Local Control & Accountability Plan

2016-17

Introduction:

LEA: Edward B. Cole Sr. Academy   **Contact: John Norton, Director nortonj@ebcacademy.com 714.836.9023**   **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)*
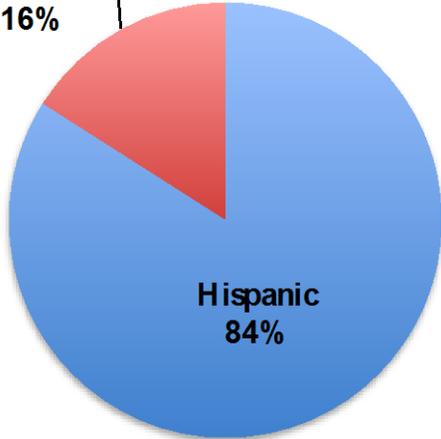
Section 1: Stakeholder Engagement

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 2016-17	Impact on LCAP 2016-17
Edward B. Cole Sr. Academy utilized multiple channels, outreach strategies and venues to engage with a diverse array of stakeholders. Our school used the following processes for stakeholder input in the development of the 2016-17 LCAP goals, actions and services: 1. Designed online survey for parents, students and teachers to gather input regarding priorities and goals for student learning and achievement including unduplicated student populations. 2. Produced and posted on the school's website a 2-page LCAP snapshot update of all goals, and measurable outcomes/metrics. 3. Met with parents during School Site Council, ELAC and PTO Meetings and schoolwide events. 4. Provided monthly updates via the Director reports to the governing board. 5. Met with entire teaching staff during staff development meetings to review student achievement data in addition to preparing for the WASC Self-Study process. 6. Disseminated copies of the LCAP in paper format at meetings and is posted on the school's website. 7. Discussed LCAP survey results with stakeholders. 8. LCAP was adopted by the EBCSA Board of Directors on July 12, 2016.	Edward B. Cole Sr. Academy is a WASC Accredited charter school in Santa Ana. Currently, EBCSA serves over 430 scholars in grades K-5. Our scholars' demographics are as follows: • 70% English Language Learners • 99% Free/reduced Lunch • 3% Students with Disabilities • 0% Foster Youth • 48% are male; 52% are female **2015-16 Ethnicty** 2+ Races 16% Hispanic 84% EBCSA follows a traditional school calendar of 180 days that includes a total of 57,300 instructional minutes that far exceeds the state's requirement of 54,000.

	LCAP Survey: A total of 177 students; 34 parents; and 20 teachers participated in the online survey.
	EBCSA's LCAP survey results revealed the following feedback: Parent responses: • 100% feel welcomed at the school • 100% stated that the school makes it easy for parents to attend meetings because they are held at different times of the day. • 100% stated that the school contact them to inform the of their child's achievements and successes. • 100% stated that students are engaged as evidenced by high attendance rates. • 100% stated that the school maintains a positive school climate for students. • 53% own a computer at home. • 68% have access to the internet. • 100% own a SMART Phone Student Responses: • 91% feel welcomed at school • 80% have at least one adult they can trust at the school • 93% stated their teachers encourage them to succeed • 94% stated that their teacher expects them to go to college • 77.4% stated that their teacher holds them accountable for their behavior Teacher responses: • 95% stated that the Co-Directors hold teachers accountable for student learning • 95% stated that the Co-Directors hold teachers accountable for implementing the strategies learned in PD • 90% stated they feel respected by the Co-Directors

	• 95% stated that the school sets high standards for student learning The following themes were shared by stakeholders during meetings: • There is a need to improve use of student technology • These is a need to extend Professional Development preferences • There is a need to expand parent workshops
Annual Update: Edward B. Cole Sr. Academy's engagement of stakeholders in the LCAP and annual update started in August 2015 with the Board of Directors, then with parents/families; and has continued throughout the school year through various methods including letters sent home, updates to the school's website, schoolwide events, and onsite school meetings with parents, students, staff and the governing board. Our school has provided our stakeholders with data on an ongoing basis. Since this is our initial school year, our data will serve as a baseline as we continue collaborating with stakeholders in the annual update and developing the 2016-17 LCAP. The following are the entities and dates for which our school's Executive Directors have led meetings on our school's 2015-16 LCAP. School Site Council Meetings • November 2, 2015 • February 8, 2016 • May 23, 2016	**Annual Update:** LCAP updates and progress towards targets noted in the annual update were included in the overall LCAP. Based on the sharing and review of available data and implementation of programs the following are common themes shared by stakeholders: • Teachers would like to see a more coherent and on-going Professional Development Program. • Parents would like the school to offer extended learning opportunities for students such as Dance, and robotics.

• February 8, 2016 • November 2, 2015 ELAC Meetings • October 21, 2015 • January 27, 2016 • June 6, 2016 PTO Meetings • March 2, 2016 • April 13, 201 • May 4, 2016 Board Meetings • August 11, 2015 • October 13, 2015 • December 8, 2015 • February 9, 2016 • March 8, 2016 • May 10, 2016	

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

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

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.
Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

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

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

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.
   The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

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

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."
   For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education

Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

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

GOAL:	**Goal #1**: Develop & implement a common core aligned benchmark assessment system across all subjects that includes the collection, disaggregation, analysis, application and reporting of student achievement data, in order to identify learning gaps in 'real-time' that will be used to drive curricular and instructional decision-making, the allocation of resources in order to close the achievement gap among ELL and non-ELL. (Aligns with WASC Action Plan #1,2).	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3 __ 4 _X_ 5 __ 6 __ 7 _X_ 8 _X_ COE only: 9 __ 10 __ Local: Specify _____

Identified Need:	• There is a need to close the achievement gap between ELL and non-ELL • There is a need to measure program efficacy with interventions using assessment data

Goal Applies to:	Schools:	Edward. B. Cole Sr. Academy
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1. 100% of teachers will be appropriately credentialed and assigned. 2. 100% of students will have access to standards-aligned instructional materials. 3. 2016-17 NWEA MAP Benchmark assessments will serve as a baseline. 4. Establish annual growth targets for CAASPP ELA & Math (Schoolwide & subgroup) once 2016 CAASPP Results are released. 5. Maintain 1:1 Student to device ratio. 6. Administer annual Facility Inspection (FIT) Report and ensure a score of "Good" or above. 7. All students will have access to the following courses, in addition to core subjects: PE, Art & Music.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
STAFFING TO SUPPORT THE EDUCATIONAL PROGRAM The following staff are instrumental in providing all students with a rigorous educational program: Edward B. Cole Sr. Academy will employ: 1. 18 teachers that will be appropriately credentialed and assigned (that includes 1 PE Teachers; 1 PTE Music Teacher; and 1 PTE Art Teacher) 2. School Counselor: who will direct/implement the Cloud 9 Character Education program, in charge of discipline policies and procedures including PBIS; and provide workshops for parents on PBIS. 3. Instructional Coach (Consultant): to provide instructional coaching for all teachers including classroom observations; providing feedback and providing	Charterwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups⊗Specify)_____	Teachers - $109200; LCFF Base Teachers - $982800; Supplemental and Concentration School Counselor - $7500; LCFF Base School Counselor - $67500; Supplemental

Professional Development (PD) on research-based instructional strategies. 4. Leadership Team will be comprised of: • Executive Director: beyond administrative duties, will also serve as the testing coordinator • Associate Director: • Lead Teachers (1 per grade level) • Lead Teachers (1 per grade level) • Business Manager: The Leadership Team will meet weekly to collect, disaggregate, analyze and review student achievement data, in charge of reviewing/selecting curriculum for adoption, modifications to the master schedule, and staffing. 5. Santa Ana Unified School District is the school's SELPA provider. Special Education staff include: • Resource Specialist • Psychologist • Speech Therapist 6. Classified Staff: • Instructional Assistants (9) who will collaborate for classroom teacher. • Attendance Clerk: In charge of student registration, developing weekly ADA, Chronic Absenteeism rates for the Executive Director.			and Concentration Leadership Team - $32330; LCFF Base Leadership Team - $290973; Supplemental and Concentration Classified Staff - $10705; LCFF Base Classified Staff - $96347; Supplemental and Concentration, Title I
; **ASSESSMENTS** Edward B. Cole Sr. Academy will implement the following assessments to inform instruction, drive curricular decision-making, identify students who struggle academically for designated interventions; and ensure all state accountability requirements are met by all subgroups. The list of assessments include:	Schoolwide	X_ALL ___ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Assessments - $8000; LCFF Base

1. Achieve 3000 Reading Assessments: after each module (weekly): Grades 2-5
 	
2. Smarty Ants Reading Assessments (Grades K-1
 	
3. DIBELS Reading Comprehension assessment for Grades K-5: 3 times/year
 	
4. ADEPT assessment for all ELL's: 3 times/year.
 	
5. Learning Upgrade Benchmark Assessment in Math: 3 times/year
 	
6. NWEA MAP Assessments in ELA & Math: 3 times/year
 	
7. All students will participate in at least 2 Presentations of Learning (POL); and will be provided with rubrics. Teachers will use POL's to assess student learning.
 	
