

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Executive Preparatory Academy of Finance

Contact Name and Title

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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Inner City Outreach is a 501 (c)(3) nonprofit organization that operates Executive Preparatory Academy of Finance. Executive Prep is a Los Angeles-based public charter high school with a focus on closing the financial literacy gap within the minority community. Executive Prep Academy's mission is to provide a high-quality and extensive college-preparatory educational experience to youth that results in our students succeeding in college, and ultimately in their professional careers.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

This year's LCAP contains 6 goal areas that address the 8 state priorities. Below are these goals along with the corresponding measurable outcomes for the goals.

Goal 1: Students will master the skills of the Common Core State Standards. (State Priorities 1,2,3,4,7,8)

Expected Annual Measurable Outcome for 2016-17:

- All students (including subgroups of socio economically disadvantaged students, Foster Youth, and English Learners) will increase their proficiency in English Language Arts and Math by 2% over the previous year before as measured by the Smarter Balanced and/or internal assessments.

Goal 2: English Learners will master the skills of the English Language Development Standards and Common Core State Standards.

(State Priorities 1,2,3,4,7,8)

Expected Annual Measurable Outcome for 2016-17:

- At least 80% of English Learners will increase one English Language Development performance level and/or will be proficient in English Language Arts as measured by one of the following metrics: the CELDT/ELPAC, ELD Portfolios, Smarter Balanced, and/or internal assessments.
- As a result, our yearly reclassification rate will exceed 10% of English Learners as measured by CALPADS reporting

Goal 3: All students will be taught by highly qualified teachers. (State Priorities 1,2,3,4,7,8)

Expected Annual Measurable Outcome for 2016-17:

- The school will maintain 100% highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

(State Priorities 1,2,3,4,7,8)

Expected Annual Measurable Outcome:

1. Suspension rate will have decreased by 1% from the previous year and/or maintained under 5% as measured by Dataquest and Powerschool.
2. Expulsion rate will maintain under 0.5% as measured by Dataquest and Powerschool.
3. Attendance rates (ADA) will maintain over 95% as measured by CALPADS reporting and Powerschool.
4. Chronic absenteeism rate will decrease by 1% from previous year
5. We will continue to maintain clean and safe facilities as measured by an overall score of "Good" or better on the FIT (Facilities Inspection Tool).
6. We will score at least 3/5 on 80% of the questions asked on local surveys on the sense of school safety and connectedness for pupils, parents, and teachers.

Goal 5: All students will graduate college and/or career ready. (State Priorities 1,2,3,4,7,8)

Expected Annual Measurable Outcome for 2016-17:

1. Increase number of students enrolling in AP students by 1%.
2. Increase students passing AP test by 2%.
3. Increase the percentage of students taking PSAT by 10%.
4. Increase the percentage of students meeting A-G completion rates by 10%
5. Increase the percentage of students achieving a 3 or higher on the Math and ELA CAASPP exams by 5%

Goal 6: Provide parents/guardians with resources and knowledge to support their child to be academically, socially and emotionally. (State Priorities 1,2,3,4,7,8)

Expected Annual Measurable Outcome for 2016-17:

- (By Spring) Increase the level of parent participation in parent events such as monthly parent meetings, workshops and parent conferences by 5% over previous year.

Additions:

After gathering input from all stakeholders, we analyzed this data for trends and used these trends to update our 2016-2016 LCAP Goals, Outcomes, Actions, and Services. These revisions included:

- Changes to Outcomes
 - We removed the word “highly” qualified from the language of the Goal to reflect the change from NCLB to ESSA requirements.
 - As a result we have added the following outcomes:
 - Common Core State Standards will be implemented for all students (including student groups of socioeconomically disadvantaged students, Foster Youth and English Learners), as measured by teacher observations.
 - All students will have access and be enrolled in a broad course of study as described in our charter, as measured by course enrollment in Powerschool.
 - All students will have access to standards-aligned instructional materials, as measured by proof of purchase. (Goal 1; State Priority 1 Basic 2).
 - All English Learners will have access to and be taught the Common Core State Standards and the ELD Standards, as measured by teacher observations.
 - We will increase the percentage of parents trained on academic initiatives by providing a minimum of two workshops annually, as measured by workshop agendas.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

There are several areas of progress we are most proud of based on an analysis of the state and local indicators on the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input.

