

Introduction:**LEA: Baypoint Preparatory Academy****Contact Nancy Spencer, Executive Director****760-471-0847**nspencer@bayshoreprep.org**LCAP Year: 2016-17*****Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions,

and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Stakeholder involvement was crucial in the creation of the LCAP. Stakeholders included teachers, students (English Language Learners, Low Income, Foster Youth, Homeless Youth, and Special needs), parents, and community service providers. All members collaborated to identify areas of need in order to successfully achieve the mission and vision of Baypoint Preparatory Academy. Baypoint opened in August 2015 with 290 students serving grades kindergarten through twelfth grade.</p> <p>Beginning in November 2015, Baypoint Preparatory Academy</p>	<p>Baypoint Preparatory Academy actively made every effort to collaborate with stakeholders to identify and incorporate school-specific goals related to state and local priorities. The development of these goals, actions, services and expenditures was intended to support student achievement and progress.</p> <p>By April 15, school administration evaluated stakeholder recommendations and developed a draft of LCAP. The goals and activities were based on identified stakeholder needs and data which were also linked to the approved charter petition. Some of</p>

<p>staff began communicating with stakeholders via email, flyers, and organized focus groups. To increase participation, a schedule of times and meeting dates was provided so that all stakeholders knew in advance opportunities for participation. On December 1, a parent organization was formed. During their monthly meetings parents discussed issues related to school life, support for student growth, and establishing a collaborative effort to build a positive school culture. This partnership among parents and school staff developed and became an important component of Baypoint Preparatory Academy. During these meetings, parents were presented information about the LCAP Plan of Development and the need for feedback, suggestions, and ideas in order to create goals and actions for the LCAP.</p> <p>Stakeholders were provided numerous resources in order to provide understanding of the LCAP and the possible areas of improvement for the school. Administrative staff gathered data which included MAP testing from the fall, teacher observations, and quarterly grades. Resources were presented to stakeholders in a manner that ensured confidentiality and identified growth, trends, and improvement indicators. With these resources and opportunities for discussion, stakeholders identified possible areas of concern with the school. These suggestions were prioritized and organized into goals and actions.</p>	<p>the concerns prioritized by parents and teachers were addressed in the LCAP:</p> <ul style="list-style-type: none"> • Parents showed concern about Common Core standards. Through the LCAP, Baypoint Preparatory Academy addressed these issues by aligning curriculum and instruction to CCSS in addition to implementing Project Based Learning as well as computer-based instruction. • Teachers demonstrated concern about implementing CCSS and instructional practices effectively for all students, especially English learners. Through the LCAP, Baypoint Preparatory Academy addressed these issues through implementation of professional development throughout the course of the year on CCSS, CCSS aligned curriculum, and support for EL students. • Stakeholders showed concern about ensuring students have knowledge about college and are prepared for post-secondary education. Through the LCAP, Baypoint Preparatory Academy addressed these issues by incorporating A-G requirements and a pathway for dual enrollments so that students can get credit for college courses while still in high school. In addition, intervention strategies including school tutoring offered by teachers have been incorporated into the LCAP.
<p>Annual Update:</p>	<p>Annual Update:</p>

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

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in

the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Students will be taught by fully credentialed, properly assigned instructional staff using high-quality curriculum aligned to CCSS.		Related State and/or Local Priorities: 1__x_ 2__x_ 3__x_ 4__ 5__ 6__ 7__x_ 8__x_ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Students need to be taught by fully credentialed instructional staff and a broad range of CC aligned curriculum in order to meet standards.		
Goal Applies to:	Schools:	Baypoint Preparatory Academy	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 100% of teachers will be fully credentialed and will be properly assigned based on initial and annual verification of core teacher credentials as reported by the CA Commission on Teacher Credentialing and CALPADS Report 3.5 NCLB Core Course Section Compliance. • 100% of students will have access to Common Core aligned curriculum and receive high quality instruction as evidenced by teacher's curriculum guides/lesson plans. • 60% of continuously enrolled students will demonstrate progress toward mastery of standards in ELA and mathematics as demonstrated by local assessments and/or CAASPP results. 		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
	Administrative staff will conduct a thorough hiring process which includes collection of documents such as resumes, CBEST/CSET results, official transcripts, credentials and licenses to ensure that teachers are fully qualified for specified assignment including ELD authorization, and conduct background checks in order to hire quality teaching staff. Administrative staff will regularly review credential status/assignments of current	School-wide	___X___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____
			Budgeted Expenditures Advertising (Edjoin, Job Fairs): \$3,400