8. State-mandated assessments:
   • CAASPP/SBAC in ELA & Math: Grades 3-5
   • CST Science for Grade 5
   • CELDT for ELL
   • Physical Fitness Test (PFT) for Grade 5.			

COMMON CORE ALIGNED CURRICULUM
EBCSA will provide every student with access to standards aligned curriculum. For the upcoming school year, CRA will purchase/subscribe to the following curriculum:
   • Learning Upgrade
   • Supplemental Math Workbooks
   • Pearson's Science curriculum
   • ST Math
   • ELD Curriculum
 	
In addition, instructional materials will also be purchased as needed.
	Schoolwide	X_ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			Instructional Materials - $8000; LCFF Base

ACADEMIC INTERVENTIONS EBCSA will align alternative support to core instruction. Alternative supports (academic intervention) will be based on grade level content, with the use of supplemental materials, and research-based Common Core aligned curriculum. 1. SST Program Identify students who struggle academically and provide targeted intervention, with follow-up on progress every 6 weeks. 2. Club Z: provides 1:1 academic tutoring for at-risk students, 4 times per week. 3. After School tutoring	Schoolwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Club Z - $100000; Title I After School Tutoring - $108000; After School Education and Safety
FACILITIES 1. EBCSA currently leases its facility site from SAUSD. Maintenance is provided by SAUSD. 2. Install an aquaponic garden with benches and chairs, for outdoor classroom use. 3. Install a raised planter bed that will provide students an area for study with a "park-like" environment. 4. Full-time janitor onsite to maintain school site during the school day. Janitorial services for after-hours will be contracted. 5. Administer the Facility Inspection (FIT) Report and address any findings.	Schoolwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	School Facility - $53762; LCFF Base Outdoor items - $3000; LCFF Base Janitorial - $26100; LCFF Base
COURSE ACCESS All students will have access to the following subjects in addition to core subjects: • Physical Education • Art • Music	Schoolwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No cost

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
TECHNOLOGY EBCSA has implemented a student to device ratio of 1:1 schoolwide. The following include technology purchases: 1. Laptops for teachers 2. Additional replacement laptops for students 3. Student response system (clickers) for use in classroom instruction. 4. Develop an annual technology needs assessment.		X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Laptops - $20000; LCFF Base Student Response System - $2000; LCFF Base

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1. 100% of teachers will be appropriately credentialed and assigned. 2. 100% of students will have access to standards-aligned instructional materials. 3. 2016-17 NWEA MAP Benchmark assessments will serve as a baseline. 4. Establish annual growth targets for CAASPP ELA & Math (Schoolwide & subgroup) once 2016 CAASPP Results are released. 5. Maintain 1:1 Student to device ratio. 6. Administer annual Facility Inspection (FIT) Report and ensure a score of "Good" or above. 7. All students will have access to the following courses, in addition to core subjects: PE, Art & Music.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
STAFFING TO SUPPORT THE EDUCATIONAL PROGRAM The following staff are instrumental in providing all students with a rigorous educational program: Edward B. Cole Sr. Academy will employ: 1. 19 teachers that will be appropriately credentialed and assigned (that includes 1 PE Teachers; 1 PTE Music Teacher; and 1 PTE Art Teacher) 2. School Counselor: who will direct/implement the Cloud 9 Character Education program, in charge of discipline policies and procedures including PBIS; and provide workshops for parents on PBIS. 3. Instructional Coach (Consultant): to provide instructional	Charterwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Teachers - $109200; LCFF Base Teachers - $982800; Supplemental and Concentration School Counselor - $7500; LCFF Base School Counselor - $67500;

coaching for all teachers including classroom observations; providing feedback and providing Professional Development (PD) on research-based instructional strategies. 4. Leadership Team will be comprised of: • Executive Director: beyond administrative duties, will also serve as the testing coordinator • Associate Director: • Lead Teachers (1 per grade level) • Lead Teachers (1 per grade level) • Business Manager: The Leadership Team will meet weekly to collect, disaggregate, analyze and review student achievement data, in charge of reviewing/selecting curriculum for adoption, modifications to the master schedule, and staffing. 5. Santa Ana Unified School District is the school's SELPA provider. Special Education staff include: • Resource Specialist • Psychologist • Speech Therapist 6. Classified Staff: • Instructional Assistants (9) who will collaborate for classroom teacher. • Attendance Clerk: In charge of student registration, developing weekly ADA, Chronic Absenteeism rates for the Executive Director.			Supplemental and Concentration Leadership Team - $32330; LCFF Base Leadership Team - $290973; Supplemental and Concentration Classified Staff - $10705; LCFF Base Classified Staff - $96347; Supplemental and Concentration, Title I
ASSESSMENTS Edward B. Cole Sr. Academy will implement the following assessments to inform instruction, drive curricular decision-making, identify students who struggle academically for designated interventions; and ensure all state accountability requirements are met by all subgroups. The list of	Schoolwide	<u>X </u>ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Assessments - $8000; LCFF Base

assessments include:

1. Achieve 3000 Reading Assessments: after each module (weekly): Grades 2-5

2. Smarty Ants Reading Assessments (Grades K-1

3. DIBELS Reading Comprehension assessment for Grades K-5: 3 times/year

4. ADEPT assessment for all ELL's: 3 times/year.

5. Learning Upgrade Benchmark Assessment in Math: 3 times/year

6. NWEA MAP Assessments in ELA & Math: 3 times/year

7. All students will participate in at least 2 Presentations of Learning (POL); and will be provided with rubrics. Teachers will use POL's to assess student learning.

8. State-mandated assessments:
   - CAASPP/SBAC in ELA & Math: Grades 3-5
   - CST Science for Grade 5
   - CELDT for ELL
   - Physical Fitness Test (PFT) for Grade 5.

COMMON CORE ALIGNED CURRICULUM
EBCSA will provide every student with access to standards aligned curriculum. For the upcoming school year, CRA will purchase/subscribe to the following curriculum:
- Learning Upgrade
- Supplemental Math Workbooks
- Pearson's Science curriculum
- ST Math
- ELD Curriculum
- History/Social Science

X_ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

Instructional Materials - $8000; LCFF Base

In addition, instructional materials will also be purchased as needed.			
ACADEMIC INTERVENTIONS EBCSA will align alternative support to core instruction. Alternative supports (academic intervention) will be based on grade level content, with the use of supplemental materials, and research-based Common Core aligned curriculum. 1. SST Program Identify students who struggle academically and provide targeted intervention, with follow-up on progress every 6 weeks. 2. Club Z: provides 1:1 academic tutoring for at-risk students, 4 times per week. 3. After School tutoring	Schoolwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Club Z - $100000; Title I After School Tutoring - $108000; After School Education and Safety
FACILITIES 1. EBCSA currently leases its facility site from SAUSD. Maintenance is provided by SAUSD. 2. Install an aquaponic garden with benches and chairs, for outdoor classroom use. 3. Install a raised planter bed that will provide students an area for study with a "park-like" environment. 4. Full-time janitor onsite to maintain school site during the school day. Janitorial services for after-hours will be contracted. 5. Administer the Facility Inspection (FIT) Report and address any findings.	Schoolwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	School Facility - $53762; LCFF Base Outdoor items - $3000; LCFF Base Janitorial - $26100; LCFF Base
COURSE ACCESS All students will have access to the following subjects in addition to core subjects:		X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	No cost

• Physical Education • Art • Music		__Other Subgroups:(Specify)_____	
TECHNOLOGY EBCSA has implemented a student to device ratio of 1:1 schoolwide. The following include technology purchases: 1. Laptops for teachers 2. Additional replacement laptops for students 3. Student response system (clickers) for use in classroom instruction. 4. Develop an annual technology needs assessment.	Schoolwide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Laptops - $20000; LCFF Base Student Response System - $2000; LCFF Base

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1. 100% of teachers will be appropriately credentialed and assigned. 2. 100% of students will have access to standards-aligned instructional materials. 3. 2016-17 NWEA MAP Benchmark assessments will serve as a baseline. 4. Establish annual growth targets for CAASPP ELA & Math (Schoolwide & subgroup) once 2016 CAASPP Results are released. 5. Maintain 1:1 Student to device ratio. 6. Administer annual Facility Inspection (FIT) Report and ensure a score of "Good" or above. 7. All students will have access to the following courses, in addition to core subjects: PE, Art & Music.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
STAFFING TO SUPPORT THE EDUCATIONAL PROGRAM The following staff are instrumental in providing all students with a rigorous educational program: Edward B. Cole Sr. Academy will employ: 1. 19 teachers that will be appropriately credentialed and assigned (that includes 1 PE Teachers; 1 PTE Music Teacher; and 1 PTE Art Teacher) 2. School Counselor: who will direct/implement the Cloud 9 Character Education program, in charge of discipline	Schoolwide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Teachers - $109200; LCFF Base Teachers - $982800; Supplemental and Concentration School Counselor - $7500; LCFF Base

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policies and procedures including PBIS; and provide workshops for parents on PBIS.

