15,24-28,33.39.40-41,49,55-56,58 Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	Set baseline, unit assessments, and benchmark evaluations, and end-of-year annual progress to measure increase of the percentage of K-8 <sup>th</sup> students scoring proficient or advanced on assessments across all subgroups.	Actual Annual Measurable Outcomes:	We set baselines, identified unit assessments, and benchmark evaluations and used them to measure end-of-year annual progress to measure increase of the percentage of K-8 <sup>th</sup> students scoring proficient or advanced on assessments across all subgroups.
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teachers collaborate with grade level colleagues, administrators, special education staff, and parents to develop and implement strategic, intensive learning opportunities for students needing additional support.		Teachers collaborated with grade level colleagues, administrator, special education staff, and parents to develop and implement strategic, intensive learning opportunities for students needing additional support.	
		1100, 1300, and benefits  \$5,000	
Scope of service:		Scope of service:	
<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"/> Re-designated 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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Use of personalized plans designed to foster student success goals specified for each child		Personalized plans were designed to foster student success goals specified for children who needed extra help or enrichment and/or were part of an independent study program. All other students followed a general learning plan appropriate for their grade level with individual learning goals identified for math and reading.	5800, 1100, 2400 and benefits  \$11,000
Scope of service:		Scope of service:	
<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"/> Re-designated 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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Implement activities that promote reading success through literacy approaches, highly effective strategies for improving low socioeconomic students' success in math and reading.		Learning activities that promote reading success through literacy approaches, highly effective strategies for improving low socioeconomic students' success in math and reading were implemented.	1100 and benefits, 4300, 5800 \$2,500
Scope of service:		Scope of service:	
<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"/> Re-designated 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"/> Re-designated 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?			
Original GOAL from prior year LCAP:	Goal #3 Create a focused scholarly learning environment to prepare students for career and university readiness.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	<u>State Goals:</u> 1. Basic 2. Implementation of State Standards 4. Student Achievement 5. Student Engagement 6. School Climate 7. Course Access  <u>Local Goals (Charter Document):</u> p. 17, 42-43	
Applicable Pupil Subgroups: ALL			
Expected Annual Measurable Outcomes:	Baseline. Provide teacher training on the development of scholarly learning environment and the implementation school wide ESLRs.	Actual Annual Measurable Outcomes:	Teacher training on classroom management, ELSRS, and School Song: "Beacon of Light" was written, musically arranged, pantomime and gestures added, and is sung every Friday.

**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide teacher training on the development of scholarly learning environment and the implementation school wide ESLRs.		Teacher training on the development of scholarly learning environment through classroom management was provided and the implementation school wide ESLRs.	1100 and benefits, 5200  \$800
Scope of service:		Scope of service:	
<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"/> Re-designated 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"/> Re-designated 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?			
Original GOAL from prior year LCAP:	Goal #4 Engage Parents and Families to Support Student Success in Learning.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	<b>State Goals:</b> 3. Parental Involvement  <b>Local Goals (Charter Document):</b> p. 11,14-16,19,23-27	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	All parents will receive initial parent development training and ongoing training and mentoring throughout the year.		Actual Annual Measurable Outcomes: All parents received initial parent development training and all were offered ongoing training and mentoring throughout the year.
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Engage Parents and Families to Support Student Success in Learning.		Parents were offered opportunities for learning engagement through Coffee with the Director - parent workshops, parent curriculum trainings, Literacy Week, Math Family Night, and participation in the CABE conference.	1100, 1300 plus benefits, 4300  \$1,000
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Re-designated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Re-designated 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?			
Original GOAL from prior year LCAP:	Goal #5 Recruit, hire, train, and retain high quality staff, who are committed, collaborative, caring competent and exemplary.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	State Goals: 1. Basic 4. Student Achievement 5. Student Engagement	Local Goals (Charter Document): pp. 21,25,26,27,39,40,39, 40
Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:	All teachers will receive initial teacher development training and ongoing training and mentoring throughout the year.	Actual Annual Measurable Outcomes:	All teachers received initial teacher development training and ongoing training and mentoring throughout the year.
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Core academic teachers will meet all California credentialing requirements. An interview panel of administrator, staff and parents will participate in the interview process.		Core academic teachers met all California credentialing requirements. An interview panel of administrator, staff and parents participated in the interview process.	5200, 1100 and benefits \$6,000
Scope of service:		Scope of service:	
<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"/> Re-designated 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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Teachers will develop a greater understanding of Core Knowledge Standards (CKS) and Common Core State Standards aligned curriculum, effective classroom management, high-quality instruction, and use of ongoing assessment to increase student achievement through support provided by walk-throughs, cognitive coaching, and staff development.		Teachers developed a greater understanding of Core Knowledge Standards (CKS) and Common Core State Standards aligned curriculum, effective classroom management, high-quality instruction, and use of ongoing assessment to increase student achievement through support provided by walk-throughs, cognitive coaching, and staff development.	1100, 1300 and benefits \$10,000
Scope of service:		Scope of service:	
<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"/> Re-designated 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"/> Re-designated 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?			

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

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

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

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

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>323,509</u>

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.

19.65	%
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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.

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

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

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

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

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

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

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

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).