teaching staff.			
Baypoint Preparatory Academy will purchase instructional material aligned to CCSS as well as establish contracts with publishers and curriculum providers to develop and guide instruction particularly ELA such as Journey's, Step Up to Writing, Wordly Wise, Saxon Phonics, My Path and Read Naturally.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Curriculum: \$173,512
Teachers will implement cross-curricular integrated curriculum utilizing a variety of texts, computer based information, collaborative and hands-on projects, and field trip experiences.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Curriculum: \$173,512 Technology (Chromebooks): \$120,360 Field Trips: \$6,000
Teachers will identify and participate in CCSS training as well as professional development of the use of instructional materials purchased throughout the course of the year.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Trainings/ PD: \$6,400
Baypoint Preparatory Academy will continue to employ instructional coaches in the classroom to support instruction and student learning.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Education Consultants: \$1,380

__ Other Subgroups:(Specify) _____

Administrative team will continue to provide leadership to teaching staff to ensure that classroom instruction is conducive to student learning and teachers provide adequate learning environments.

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 100% of teachers will be fully credentialed and will be properly assigned based on initial and annual verification of core teacher credentials as reported by the CA Commission on Teacher Credentialing and CALPADS Report 3.5 NCLB Core Course Section Compliance. • 100% of students will have access to Common Core aligned curriculum and receive high quality instruction as evidenced by teacher’s curriculum guides/lesson plans. • 65% of continuously enrolled students will demonstrate progress toward mastery of standards in ELA and mathematics as demonstrated by local assessments and/or CAASPP results.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Administrative staff will conduct a thorough hiring process which includes collection of documents such as resumes, CBEST/CSET results, official transcripts, credentials and licenses to ensure that teachers are fully qualified for specified assignment including ELD authorization, and conduct background checks in order to hire quality teaching staff. Administrative staff will continue to monitor and review credential status/assignments of current teaching staff.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Advertising (Edjoin, Job Fairs): \$3,502
Baypoint Preparatory Academy will continue to purchase instructional material aligned to CCSS as well as establish contracts with publishers	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Curriculum: \$178,717

and curriculum providers to develop and guide instruction.		__ Other Subgroups:(Specify)_____	
Teachers will continue implementing cross-curricular integrated curriculum utilizing a variety of texts, computer based information, collaborative and hands-on projects, and field trip experiences.	School-wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Curriculum: \$178,717 Technology (Chromebooks): \$123,971 Field Trips: \$6,180
Teachers will continue receiving CCSS training as well as professional development on the use of instructional materials purchased throughout the course of the year. Participation will be monitored by administration.	School-wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Trainings/ PD: \$6,592
Baypoint Preparatory Academy will continue to employ instructional coaches in the classroom to support instruction and student learning. Administrative team will continue to provide leadership to teaching staff to ensure that classroom instruction is conducive to student learning and teachers provide adequate learning environments.	School-wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Education Consultants: \$1,421

LCAP Year 3: 2018-19

Expected Annual Measurable	<ul style="list-style-type: none"> 100% of teachers will be fully credentialed and will be properly assigned based on initial and annual verification of core teacher credentials as reported by the CA Commission on Teacher Credentialing and
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Outcomes:	CALPADS Report 3.5 NCLB Core Course Section Compliance. <ul style="list-style-type: none"> 100% of students will have access to Common Core aligned curriculum and receive high quality instruction as evidenced by teacher’s curriculum guides/lesson plans. 70% of continuously enrolled students will demonstrate progress toward mastery of standards in ELA and mathematics as demonstrated by local assessments and/or CAASPP results. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Administrative staff will conduct a thorough hiring process which includes collection of documents such as resumes, CBEST/CSET results, official transcripts, credentials and licenses to ensure that teachers are fully qualified for specified assignment including ELD authorization, and conduct background checks in order to hire quality teaching staff. Administrative staff will continue to monitor and review credential status/assignments of current teaching staff.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Advertising (Edjoin, Job Fairs): \$3,607
Baypoint Preparatory Academy will continue to purchase instructional material aligned to CCSS as well as establish contracts with publishers and curriculum providers to develop and guide instruction.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Curriculum: \$184,079
Teachers will continue implementing cross-curricular integrated curriculum utilizing a variety of texts, computer based information, collaborative and hands-on projects, and field trip experiences.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Curriculum: \$184,079 Technology (Chromebooks): \$127,690