3. Instructional Coach (Consultant): to provide instructional coaching for all teachers including classroom observations; providing feedback and providing Professional Development (PD) on research-based instructional strategies.

4. Leadership Team will be comprised of:
   - Executive Director: beyond administrative duties, will also serve as the testing coordinator
   - Associate Director:
   - Lead Teachers (1 per grade level)
   - Lead Teachers (1 per grade level)
   - Business Manager:
   The Leadership Team will meet weekly to collect, disaggregate, analyze and review student achievement data, in charge of reviewing/selecting curriculum for adoption, modifications to the master schedule, and staffing.

5. Santa Ana Unified School District is the school's SELPA provider. Special Education staff include:
   - Resource Specialist
   - Psychologist
   - Speech Therapist

6. Classified Staff:
   - Instructional Assistants (9) who will collaborate for classroom teacher.
   - Attendance Clerk: In charge of student registration, developing weekly ADA, Chronic Absenteeism rates for the Executive Director.

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School Counselor - $67500; Supplemental and Concentration

Leadership Team - $32330; LCFF Base

Leadership Team - $290973; Supplemental and Concentration

Classified Staff - $10705; LCFF Base

Classified Staff - $96347; Supplemental and Concentration, Title I

</td></tr>
</table>

ASSESSMENTS Edward B. Cole Sr. Academy will implement the following assessments to inform instruction, drive curricular decision-making, identify students who struggle academically for designated interventions; and ensure all state accountability requirements are met by all subgroups. The list of assessments include: 1. Achieve 3000 Reading Assessments: after each module (weekly): Grades 2-5 2. Smarty Ants Reading Assessments (Grades K-1 3. DIBELS Reading Comprehension assessment for Grades K-5: 3 times/year 4. ADEPT assessment for all ELL's: 3 times/year. 5. Learning Upgrade Benchmark Assessment in Math: 3 times/year 6. NWEA MAP Assessments in ELA & Math: 3 times/year 7. All students will participate in at least 2 Presentations of Learning (POL); and will be provided with rubrics. Teachers will use POL's to assess student learning. 8. State-mandated assessments: • CAASPP/SBAC in ELA & Math: Grades 3-5 • CST Science for Grade 5 • CELDT for ELL • Physical Fitness Test (PFT) for Grade 5.	Schoolwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Assessments - $8000; LCFF Base
COMMON CORE ALIGNED CURRICULUM EBCSA will provide every student with access to standards aligned curriculum. For the upcoming school year, CRA will purchase/subscribe to the following curriculum: • Learning Upgrade		X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Instructional Materials - $8000; LCFF Base

• Supplemental Math Workbooks • Pearson's Science curriculum • ST Math • ELD Curriculum • Science Curriculum & supplies In addition, instructional materials will also be purchased as needed.			
ACADEMIC INTERVENTIONS EBCSA will align alternative support to core instruction. Alternative supports (academic intervention) will be based on grade level content, with the use of supplemental materials, and research-based Common Core aligned curriculum. 1. SST Program Identify students who struggle academically and provide targeted intervention, with follow-up on progress every 6 weeks. 2. Club Z: provides 1:1 academic tutoring for at-risk students, 4 times per week. 3. After School tutoring	Schoolwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Club Z - $100000; Title I After School Tutoring - $108000; After School Education and Safety
FACILITIES 1. EBCSA currently leases its facility site from SAUSD. Maintenance is provided by SAUSD. 2. Install an aquaponic garden with benches and chairs, for outdoor classroom use. 3. Install a raised planter bed that will provide students an area for study with a "park-like" environment. 4. Full-time janitor onsite to maintain school site during the school day. Janitorial services for after-hours will be contracted. 5. Administer the Facility Inspection (FIT) Report and	Schoolwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	School Facility - $53762; LCFF Base Outdoor items - $3000; LCFF Base Janitorial - $26100; LCFF Base

address any findings.			
COURSE ACCESS All students will have access to the following subjects in addition to core subjects: • Physical Education • Art • Music	Schoolwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
TECHNOLOGY EBCSA has implemented a student to device ratio of 1:1 schoolwide. The following include technology purchases: 1. Laptops for teachers 2. Additional replacement laptops for students 3. Student response system (clickers) for use in classroom instruction. 4. Develop an annual technology needs assessment.	Schoolwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Laptops - $20000; LCFF Base Student Response System - $2000; LCFF Base

<table>
<tr>
<td rowspan="2">GOAL:</td>
<td>Goal #2: Develop a comprehensive, coherently focused, schoolwide Professional Development Plan that includes the CCSS ELA/ELD/Math & NGSS, differentiation, and research-based instructional strategies to address the diverse learning needs of all students, and provides relevant learning experiences that encourages student engagement. (Aligns with WASC Action Plan #2, 3)</td>
<td>Related State and/or Local Priorities:
1__ 2_X 3__ 4_X 5_X 6__ 7__ 8__
COE only: 9__ 10__
Local: Specify _____</td>
</tr>
</table>

Identified Need:	• There is a need for all teachers to receive PD on ELA/ELD Frameworks, CCSS, and Assessments. • There is a need for PD to be ongoing, and coherently focused	
Goal Applies to:	Schools:	Edward. B. Cole Sr. Academy
	Applicable Pupil Subgroups:	All

<table>
<tr><td colspan="3" align="center">LCAP Year 1: 2016-17</td></tr>
<tr>
<td>Expected Annual Measurable Outcomes:</td>
<td colspan="2">
1. 100% of teachers will receive Professional Development on the CCSS ELA/ELD, Math and Next Generation Science Standards
2. 100% of teachers will receive Professional Development on research-based pedagogical strategies.
3. 100% of ELL students will receive ELD Instruction and have access to ELD curriculum.
4. Establish growth targets for % of ELL's making annual progress on CELDT.
5. Establish growth targets for % of ELLS attaining English Proficiency (CELDT).
6. 2016-17 Reclassification Rate will serve as a baseline based on newly developed reclassification criteria).
7. Maintain ADA >95%
8. Maintain Chronic Absenteeism rates <2%.
</td>
</tr>
</table>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PROFESSIONAL DEVELOPMENT EBCSA will provide all teachers with Professional Development on the following research-based pedagogical strategies and Common Core aligned curriculum to ensure all students receive high quality rigorous instruction in order to close the achievement gap and prepare them for College & Career Readiness (CCR). Topics include: • Differentiation & Scaffolding • CCSS ELA/ELD Frameworks • CCSS Math • NGSS • Data Analysis: NWEA • Developing & Implementing Formative Assessments • Classroom Management 1. All teachers and the Leadership Team will attend 5-day summer Professional Development.	Schoolwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development Conferences - $2295; Title II Professional Development Conferences - $5000; LCFF Base

2. Provide 2 non-instructional days per month for all teachers and Leadership tem to review, disaggregate and analyze student achievement data. 3. Provide weekly Professional Development. • 1 Day per month: Professional Development • 4 days/month: Developing Professional Learning Communities (PLC). 4. Leadership Team will attend the STEM Conference and CCSA.			
ELL/ELD PROGRAM EBCSA will implement the following program to ensure all ELL's are provided with a Common Core aligned ELA/ELD program, with appropriately credentialed teachers (BCLAD/CLAD Certified) and are assessed and monitored closely to ensure all ELL growth targets and measurable outcomes are met. The following describes our school's ELL/ELD Program: 1. The Executive Director will administer the CELDT Assessment for all ELL students and will be in charge of monitoring progress; and reclassifying students. 2. Leadership Team will adopt and purchase ELD Curriculum and assessments. 3. Instructional Coach will train teachers on the use of ELA/ELD Frameworks. 4. ELL students will receive ELD Instruction based on grouping (performance on CELDT); 3-4 times/week for 35-45 minutes. Instructional assistants will provide academic assistance under the supervision of the classroom teacher. Interventions may include push-in and/or push –out instruction. Students will be grouped according to Low/medium/high. 5. Implement ADEPT online assessments for ELLs.	Charterwide	__ALL OR: __Low Income pupils X_English Learners __Foster Youth X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Leadership Team – See Goal #1 ELD Curriculum – See Goal #1 Instructional Coach – See Goal #1 ADEPT assessments – $1000; Supplemental and Concentration

| STUDENT ENGAGEMENT

1. Host field trips at least twice per year for each grade level including but not limited to:
   - Science Camp
   - Sage Hill (Service Learning): Creative Writing, Art, Yearbook
   - Science Fair
   - Recycled Arts Fair
   - Artist Presentation
   - Black History Month

2. Host Monthly schoolwide activities such as participation with the Angels Baseball team on revising the Baseball program in inner-city; College Awareness.