We are specifically proud of:

- Our 2015-16 Smarter Balanced English scores since we are 30.5 points above level 3.
- We have increased the number of students enrolled in A.P courses
- Our English Benchmark scores increased by 2%
- We reclassified 12% of our EL population
- We moved into a larger facility to accommodate our growing population
- We also decreased our suspension rate by 14%

GREATEST PROGRESS

This year we focused particularly on our unduplicated students in the following ways: professional development for our English Learners, building a positive school culture through behavioral and academic supports (important for foster youth) and building our students’ technological skills (important for socioeconomically disadvantaged students to bridge the technology divide.

We see in our data that this has led to improved performance for these students, such as our increase in English Learner test scores, decrease in suspension rates, and increase in usage of computer based programs like illuminate. These are aspects our stakeholder surveys also mentioned as strengths for the school. Our plan to maintain these successes is to continue to encourage and motivate students success.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

We have identified our greatest needs below:

- The LCFF Evaluation Rubric highlights that our 2015-16 Math Smarter Balanced scores were 79.4 percent below level 3. we have already taken proactive steps to address this area of improvement. We have increased summer math preparation and math interventions during the school day. We believe this will begin by hiring a qualified Algebra 1 teachers to build foundational Algebra skills.
- While our EL group is not a statistically significant number, we want to improve EL grade and benchmark scores. As we have identified English Learners as an area of focus based on a review of local performance indicators, we have also implemented SDAIE, a strategies, and professional development.
- Another area of need is the improvement of our AP Passage rate.

GREATEST NEEDS

Identifying these needs on our LCAP will help us continue to improve student success.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

We are proud that we do not have any student group that was two or more performance levels below the "all student" performance." However, we never rest on this, but rather focus on any group that was one level below the "all student" performance. For example, our EL group was one level below the "all student" group in the Mathematics indicator. To address this, we are continuing to increase our focus on Mathematics.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

1. Provide targeted professional development for these student groups, training on Long Term ELs, and differentiating Common Core standards-based instruction and instructional strategies.
2. Provide both academic and behavioral intervention as needed to target these student groups, counseling sessions, and referral to COST (Coordination of Services Team) for both academic and behavioral concerns. Staff involved in these include teachers, counselors, paraprofessionals, and Interventionists.
3. Our Curriculum specialist and principal observes teachers and other staff using the above strategies for student groups, and provide feedback on observations using our observation form. Together they analyze regular data for these student groups using our online tools, and use this data to plan next steps. They track student group progress throughout the year.
4. Due to a lack of technology in the homes of low-income students, ensure low-income students have access to computers on campus by purchasing and maintaining computers.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$2,343,779
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$856,621

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

For this LCAP year, expenditures for classified salaries were higher than anticipated because we hired additional yard supervisors to assist with behavioral support and supervision on the yard, during lunches and during class to class transitions. Additional funds were also spent on field trips to college campuses to prepare students for and increase their motivation for attending college. Additional funds were spent on special education teachers as there was an increase in the number of students enrolled in the special education program.

\$2,506,199	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Goal 1: Students will master the skills of the Common Core State Standards.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

All students (including subgroups of socioeconomically disadvantaged students, Foster Youth, and English Learners) will increase their proficiency in English Language Arts and Math by 2% over the previous year before as measured by the Smarter Balanced and/or internal assessments.	201516	School Wide % Adv. or Proficient	Socioeconomically Disadvantaged % Adv. or Proficient	English Learners % Adv. or Pro.	Students With Disabilities % Adv. or Proficient	African American % Adv. or Proficient	Latino/ Hispanic % Adv. or Proficient	Foster % Adv. or Proficient	
	English 9								
	Benchmark #2 Endpoint January	71%	71%	60%	72%	69%	77%	N/A	
	English 10								
	Benchmark #2 Endpoint January	89%	87%	100%	33%	89%	80%	75%	
	English 11								