			Field Trips: \$6,365
Teachers will continue receiving CCSS training as well as professional development on the use of instructional materials purchased throughout the course of the year. Participation will be monitored by administration.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Trainings/ PD: \$6,790
Baypoint Preparatory Academy will continue to employ instructional coaches in the classroom to support instruction and student learning. Administrative team will continue to provide leadership to teaching staff to ensure that classroom instruction is conducive to student learning and teachers provide adequate learning environments.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Education Consultants: \$1,464

GOAL:	All students, including all student subgroups such as unduplicated students and students with exceptional needs, will have access to AP and A-G courses, supplemental services, and intervention programs in order to attain mastery in CCSS.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
Identified Need :	All students need access to a variety of courses and intervention programs in order to close the achievement gap and increase student mastery of CCSS.		
Goal Applies to:	Schools:	Baypoint Preparatory Academy	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual Measurable	<ul style="list-style-type: none"> 100% of students will have access to all academic content areas, including all grade levels and subgroups. 80% of students completing AP courses will score 3 or higher. 		

Outcomes:	<ul style="list-style-type: none"> • 100% of teachers' lessons will require the integration of technology. • 100% of students will be assessed at a minimum of two times during the school year using NWEA and those determined as at-risk will be provided intervention support. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will have access to coursework that meets the A-G college entrance requirements as well as AP and Dual Enrollment Courses.	9-12 th	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>High School</u>	Curriculum: \$173,512
Baypoint Preparatory Academy will utilize instructional technology in the areas of ELA and Math (ST Math, Read Naturally, Edgenuity).	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Technology: \$120,360 Materials and Supplies: \$30,070
Baypoint Preparatory Academy will adopt appropriate supplemental and intervention programs and strategies for at-risk students including testing strategies in preparation, one-on-one and small group instruction. Elementary and targeted students in grades 6-12 will participate in ST Math and My Path curriculum weekly.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Materials and Supplies: \$30,070
Baypoint Preparatory Academy will place a Student Support tab on the school website supported by Child Find. This will include staff contact information for those who may have	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No Expense

questions and need additional support.			
Administrative staff will establish a contract with NWEA MAP interim assessments as a tool used for local benchmark which utilizes a consistent scale to measure proficiency on Common Core Standards as well as growth over time.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Materials and Supplies: \$30,070

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 100% of students will have access to all academic content areas, including all grade levels and subgroups. • 80% of students completing AP courses will score 3 or higher. • 100% of teachers' lessons will require the integration of technology. • 100% of students will be assessed at a minimum of two times during the school year using NWEA and those determined as at-risk will be provided intervention support.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will continue to have access to coursework that meets the A-G college entrance requirements as well as AP and Dual Enrollment Courses.	9-12 th	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>High School</u>	Curriculum: \$178,717
Baypoint Preparatory Academy will continue to utilize instructional technology in the areas of ELA and Math (ST Math, Read Naturally, Edgenuity).	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Technology: \$123,971 Materials and Supplies: \$30,972
Baypoint Preparatory Academy will continue to develop appropriate supplemental and intervention programs and strategies for at-risk	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Materials and Supplies:

students including testing strategies in preparation, one-on-one and small group instruction. Elementary and targeted students in grades 6-12 will continue to participate in ST Math and My Path curriculum weekly.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$30,972
Baypoint Preparatory Academy will monitor the website to ensure student access to staff contact information for those who may have questions and need additional support.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No Expense
Administrative staff will utilize NWEA MAP assessments as a tool used for local benchmark at a minimum three times annually. Results will be analyzed and will help instructional staff guide instruction.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Materials and Supplies: \$30,972