3. All students will participate in Presentations of Learning that includes rubrics. | Schoolwide | X_ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | Field Trips - $10000; LCFF Base |

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1. 100% of teachers will receive Professional Development on the CCSS ELA/ELD, Math and Next Generation Science Standards 2. 100% of teachers will receive Professional Development on research-based pedagogical strategies. 3. 100% of ELL students will receive ELD Instruction and have access to ELD curriculum. 4. Will establish growth targets for % of ELL's making annual progress on ELPAC 5. Will establish growth targets for % of ELLS attaining English Proficiency (ELPAC). 6. 2016-17 Reclassification Rate will serve as a baseline based on newly developed reclassification criteria). 7. Maintain ADA >95% 8. Maintain Chronic Absenteeism rates <2%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PROFESSIONAL DEVELOPMENT EBCSA will provide all teachers with Professional Development on the following research-based pedagogical strategies and Common Core aligned curriculum to ensure all students receive high quality rigorous instruction in order to close the achievement gap and prepare them for College & Career Readiness (CCR). Topics include: - Differentiation & Scaffolding	Schoolwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development Conferences - $2295; Title II Professional Development Conferences -

• CCSS ELA/ELD Frameworks
• CCSS Math
• NGSS
• Data Analysis: NWEA
• Developing & Implementing Formative Assessments
• Classroom Management
 	
1. All teachers and the Leadership Team will attend 5-day summer Professional Development.
 	
2. Provide 2 non-instructional days per month for all teachers and Leadership tem to review, disaggregate and analyze student achievement data.
 	
3. Provide weekly Professional Development.
    o 1 Day per month: Professional Development
    o 4 days/month: Developing Professional Learning Communities (PLC).
 	
4. Leadership Team will attend the STEM Conference and CCSA.
			$5000; LCFF Base

ELL/ELD PROGRAM EBCSA will implement the following program to ensure all ELL's are provided with a Common Core aligned ELA/ELD program, with appropriately credentialed teachers (BCLAD/CLAD Certified) and are assessed and monitored closely to ensure all ELL growth targets and measurable outcomes are met. The following describes our school's ELL/ELD Program: 1. The Executive Director will administer the CELDT Assessment for all ELL students and will be in charge of monitoring progress; and reclassifying students. 2. Leadership Team will adopt and purchase ELD Curriculum and assessments. 3. Instructional Coach will train teachers on the use of ELA/ELD Frameworks.	Charterwide	__ALL OR: __Low Income pupils X_English Learners __Foster Youth X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Leadership Team – See Goal #1 ELD Curriculum – See Goal #1 Instructional Coach – See Goal #1 ADEPT assessments – $1000; Supplemental

4. ELL students will receive ELD Instruction based on grouping (performance on CELDT); 3-4 times/week for 35-45 minutes. Instructional assistants will provide academic assistance under the supervision of the classroom teacher. Interventions may include push-in and/or push –out instruction. Students will be grouped according to Low/medium/high. 5. Implement ADEPT online assessments for ELLs.			and Concentration

STUDENT ENGAGEMENT
 	
1. Host field trips at least twice per year for each grade level including but not limited to:
  • Science Camp
  • Sage Hill (Service Learning): Creative Writing, Art, Yearbook
  • Science Fair
  • Recycled Arts Fair
  • Artist Presentation
  • Black History Month
 	
2. Host Monthly schoolwide activities such as participation with the Angels Baseball team on revising the Baseball program in inner-city; College Awareness.
 	
3. All students will participate in Presentations of Learning that includes rubrics.
	Schoolwide	X_ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			Field Trips - $10000; LCFF Base

LCAP Year 3: 2018-19	
Expected Annual Measurable Outcomes:	1. 100% of teachers will receive Professional Development on the CCSS ELA/ELD, Math and Next Generation Science Standards 2. 100% of teachers will receive Professional Development on research-based pedagogical strategies. 3. 100% of ELL students will receive ELD Instruction and have access to ELD curriculum. 4. Establish growth targets for % of ELL's making annual progress on ELPAC. 5. Establish growth targets for % of ELLS attaining English Proficiency (ELPAC).

6.	2016-17 Reclassification Rate will serve as a baseline based on newly developed reclassification criteria).
7.	Maintain ADA >95%
8.	Maintain Chronic Absenteeism rates <2%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

PROFESSIONAL DEVELOPMENT
EBCSA will provide all teachers with Professional Development on the following research-based pedagogical strategies and Common Core aligned curriculum to ensure all students receive high quality rigorous instruction in order to close the achievement gap and prepare them for College & Career Readiness (CCR). Topics include:
• Differentiation & Scaffolding
• CCSS ELA/ELD Frameworks
• CCSS Math
• NGSS
• Data Analysis: NWEA
• Developing & Implementing Formative Assessments
• Classroom Management
 	
1. All teachers and the Leadership Team will attend 5-day summer Professional Development.
 	
2. Provide 2 non-instructional days per month for all teachers and Leadership tem to review, disaggregate and analyze student achievement data.
 	
3. Provide weekly Professional Development.
   o 1 Day per month: Professional Development
   o 4 days/month: Developing Professional Learning Communities (PLC).
 	
4. Leadership Team will attend the STEM Conference and CCSA.
	Charterwide	X_ALL<hr>OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			Professional Development Conferences - $2295; Title II
			
			Professional Development Conferences - $5000; LCFF Base

ELL/ELD PROGRAM EBCSA will implement the following program to ensure all ELL's are provided with a Common Core aligned ELA/ELD program, with appropriately credentialed teachers (BCLAD/CLAD Certified) and are assessed and monitored closely to ensure all ELL growth targets and measurable outcomes are met. The following describes our school's ELL/ELD Program: 1. The Executive Director will administer the CELDT Assessment for all ELL students and will be in charge of monitoring progress; and reclassifying students. 2. Leadership Team will adopt and purchase ELD Curriculum and assessments. 3. Instructional Coach will train teachers on the use of ELA/ELD Frameworks. 4. ELL students will receive ELD Instruction based on grouping (performance on CELDT); 3-4 times/week for 35-45 minutes. Instructional assistants will provide academic assistance under the supervision of the classroom teacher. Interventions may include push-in and/or push –out instruction. Students will be grouped according to Low/medium/high. 5. Implement ADEPT online assessments for ELLs.	Charterwide	__ALL OR: __Low Income pupils X_English Learners __Foster Youth X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Leadership Team – See Goal #1 ELD Curriculum – See Goal #1 Instructional Coach – See Goal #1 ADEPT assessments – $1000; Supplemental and Concentration
STUDENT ENGAGEMENT 1. Host field trips at least twice per year for each grade level including but not limited to: • Science Camp • Sage Hill (Service Learning): Creative Writing, Art, Yearbook • Science Fair • Recycled Arts Fair • Artist Presentation	Schoolwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Field Trips - $10000; LCFF Base

• Black History Month 2. Host Monthly schoolwide activities such as participation with the Angels Baseball team on revising the Baseball program in inner-city; College Awareness. 3. All students will participate in Presentations of Learning that includes rubrics.			

GOAL:	**Goal 3:** Engage parents as partners through education, communication, and collaboration to provide students with a safe, welcoming and inclusive, positive learning environment to ensure students are in class ready to learn.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	• There is a need to increase parent engagement & participation	
Goal Applies to:	Schools:	Edward. B. Cole Sr. Academy
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1. Maintain suspension rates below 2%. 2. Maintain expulsion rates below 1%. 3. Administer FIT report annually with a score of "good" or above. 4. 60% of student respondents will identify that the school provides a safe learning environment as measured in the annual student survey 5. At least 60% of parent respondents will be satisfied with the school's program as measured in the annual parent survey. 6. Edward B. Cole Sr. Academy will host at least 3 workshops/events annually for parents to increase parent engagement & participation. 7. Parent input in decision-making will take place in SSC, ELAC and PTO meetings.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PARENT ENGAGEMENT/PARTICIPATION EBCSA believes parents play a critical role in their child's success. Our goal will be to implement programs that will engage parents as partners. They include: 1. Student/parent orientation for all families. 2. Coffee with the Director will take place at least 3 times/year. 3. Parent Workshops on the following areas parents identified they would like offered: • 40 Developmental Assets • Adult ESL • Citizenship • Understanding SBAC/CAASPP Results • Financing: College Savings Plan; month-to-month	Schoolwide	X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials - $1000; LCFF Base

PARENT DECISION-MAKING Parent decision-making input will take place through: 1. School Site Council meetings to discuss Title I programs and funding. 2. English Language Advisory Committee (ELAC) meetings to discuss Title III/ELL funding and programs. 3. Parent Teacher Organization (PTO) serves as effective venue to engage parents in decision-making, input, and for planning schoolwide activities. The PTO also develops the parent newsletter and serves an effective method for communication between the school and parents.	Schoolwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials - $1500; LCFF Base
SCHOOL CLIMATE EBCSA will implement the following in order to provide all students and staff with a safe, welcoming learning environment and implementation of the positive behavior system. 1. Continue to have Student Council (Grades 3-5) that provides opportunities for student input including leadership skills. 2. Provide after-school academic and social enrichment program. 3. Continue to implement Cloud 9 Charter Development program schoolwide. 4. Trimester award assembly to recognize: o Star Student o Honor Roll o Perfect Attendance 5. School Counselor will provide counseling services for students and will be in charge of the Cloud 9	Schoolwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials - $2000; LCFF Base Counselor – See Goal #1

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Character Development Program.			
SCHOOL SAFETY EBCSA will implement the following: 1. Leadership Team will annually review/revise the Comprehensive School Safety Plan; and administer monthly drills that will be documented. 2. Executive Director will develop a supervision schedule to ensure student safety during the instructional day including recess and lunch.	Schoolwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Leadership Team – See Goal #1

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	1. Maintain suspension rates below 2%. 2. Maintain expulsion rates below 1%. 3. Administer FIT report annually with a score of "good" or above. 4. 65% of student respondents will identify that the school provides a safe learning environment as measured in the annual student survey 5. At least 65% of parent respondents will be satisfied with the school's program as measured in the annual parent survey. 6. Edward B. Cole Sr. Academy will host at least 3 workshops/events annually for parents to increase parent engagement & participation. 7. Parent input in decision-making will take place in SSC, ELAC and PTO meetings.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PARENT ENGAGEMENT/PARTICIPATION EBCSA believes parents play a critical role in their child's success. Our goal will be to implement programs that will engage parents as partners. They include: 1. Student/parent orientation for all families. 2. Coffee with the Director will take place at least 3 times/year. 3. Parent Workshops on the following areas parents identified they would like offered:	Schoolwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials - $1000; LCFF Base

- 40 Developmental Assets
- Adult ESL
- Citizenship
- Understanding SBAC/CAASPP Results
- Financing: College Savings Plan; month-to-month

PARENT DECISION-MAKING Parent decision-making input will take place through: 1. School Site Council meetings to discuss Title I programs and funding. 2. English Language Advisory Committee (ELAC) meetings to discuss Title III/ELL funding and programs. 3. Parent Teacher Organization (PTO) serves as effective venue to engage parents in decision-making, input, and for planning schoolwide activities. The PTO also develops the parent newsletter and serves an effective method for communication between the school and parents.	Schoolwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials - $1500; LCFF Base
SCHOOL CLIMATE EBCSA will implement the following in order to provide all students and staff with a safe, welcoming learning environment and implementation of the positive behavior system. 1. Continue to have Student Council (Grades 3-5) that provides opportunities for student input including leadership skills. 2. Provide after-school academic and social enrichment program. 3. Continue to implement Cloud 9 Charter Development program schoolwide. 4. Trimester award assembly to recognize:	Schoolwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials - $2000; LCFF Base Counselor – See Goal #1

o Star Student o Honor Roll o Perfect Attendance School Counselor will provide counseling services for students and will be in charge of the Cloud 9 Character Development Program.			
SCHOOL SAFETY EBCSA will implement the following: 1. Leadership Team will annually review/revise the Comprehensive School Safety Plan; and administer monthly drills that will be documented. 2. Executive Director will develop a supervision schedule to ensure student safety during the instructional day including recess and lunch.	Schoolwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Leadership Team – See Goal #1

<table>
<tr><td colspan="4" align="center">LCAP Year 3: 2018-19</td></tr>
<tr><td>Expected Annual Measurable Outcomes:</td><td colspan="3">1. Maintain suspension rates below 2%.
2. Maintain expulsion rates below 1%.
3. Administer FIT report annually with a score of "good" or above.
4. 70% of student respondents will identify that the school provides a safe learning environment as measured in the annual student survey
5. At least 70% of parent respondents will be satisfied with the school's program as measured in the annual parent survey.
6. Edward B. Cole Sr. Academy will host at least 3 workshops/events annually for parents to increase parent engagement & participation.
7. Parent input in decision-making will take place in SSC, ELAC and PTO meetings.</td></tr>
<tr><td align="center">Actions/Services</td><td align="center">Scope of Service</td><td align="center">Pupils to be served within identified scope of service</td><td align="center">Budgeted Expenditures</td></tr>
<tr><td>PARENT ENGAGEMENT/PARTICIPATION
EBCSA believes parents play a critical role in their child's success. Our goal will be to implement programs that will engage parents as partners. They include:

1. Student/parent orientation for all families.

2. Coffee with the Director will take place at least 3</td><td>Schoolwide</td><td>X_ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td><td>Materials - $1000; LCFF Base</td></tr>
</table>

times/year.

3. Parent Workshops on the following areas parents identified they would like offered:
   - 40 Developmental Assets
   - Adult ESL
   - Citizenship
   - Understanding SBAC/CAASPP Results
   - Financing: College Savings Plan; month-to-month

PARENT DECISION-MAKING Parent decision-making input will take place through: 1. School Site Council meetings to discuss Title I programs and funding. 2. English Language Advisory Committee (ELAC) meetings to discuss Title III/ELL funding and programs. 3. Parent Teacher Organization (PTO) serves as effective venue to engage parents in decision-making, input, and for planning schoolwide activities. The PTO also develops the parent newsletter and serves an effective method for communication between the school and parents.	Schoolwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials - $1500; LCFF Base
SCHOOL CLIMATE EBCSA will implement the following in order to provide all students and staff with a safe, welcoming learning environment and implementation of the positive behavior system. 1. Continue to have Student Council (Grades 3-5) that provides opportunities for student input including leadership skills. 2. Provide after-school academic and social enrichment program.	Schoolwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials - $2000; LCFF Base Counselor – See Goal #1

3. Continue to implement Cloud 9 Charter Development program schoolwide.
 	
4. Trimester award assembly to recognize:
    o Star Student
    o Honor Roll
    o Perfect Attendance
 	
School Counselor will provide counseling services for students and will be in charge of the Cloud 9 Character Development Program.			

SCHOOL SAFETY EBCSA will implement the following: 1. Leadership Team will annually review/revise the Comprehensive School Safety Plan; and administer monthly drills that will be documented. 2. Executive Director will develop a supervision schedule to ensure student safety during the instructional day including recess and lunch.	Schoolwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Leadership Team – See Goal #1

Annual Update

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

Guiding Questions:

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

Original GOAL from prior year LCAP:	**GOAL #1:** Students will have equitable access to rigorous, well-rounded, Common Core aligned curricula, in a safe facility, taught by highly qualified teachers, with access to educational technology	Related State and/or Local Priorities: 1 _X_ 2_X_ 3__ 4 _X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Edward. B. Cole Sr. Academy
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	1. 100% of teachers will be appropriately credentialed and assigned. 2. 100% of students will have access to Common Core aligned ELA & Math Curriculum. 3. Facilities will be safe & in good repair as documented in annual FIT Report 4. Student will have access to technology – Student to Computer ratio: 1:1	Actual Annual Measurable Outcomes:	1. 100% of all teachers are appropriately credentialed and assigned. 2. 100% of students have access to Common Core aligned ELA and math curriculum. 3. FIT Score: Exemplary 4. Student to computer ratio: 1:1

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
HQT & STAFF: 1. Human Resources Manager verifies teachers credentials, CLAD certifications and ensures live scans are completed and documented in employee's personnel file. Costs associated full-time Human Resources Manager, and live scans. 2. Acquire, develop and retain 16 highly qualified teachers to provide a rigorous academic program, attend ongoing Professional Development and actions/services outlined in this LCAP. 3. Strengthen the Edward B. Cole Sr. Academy School Leadership Team that includes: • Director	Human Resources Manager: $44000; LCFF Base Livescan costs: $2000; LCFF Base Teachers salaries: $427925; LCFF Base	**HQT & STAFF:** 1. The Business Manager/Human Resources Manager has verified the credentials, CLAD certifications and ensures live scans are completed and documented in employee's personnel file for all incoming/continuing employees. 2. Edward B. Cole Sr. Academy employs 17 teachers that are appropriately credentialed and assigned. All teachers are required to participate in Professional Development. 3. Edward B. Cole Sr. Academy's Leadership Team: • Executive Directors • Associate Director • Business Manager	Business Manager/Human Resources Manager: $28540; LCFF Base Livescan: $0 Teachers Salaries - $84887; LCFF Base