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 100% of students will have access to all academic content areas, including all grade levels and subgroups. • 80% of students completing AP courses will score 3 or higher. • 100% of teachers' lessons will require the integration of technology. • 100% of students will be assessed at a minimum of two times during the school year using NWEA and those determined as at-risk will be provided intervention support. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will continue to have access to coursework that meets the A-G college entrance requirements as well as AP and Dual Enrollment Courses.	9-12 th	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>High School</u> _____	Curriculum: \$184,079
Baypoint Preparatory Academy will continue to	School-	<input checked="" type="checkbox"/> ALL	Technology:

utilize instructional technology in the areas of ELA and Math (ST Math, Read Naturally, Edgenuity).	wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$127,690 Materials and Supplies: \$31,901
Baypoint Preparatory Academy will continue to develop appropriate supplemental and intervention programs and strategies for at-risk students including testing strategies in preparation, one-on-one and small group instruction. Elementary and targeted students in grades 6-12 will continue to participate in ST Math and My Path curriculum weekly.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Materials and Supplies: \$31,901
Baypoint Preparatory Academy will continue to monitor the website to ensure student access to staff contact information for those who may have questions and need additional support.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	No Expense
Administrative staff will utilize NWEA MAP assessments as a tool used for local benchmark at a minimum three times annually. Results will be analyzed and will help instructional staff guide instruction.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Materials and Supplies: \$31,901

GOAL:	Baypoint Preparatory Academy will provide a clean, safe, and positive learning environment for all students with minimal attendance issues.	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Students need access to a clean, safe, and positive learning environment in order to maximize student learning and promote attendance.
Goal Applies to:	Schools: Baypoint Preparatory Academy Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Baypoint Preparatory Academy will ensure that facilities are safe and maintained in satisfactory repair as reported in the annual publication of the School Accountability Report Card. • School Safety Plan will be discussed and enforced as evidenced through professional development agendas and annual safety drill calendars. • Data from annual surveys will indicate that parents, students, and teachers believe Baypoint Preparatory Academy is a safe environment. • Baypoint Preparatory Academy will maintain an annual suspension rate of less than 1% as evidence by the Annual School Accountability Report Card, Annual Report, and CALPADS Report 7.1 Discipline Incidents. • Baypoint Preparatory Academy will maintain an annual expulsion rate of less than 1% as evidence by the Annual School Accountability Report Card, Annual Report, and CALPADS Report 7.1 Discipline Incidents. • BPA will maintain a 95% ADA rate.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Site Administrators will conduct monthly and quarterly facility inspections to screen for safety hazards, ensure that all relevant architecture is preserved, monitor building, and health & safety codes are adhered to at all times.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No Expense
Custodial staff will conduct daily general cleaning: maintain campus cleanliness and HVAC systems and filters during the duration of the school year. Custodian will notify administration of any	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Janitorial and Housekeeping Services: \$29,500 Repairs: \$6,300

facility issues that are in need of repair.			
Teachers will have ongoing professional development that promotes positive classroom management and appropriate student behavior. Baypoint Preparatory Academy will provide recognition and incentives for demonstrating positive school behavior.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Trainings/ PD: \$6,400
Baypoint Preparatory Academy will provide recognition and incentives for perfect attendance. School Attendance Coordinator or designee will conduct periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Clerk and Office Salaries: \$102,616

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Baypoint Preparatory Academy will ensure that facilities are safe and maintained in satisfactory repair as reported in the annual publication of School Accountability Report Card. • School Safety Plan will be discussed and enforced as evidenced through professional development agendas and annual safety drill calendars. • Data from annual surveys will indicate that parents, students, and teachers believe Baypoint Preparatory Academy is a safe environment. • Baypoint Preparatory Academy will maintain an annual suspension rate of less than 1% as evidence by the Annual School Accountability Report Card, Annual Report, and CALPADS Report 7.1 Discipline Incidents. • Baypoint Preparatory Academy will maintain an annual expulsion rate of less than 1% as evidence by the Annual School Accountability Report Card, Annual Report, and CALPADS Report 7.1 Discipline Incidents. • BPA will maintain a 95% ADA rate.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Site Administrators will continue to conduct monthly and quarterly facility inspections to screen for safety hazards, ensure that all relevant architecture is preserved, monitor building, and health & safety codes are adhered to at all times.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No Expense</p>
<p>Custodial staff will continue to conduct daily general cleaning: maintain campus cleanliness and HVAC systems and filters during the duration of the school year.</p> <p>Custodian will continue to notify administration of any facility issues that are in need of repair.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Janitorial and Housekeeping Services: \$30,385</p> <p>Repairs: \$6,489</p>
<p>Teachers will continue having ongoing professional development that promotes positive classroom management and appropriate student behavior. Baypoint Preparatory Academy will continue to provide recognition and incentives for demonstrating positive school behavior.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Trainings/ PD: \$6,592</p>
<p>Baypoint Preparatory Academy will continue to provide recognition and incentives for perfect attendance. School Attendance Coordinator or designee will continue to conduct periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Clerk and Office Salaries: \$105,694</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Baypoint Preparatory Academy will ensure that facilities are safe and maintained in satisfactory repair as reported in the annual publication of School Accountability Report Card. • School Safety Plan will be discussed and enforced as evidenced through professional development
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agendas and annual safety drill calendars.