• Principal • Instructional Coach • Lead Teacher for Grade K • Lead Teacher for Grade 1 • Lead Teacher for Grade 2 • Lead Teacher for Grade 3 • Lead Teacher for Grade 4-5 Costs include salaries for roles and responsibilities outlined in their job descriptions that support the school's mission and educational program including but not limited to the WASC Self-Study Process, and Actions/services outlined in this LCAP. 4. Costs for Special Education Department that includes the following personnel to provide services for students with Disabilities: • Resource Specialist • Speech Therapist • Psychologist 5. Provide Professional development opportunities for members of the Leadership Team as part of the school's Capacity Building and supporting their roles at the school.	Teachers salaries: $622345; LCFF Supplemental and Concentration Professional development: $3000; LCFF Base	• Lead Teacher Grade K • Lead Teacher Grade 1 • Lead Teacher Grade 2 • Lead Teacher Grade 3 4. EBC Sr. Academy's SELPA Provider is Santa Ana Unified School District. The district provides the following staff: • Resource Specialist • Speech Therapist • Psychologist 5. EBC Sr. Academy teachers participated in the following Professional Development: • WASC Self-Study: Focus on Learning • NWEA MAP Testing • Roles & Responsibilities	Teachers Salaries - $763981; Supplemental and Concentration Professional Development - $2024; Title II GLAD Training- $4292; Educator Effectiveness
Scope of service: Charterwide		Scope of service: Charterwide	
X_ALL		X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups☹Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups☹Specify)_____	
CURRICULUM	Common Core	**CURRICULUM**	Common Core

1. Costs for purchasing the following Common Core aligned curricular and instructional materials for grades K-5: • Achieve 3000 • Character Development Program • IXL Math • ESGI Language Arts • ST Math • ABC Mouse • Brain Pop & Brain Pop Jr 2. Implement Typing Program for Grades K-5. 3. Costs for Data Director Student Information System.	aligned materials: $2500; LCFF Base Common Core aligned materials: $47500; LCFF Supplemental and Concentration Typing Program: $250; LCFF Base Typing Program: $4750; LCFF Supplemental and Concentration Data Director: $10000; LCFF Base	1. The following Common Core aligned curricular and instructional materials were purchased: • Achieve 3000 • Character Development Program • ESGI Language Arts • ST Math • ABC Mouse • Brain Pop & Brain Pop Jr. 2. Edward B. Cole Sr. Academy has implemented Handwriting Without Tears. 3. The school employed a full-time staff in charge of the Student Information System, however the staff member resigned in January 2016. Those duties have been disseminated to other staff members until the position is filled.	aligned materials: $3265; LCFF Base Common Core aligned materials: $29388; LCFF Supplemental and Concentration Typing Program: $251; LCFF Base Typing Program: $2260; LCFF Supplemental and Concentration Powerschool: $6674; LCFF Base Data Director: $1524; LCFF Base

Scope of service:	Charterwide		Scope of service:	Charterwide	
X_ALL			X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups⊗Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups⊗Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This LCAP goal will be revised to align with the school's Single School District (SSD) Plan, Single Plan for Student Achievement (SPSA), Title III Plan and WASC Action Plan, and will be based on findings from student achievement data, LCAP surveys and feedback from stakeholders.

Original GOAL from prior year LCAP:	**GOAL #2: T**eachers will receive professional development on research-based strategies, CCSS ELA & ELD frameworks to improve EL attainment of English proficiency while mastering content	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: Edward B. Cole Sr Academy
	Applicable Pupil Subgroups:

Expected Annual Measurable Outcomes:	1. 100% of teachers will receive Professional Development on CCSS ELA/ELD Frameworks
	2. 100% of teachers will receive Professional Development on CCSS Math
	3. 100% of teachers will receive Professional Development on NGSS
	4. 100% of teachers will receive Professional Development on research-based strategies
	5. Establish growth targets for continuously enrolled ELL's using CELDT Performance once 2015 SBAC assessments are released
	6. Develop a plan to meet AMAO 1 & AMAO 2 growth targets
	7. Establish growth targets for Reclassification Rates once reclassification criteria is revised
		Actual Annual Measurable Outcomes:	1. 100% of teachers have received Professional Development on CCSS ELA/ELD as evidenced in classroom walkthroughs and observations.
			2. 100% of teachers have received Professional Development on CCSS Math.
			3. All teachers will receive Professional Development on NGSS in 2016-17 school year.
			4. All teachers have received Professional Development on research-based strategies.
			5. 2015-16 Growth target for continuously enrolled ELLs:
			6. 2014-15 AMAO 1: 60.7%
			   2014-15 AMAO 2: 26% (Less than 5 years)
			   2014-15 AMAO 2: 28.6% (5+ years)
			7. 2014-15 Reclassification rate: 15%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
PROFESSIONAL DEVELOPMENT Provide all teachers & Leadership Team with Professional Development on the following topics: • Common Core State Standards (CCSS) Math • CCSS ELA/ELD Frameworks • Next Generation Science Standards (NGSS) • Achieve 3000 • Character Education Program • Learning Upgrade	PD Consultants: $30000; LCFF Base PD Travel and Conferences: $15000; LCFF Base	All EBCSA teachers received Professional Development in the following areas: • GLAD Strategies • Google Apps for Education (GAFE) • NWEA MAP Assessments • Achieve 3000 • Character Education • Typing Program	NWEA Training: $3200; LCFF Base GLAD Training: See Goal #1 Powerschool University: $4400; LCFF

- GLAD Strategies
- Google Apps for Education
 	
1. Provide 1-week Summer Professional Development for all teachers & Leadership Team.
 	
2. Provide 2 non-instructional days for Professional Development on disaggregating and analyzing student achievement data (October 2015 & January 2016)
 	
3. Provide Weekly PLC's – Professional Development during the school year. (grade level/vertical articulation)
 	
4. Costs for Instructional Consultants for Professional Development.
 	
5. Costs for ADEPT Professional Development at UC Irvine.
 	
6. Costs for attending conferences such as STEM Symposium, CCSA for Teachers & Leadership Team.
 	
7. Costs for bilingual staff training of office staff members.
	1. All teachers and members of the Leadership Team participated in a 1-week Summer Professional Development.
	
	2. EBCSA provided 2 non-instructional days for Professional Development for NWEA MAP Testing.
	
	3. All teachers participated in weekly PLC including grade level/vertical articulation that also included preparation for WASC Accreditation.
	
	4. EBCSA acquired consulting services for Professional Development in the following areas:
	  - NWEA MAP Testing
	  - Data Collection
	  - Achieve 3000
	  - GLAD
	  - CAASPP results
	
	5. EBCSA purchased ADEPT and teachers received PD on the ELD assessment for ELL at UCI. The Leadership Team is researching ELD programs that will meet the academic needs of its students.
	
	6. In 2015-16; school staff attended the CCSA Conference.
	
	7. All office staff members received bilingual staff training to ensure accuracy in translation services.
		Base
		
		CCSA Conference: $5750; LCFF Base, Title II

Scope of service:	Schoolwide		Scope of service:	Charterwide	
X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups☺Specify)_____			X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups☺Specify)_____		

ENGLISH LANGUAGE DEVELOPMENT: ELL		ENGLISH LANGUAGE DEVELOPMENT: ELL	
1. CELDT Coordinator will administer CELDT assessments annually for all ELL's.	CELDT Coordinator: $5000: LCFF Supplemental and Concentration	1. The CELDT Coordinator administered the CELDT assessment at the beginning of the school year to all identified ELL students. Results were disseminated to the Leadership team.	CELDT Coordinator: $5000: LCFF Supplemental and Concentration
2. Leadership Team & teachers as a PLC will analyze data and discuss student progress and routinely and use data to: • Monitor the progress of ELL's and Reclassified Students • Determine the short and long-term needs of ELL's • Determine specific actions designed to accelerate language acquisition and learning for ELL's. • Develop a plan to meet annual growth targets for AMAO 1, AMAO 2, English Proficiency & Reclassification Rates (see measurable outcomes)	Teachers salaries: See Goal 1 expenses + leadership expenses: $12000; LCFF Base	2. The Leadership team analyzed CELDT results and have closely monitored all ELL's for academic progress, and identify appropriate alternative supports. ELL students who continue to struggle academically are referred to SST; and also have access to after school tutoring; Club Z 1:1 tutoring; and Daily 5 which provides independent 1:1 academic support during the instructional day. 3. The Principal was in charge of reclassifying students. reclassified students based on the schools reclassification criteria.	Teachers salaries: See Goal 1 expenses + leadership expenses: $12000; LCFF Base Club Z Tutoring: $104,000; Title 1
3. CELDT coordinator will reclassify students annually based on school's reclassification criteria. 4. Teachers will implement: (see curriculum section under Goal #1) • ADEPT, the UC Irvine ELD Assessment Program. • Learn 360, supplemental videos for ELL's. • Achieve 3000	Curriculum: See Goal #1 Teachers salaries: See Goal #1	4. EBCSA teachers received training on the ADEPT, ELD Assessment program from UCI. However, currently the Leadership Team is researching ELD curriculum for purchase and adoption. 5. ELL students receive ELD Instruction, based on level for 30-45 minutes, 3-4 times per week.	Curriculum: See Goal #1 Teachers salaries: See Goal #1
5. Provide 30-45 minutes of ELD Instruction 3-4 times per week based on need. 6. Implement ELL/LTEL supports that focus on the following: • Increased reclassification rates • Increase English Proficiency as measured through AMAO 1-3 growth targets,	Instructional Aides: $30000; Title III	6. EBCSA has implemented the following alternative supports. In order to address the academic needs of our at-risk and ELL students; EBCSA had implemented and/or strengthened the following academic support programs accessible to all students: • Academic Improvement Plan (AIP): developed by teachers, which identifies 2-3 measurable goals for each student who is struggling academically. This plan is individualized; and provided to parents and the student to ensure agreement of all terms. This	Instructional Aides: $30000; Title III Instructional Aides: $96000; Supplemental and Concentration,

			is used as a precursor to SST referral.
			• During the instructional day, students who struggle academically meet with the Instructional Assistant and receive small group or one-on-one instruction.
			• Club Z Program: provides at-risk students with 1:1 individualized tutoring for the students at their home or at the local library 4 days per week.
			• After-school Program: provides students with academic tutoring and homework club
			• Use of Instructional Assistants in all grade levels to assist teachers.
			    o Kindergarten: 1 instructional assistant for each classroom (total: 3)
			    o Grade 1: 2 instructional assistants shared amongst 3 classrooms
			    o Grade 2: 1 instructional assistant shared amongst 3 classrooms
			    o Grade 3: 1 instructional assistant shared amongst 3 classrooms
			    o Grade 4: 1 instructional assistant shared amongst 2 classrooms
			    o Grade 5: 1 instructional assistant shared amongst 2 classrooms
				Title I

Scope of service:	Charterwide		Scope of service:	Charterwide	
__ALL			__ALL		
OR: __Low Income pupils X_English Learners __Foster Youth X_Redesignated fluent English proficient __Other Subgroups☺Specify)_____			OR: __Low Income pupils X_English Learners __Foster Youth X_Redesignated fluent English proficient __Other Subgroups☺Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This LCAP goal will be revised to align with the school's Single School District (SSD) Plan, Single Plan for Student Achievement (SPSA), Title III Plan and WASC Action Plan, and will be based on findings from student achievement data, LCAP surveys and feedback from stakeholders.

Original GOAL from prior year LCAP:	**GOAL #3:** Increase resources and services to students, and parents to provide a sense of safety, school connectedness, and increased student motivation.	Related State and/or Local Priorities: 1__ 2__ 3 X 4__ 5 X 6 X 7X 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Edward B. Cole Sr Academy
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	1. Provide parents with opportunities for decision-making input in the school's program.
	2. Increase parent participation in schoolwide programs/events.
	3. Administer annual parent surveys to obtain feedback/input.
	4. Increase ADA by 1% by 2017-18 (0.33% annually)
	5. Decrease Chronic Absenteeism Rates by 1% by 2017-18 (0.33% annually)
	6. Maintain suspension rates below 3%
	7. Maintain expulsion rates below 1%
	8. Administer annual student surveys.
	9. 100% of students have access to Physical Education, Arts, and Music Program
	10. EBC serves grades K-5, therefore the following CDE metrics do not apply:
	  • MS Dropout Rate
	  • HS Dropout Rate
	  • HS Graduation Rate
		Actual Annual Measurable Outcomes:	1. Parents are provided numerous decision-making opportunities via ELAC, SSC, & PTO.
			2. Parent participation has increased at schoolwide events.
			3. Parent surveys have been administered.
			4. 2014-15 ADA: 97%
			5. 2014-15 Chronic Absenteeism Rate: 1%
			6. 2014-15 Suspension Rate: 3%
			7. 2014-15 Expulsion Rate: 0%
			8. Student surveys were administered
			9. 100% of students are enrolled in Physical Education, Arts and Music Program.
			10. EBC serves grades K-5, therefore the following CDE metrics do not apply:
			  • MS Dropout Rate
			  • HS Dropout Rate
			  • HS Graduation Rate

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
PARENT PARTICIPATION At EBC, opportunities for parent participation and involvement in school wide events/programs will take place in the following venues: 1. Host parent workshops on the following topics:	Materials: $1000; LCFF Base	**PARENT PARTICIPATION** 1-5: EBCSA hosts numerous parent events, including Coffee with the Director, School Site Council, ELAC meetings, and LCAP parent committees. During schoolwide events, parent turnout is exceptionally high. In addition, our school administers an annual survey to parents in order to	Materials: $1000; LCFF Base

• 40 Developmental Assets • Citizenship • Small Business • Common Core/SBAC Assessments 2. Host bimonthly meetings with the Director. 3. Provide parents with volunteer opportunities. 4. Implement Parent/Student Orientation. 5. Administer annual parent surveys to obtain feedback and input.		gather feedback and input on our school's program, their needs, and to gather data for our annual LCAP. In addition, EBCSA also hosts parent workshops on ESL, nutrition and Citizenship and upon completion; parents earn a Certificate of Completion. These workshops were developed and provided based on feedback from parents. Schoolwide events take place at least monthly to engage parents and the community. They include: Spirit days, Family Fridays, field trips, Book Fair, academic competitions (spelling bee, math bee, Achieve 3000, ST Math), family feast held annually, holiday gift giveaway and food distribution for needy families. Parents are provided with numerous opportunities to volunteer at the school including chaperoning field trips.	

Scope of service:	Schoolwide		Scope of service:	Schoolwide	
X_ALL			X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

PARENT DECISION-MAKING		**PARENT DECISION-MAKING**	
At EBC, parent decision-making input takes place in the following ways: 1. Host ELAC meetings three times per year, to address the school's Title III/ELL/LTEL Educational Program; address the ELD program and develop methods to support student learning. 2. Host School Site Council (SSC) Meetings three times per year, to address the school's Title I program, and the academic support programs to increase ELA & Math student academic achievement.	Materials: $1500; LCFF Base	1. EBCSA hosted a total of 3 ELAC Meetings on : • October 21, 2015 • January 27, 2016 • June 6, 2016 2. EBCSA hosted a total of 3 School Site Council Meetings: • November 2, 2015 • February 8, 2016 • May 23, 2016 3. The Parent Teacher Organization held elections this	Materials: $1500; LCFF Base

3. Parent Teacher Organization (PTO) serves as effective venue to engage parents in decision-making, input, and for planning schoolwide activities. The PTO also develops the parent newsletter and serves an effective method for communication between the school and parents.		year for positions. This school year, the PTO underwent structural changes in order to strengthen the organization. Members of the PTO led the Open House, Carnival; and Campus Beautification Event. In an effort to redesign and beautify our school campus, during the Spring of 2015 all teachers were provided with a budget to redesign their classrooms which included new scholar desks, teacher desks, bookcases, storage, and magnetic white boards to name a few. Our teachers also utilized Donorschoose.org to obtain additional funds to purchase document cameras, iPads, classroom listening stations, color printers, and fund additional field trips. Office furniture was also purchased including filing cabinets, ergonomic chairs; and our staff lounge was redesigned with new tile, tables, chairs and an industrial sized refrigerator. Blinds were installed on all windows throughout the campus.	
Scope of service: Charterwide		Scope of service: Schoolwide	
X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
SCHOOL CLIMATE 1. Research and implement a schoolwide Character Education Program. Costs for character education program is already listed in Goal #1 under Curriculum. 2. Continue to implement morning assemblies that include discussion on the Schoolwide Learner Outcomes. 3. Continue to implement trimester awards and assemblies to recognize students for the following: • Honor Roll • Attendance	Materials: $2000; LCFF Base Counselor: $50000; LCFF Base	**SCHOOL CLIMATE** 1. EBCSA researched various Character Education programs and selected Cloud 9. All staff received professional development on Cloud 9 in order to effectively implement it schoolwide. 2. Morning assemblies took place where discussion took place on our newly revised Schoolwide Learner Outcomes. 3. EBCSA hosted trimester awards and assemblies to recognize students in the following categories: • Honor Roll	Materials: See Goal #1 Leadership Team: $240,000; LCFF Base

• Encouragement 4. Continue to support Student Council that allows students opportunities for leadership and input in decision-making. 5. Administer annual student surveys to obtain feedback and input. 6. Provide students with access to counseling to address social-emotional/behavior issues/needs via school counselor.		• Perfect Attendance • Encouragement 4. EBCSA student council provides students with an opportunity to serve in leadership capacity. 5. Student surveys were administered. 6. For students who required counseling services for social-emotional/behavioral issues, EBCSA provided families with referrals to local centers.	