- Data from annual surveys will indicate that parents, students, and teachers believe Baypoint Preparatory Academy is a safe environment.
- Baypoint Preparatory Academy will maintain an annual suspension rate of less than 1% as evidence by the Annual School Accountability Report Card, Annual Report, and CALPADS Report 7.1 Discipline Incidents.
- Baypoint Preparatory Academy will maintain an annual expulsion rate of less than 1% as evidence by the Annual School Accountability Report Card, Annual Report, and CALPADS Report 7.1 Discipline Incidents.
- BPA will maintain a 95% ADA rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Site Administrators will continue to conduct monthly and quarterly facility inspections to screen for safety hazards, ensure that all relevant architecture is preserved, monitor building, and health & safety codes are adhered to at all times.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No Expense
Custodial staff will continue to conduct daily general cleaning: maintain campus cleanliness and HVAC systems and filters during the duration of the school year. Custodian will continue to notify administration of any facility issues that are in need of repair.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Janitorial and Housekeeping Services: \$31,897 Repairs: \$6,684
Teachers will continue having ongoing professional development that promotes positive classroom management and appropriate student behavior. Baypoint Preparatory Academy will continue to provide recognition and incentives for demonstrating positive school behavior.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Trainings/ PD: \$6,790
Baypoint Preparatory Academy will continue to	School-	<input checked="" type="checkbox"/> ALL	Clerk and

provide recognition and incentives for perfect attendance. School Attendance Coordinator or designee will continue to conduct periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.	wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Office Salaries: \$108,865
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

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

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL from prior year LCAP:			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:				
	Applicable Pupil Subgroups:				
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:		
LCAP Year: xxxx-xx					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
Scope of service:			Scope of service:		
__ALL			__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)_____		

Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ 149,827
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Per the FCMAT LCFF calculator, Baypoint Preparatory Academy's Supplemental & Concentration Grant Funding for the 2016-17 school year will be \$149,827. The funds are expected to be used school-wide as justified by the 2015-16 unduplicated population of 156 students out of a total enrollment of 290 students. This equates to 53.79% of the total student population. Baypoint Preparatory Academy estimates that the number of unduplicated students will be similar during the 2016-17 school year.

Baypoint Preparatory Academy offers a variety of programs and supports that are aligned with the goals presented in the LCAP. In order to support all students, especially the unduplicated population, Baypoint Preparatory Academy teachers will be provided increased opportunities for professional development trainings in the following areas:

- Common Core aligned curriculum
- Supporting EL through ELD and SDAIE strategies
- Blended Learning model
- Project-based learning

With training and mentoring support from administration, teachers will be well equipped to support all students, especially unduplicated pupils. Students will be provided increased opportunities to master the curriculum through tutoring and the integration of technology.

Baypoint Preparatory Academy recognizes that while these funds are generated in order to serve unduplicated pupils, a majority of students served fall into the targeted subgroup. By providing the services identified without limitation, the funds will serve all students, especially English learners, low income students, and foster youth. The full list of expenditures is aligned with the goals presented in the LCAP and addresses the needs of our unduplicated pupils.

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.

5.36	%
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Based on the FCMAT LCFF calculator, Baypoint Preparatory Academy's services for unduplicated pupils are estimated to increase by 5.36%, the Minimum Proportionality Percentage (MPP) for the 2016-17 school year. Baypoint Preparatory Academy will meet its MPP for the 2016-17 school year by providing the following services for English learners, low income students, and foster youth:

- Access to high-quality, CCSS aligned curriculum
- Integration of technology
- ELA curriculum and material such as Journeys, Step Up to Writing, Wordly Wise, Saxon Phonics, My Path and Read Naturally.
- Access to appropriate supplemental and intervention programs and strategies including testing strategies in preparation, one-on-one and small group instruction.
- Participation in ST Math and My Path curriculum weekly
- Individualized Learning Plan to support individualized instruction.

By providing the services identified without limitations, the funds will best serve all students, especially unduplicated pupils with increased or improved services at a minimum of 5.36% above all students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays

in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).