Scope of service:	Schoolwide		Scope of service:	Schoolwide	
X_ALL			X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

STUDENT ENGAGEMENT		STUDENT ENGAGEMENT	
STUDENT ENGAGEMENT 4. Host field trips at least twice per year for each grade level including but not limited to: • Science Camp • Sage Hill (Service Learning): Creative Writing, Art, Yearbook • Science Fair • Recycled Arts Fair • Artist Presentation • Black History Month 5. Host Monthly schoolwide activities such as participation with the Angels Baseball team on revising the Baseball program in inner-city; College Awareness 6. Provide after-school academic and social enrichment program for all students. Includes clubs,	Field Trips: $12500; LCFF Base After School Program: $100000; After School Education and Safety Funding	**STUDENT ENGAGEMENT** 1. EBCSA provided students with field trips to the following: • California Science Center • Recycled Arts Fair • Sage Hill High School • Science Camp • Artist Presentation • Black History Month 2. EBCSA has been proud to partner with Reviving Baseball in Inner Cities (RBI) in partnership with the Angels. RBI is a Major League Baseball youth outreach program designed to: increase participation and interest in baseball and softball among the underserved youth; encourage academic participation and achievement; increase the number of talented athletes prepared to	Field Trips: $12913; LCFF Base After School Program: $108000; After School Education and Safety Funding

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organizations, access to Art, Science, Drama, and Nutrition.

7. Provide access to Physical Education, Art and Music Program for all students. (Course Access State Priority)

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play in college and minor leagues; promote greater inclusion of minorities into the mainstream of the game and teach the value of teamwork. Both boys and girls in grades 4th and 5th are encouraged to join the fall and Spring Teams offered at the school.

3. EBCSA provides an after-school academic and social enrichment program for all students:
   - Architecture program for grades 4 and 5 Oasis International provides a Creative Art Journaling for our 4th/5th grades after school for a 6-week period and Oasis International provides a Architect and Engineering for our 4th/5th grades after school for a 6-week period - 3 times a year.

4. All students have access to the following courses beyond core subjects: Physical Education, Art & Music.

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Scope of service: Schoolwide

X_ALL
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OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

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Scope of service: Schoolwide

X_ALL
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__Other Subgroups:(Specify)_____

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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

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This LCAP goal will be revised to align with the school's Single School District (SSD) Plan, Single Plan for Student Achievement (SPSA), Title III Plan and WASC Action Plan, and will be based on findings from student achievement data, LCAP surveys and feedback from stakeholders.

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Original GOAL from prior year LCAP:	**GOAL #4:** Develop an infrastructure for ongoing analysis of student performance and progress by providing staff development & collaborative learning time.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Edward B. Cole Sr Academy
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	1. Establish growth targets for Benchmark assessments in ELA & Mathematics once 2015 CAASPP/SBAC results are released 2. Establish growth targets for CAASPP/SBAC assessments in ELA & Math, once 2015 CAASPP/SBAC results are released 3. Establish API Baseline in 2016 4. EBC serves grades K-5, therefore the following CDE metrics do not apply: • % Achievement UC A-G Requirements • % College/Career Ready • % AP Passage Rate • % College Ready by EAP	Actual Annual Measurable Outcomes:	1. Will establish growth targets for benchmark assessments upon release and review of 2016 CAASPP Results & analysis of benchmark results. 2. Will establish annual growth targets upon release and review of 2016 CAASPP results for ELA/Math. 3. API has been suspended by the CDE. 4. EBC serves grades K-5, therefore the following CDE metrics do not apply: • % Achievement UC A-G Requirements • % College/Career Ready • % AP Passage Rate • % College Ready by EAP

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
ASSESSMENTS 1. Implement Achieve 3000 Reading Diagnostic assessments for all students. In addition, administer reading assessments at least 3 times per year, using Achieve 3000. 2. Administer DIBELS assessment for Grades K-5: 3 times/year 3. Administer ADEPT assessment for all ELL's & RFEP students at least 3 times/year.	Curriculum: See Goal #1 Materials: $3500; LCFF Base Teachers	**ASSESSMENTS** 1-8: With the adoption of the Common Core State Standards and the implementation of the CAASPP/SBAC, EBCSA has adopted the use of various types of Common core aligned assessments to check for understanding and identify learning gaps in our scholars. They include: • Achieve 3000 • NWEA MAP Benchmark Assessments in ELA and Math (Grades K-5); and Science (Grades 2-5): 3 times/year • DIBELS: 3 times/year • ADEPT ELD Curriculum & Assessments: 3	Curriculum: See Goal #1 Dibels Booklets: $2955; LCFF Base Teachers Salaries: See

4. Administer Learning Upgrade Benchmark Assessment in Math: 3 times/year	Salaries: See Goal #1	times/year • Learning Upgrade: used to enhance phonemic development, online reading, and math assessments.	Goal #1
5. Administer NWEA MAP Assessments in ELA & Math: 3 times/year	Leadership Team: $12000; LCFF Base	• ST Math • ESGI: High Frequency Words, phonics, and math facts (Grade: K-1)	Leadership Team: See Goal #3
6. All students will participate in at least 4 Presentations of Learning (POL); and will be provided with rubrics. Teachers will use POL's to assess student learning.		• Writing Assessments: 3 times/year – Grades K-5 (six trait writing rubric) • Formative Assessments: daily	
7. Costs for administering state mandated assessments: CAASPP/SBAC for students in Grades 3-5; CST Science for Grade 5; and Physical Fitness Test (PFT) for Grade 5.		8. The Leadership met to disaggregate, review and analyze student achievement data.	
8. Leadership Team & Teachers will collaborate as a PLC to review, disaggregate and analyze student achievement data on an ongoing basis during Professional Development Days.		9. Data Director was not adopted because it does not provide Common Core aligned assessments.	
9. Costs for Data Director for Common Core aligned benchmark assessments.			

Scope of service:	Charterwide		Scope of service:	Schoolwide	
X_ALL			X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

ACADEMIC INTERVENTIONS		**ACADEMIC INTERVENTIONS**	
1. Costs for implementing SST Program to identify students who struggle academically; includes 6-week follow-ups for students and developing an	Club Z: $33000; Title I	1. The purpose of our SST Program is to identify at-risk scholars and provide immediate and targeted interventions that may be academic, social-emotional	Club Z: See Goal #2

individualized learning plan.

2. Continue to implement Club Z, for low-performing students. Costs for outsourcing after-school tutoring either onsite or at home.

3. Provide onsite tutoring in ELA & Math for 30 minutes (4 days per week)

and/or behavioral. Either the teacher/staff or the parent may initiate the SST Referral. During SST meetings the SST Coordinator gathers all data and the referral is discussed with the SST team that is comprised of the teacher, SST Coordinator and school administrator. The SST Protocols were revised this past school year and are now accessible electronically. Once the scholar is referred for SST, a follow-up takes place approximately every 6-8 weeks as part of the progress monitoring process.

2. Club Z Program: provides at-risk scholars with 1:1 individualized tutoring for the scholars at their home or at the local library 4 days per week for grades 1-5.

3. EBCSA offers after school tutoring for scholars having trouble in any academic subject area. These scholars are able to attend a 30-minute tutoring session, after school, four days a week. The sessions are conducted by an Instructional Assistant and monitored by a credentialed teacher.

Scope of service:	Schoolwide		Scope of service:	Schoolwide	

__ALL

OR:
X_Low Income pupils X_English Learners
X_Foster Youth X_Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

__ALL

OR:
X_Low Income pupils X_English Learners
X_Foster Youth X_Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This LCAP goal will be revised to align with the school's Single School District (SSD) Plan, Single Plan for Student Achievement (SPSA), Title III Plan and WASC Action Plan, and will be based on findings from student achievement data, LCAP surveys and feedback from stakeholders.

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:	$____ $1,030,449 _____

The total Supplemental & Concentration Grant Funds is projected at $1,030,449 based on the number of unduplicated pupils (ELL, LI, FY, Homeless).   Edward B. Cole Sr. Academy enrolled unduplicated pupils exceed, therefore LCAP S&C grant funding will be expended charterwide/schoolwide. Services include:
- Professional Development on CCSS ELA/ELD Frameworks for entire teaching staff
- Instructional Assistants to work with unduplicated students in small group instruction
- Teachers will implement SDAIE & GLAD Strategies
- Instructional Coach that will provide Professional Development and ongoing classroom observations and feedback on SDAIE, GLAD, research-based instructional strategies including differentiation/scaffolding, targeted instruction, small group instruction, etc.
- Leadership Team will review student achievement data, monitor academic progress of unduplicated students and ensure students receive appropriate and targeted alternative supports
- Use of Achieve 3000
- NWEA MAP benchmark testing

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.

| 33 | % |

The services provided to ELL, low-income students, foster/homeless youth outlined in Section 2 and above will meet the proportionality requirement of 33%. The services outlined in Section 2 were developed to improve the educational opportunities for these unduplicated pupils. Edward B. Cole Sr. Academy is using both qualitative and quantitative measures to increase and improve services for unduplicated student by providing additional access to supplemental materials, professional development for entire staff, instructional assistants and Achieve 3000.