Benchmark #2 Endpoint January	80%	80%	33%	100%	93%	50%	N/A	
201617	School Wide % Adv. or Proficient	Socioeconomically Disadvantaged % Adv. or Proficient	English Learners % Adv. or Pro.	Students With Disabilities % Adv. or Proficient	African American % Adv. or Proficient	Latino/ Hispanic % Adv. or Proficient	Foster % Adv. or Proficient	
English 9								
Honors Benchmark #2 Endpoint January	87%	100%	N/A	100%	84%	100%	N/A	
English 10								
Benchmark #2 Endpoint January	69%	66%	N/A	50%	64%	100%	0%	
English 11								
Benchmark #2 Endpoint January	62%	63%	N/A	60%	67%	33%	0%	
201516								
Algebra I								
Benchmark #2 Endpoint	46%	50%	0%	3%	47%	27%	N/A	

January							
Geometry							
Benchmark #2 Endpoint January	98%	100%	100%	87%	98%	100%	100%
Algebra 2							
Benchmark #2 Endpoint January	62%	50%	2%	50%	41%	28%	N/A
Pre-Calculus							
Benchmark #2 Endpoint January	100%	100%	N/A	N/A	100%	100%	N/A
201617	School Wide % Adv. or Proficient	Socioeconomically Disadvantaged % Adv. or Proficient	English Learners % Adv. or Pro.	Students With Disabilities % Adv. or Proficient	African American % Adv. or Proficient	Latino/ Hispanic % Adv. or Proficient	Foster % Adv. or Proficient
Algebra 1							
Benchmark #1 Midpoint October	50%	42%	50%	1%	40%	40%	0%
Geometry							
Benchmark #2 Endpoint June	47%	46%	50%	55%	46%	62%	50%
Algebra 2							

Benchmark #1 Midpoint March	42%	45%	N/A	28%	44%	66%	N/A	
Pre-Calculus								
Benchmark #2 Endpoint January	0%	0%	N/A	N/A	0%	0%%	N/A	

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>A. Summer and Quarterly PD: Require teachers to attend annual summer training institute before the beginning of the school year and quarterly PD throughout the school year, which will include a focus on literacy and math. This will provide teachers with intensive training to ensure that standards are understood and supported. Also provide in-service opportunities throughout the school year to ensure that teachers' instructional strategies reflect an understanding of Common Core standards. During the summer institute time will be set-aside for teachers to map curriculum to standards. At all PDs, attendance is recorded, resources are given, and evaluations are completed.</p>	<p>ACTUAL</p> <p>All planned actions and services were implemented for Section A. Teachers attended summer training institute, which focused on instructional strategies for teaching the Common Core standards. For English Language Arts, these strategies included Depth of Knowledge and writing across the curriculum. For Math, these strategies included Depth of Knowledge and Math Cross Curricular Activities. Teachers attended professional development throughout the year. At these professional developments, we reviewed the most recent benchmark data, provided training on strategies, shared best practices, and created classroom and individual action plans that targeted subgroups. Weekly professional development was held at the school site, focusing on integrating language arts and math standards across all content areas to increase the level of rigor in the academic program through the use of Performance Tasks and School Wide Writing. Teachers met weekly in grade level meetings facilitated by a Curriculum Specialist and or principal. During these meetings they analyzed student work samples, reviewed weekly assessment data, and planned intervention strategies for students in their classes.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>Certificated Salaries for Professional Development - 1000-1999 Certificated Salaries - LCFF S & C: \$32,787 Certificated Administrative Salaries for Professional Development - 1000-1999 Certificated Salaries - LCFF S & C: \$4,616 Employee Benefits for Professional Development - 3000-3999 Employee Benefits - LCFF S & C: \$8,229</p>	<p>ESTIMATED ACTUAL</p> <p>Certificated Salaries for Professional Development - 1000-1999 Certificated Salaries - LCFF S & C: \$27,238 Certificated Administrative Salaries for Professional Development - 1000-1999 Certificated Salaries - LCFF S & C: \$2,304 Employee Benefits for Professional Development - 3000-3999 Employee Benefits - LCFF S & C: \$6,700</p>
<p>Actions/Services</p>	<p>PLANNED</p>	<p>ACTUAL</p>

B. Professional Development for Teaching Subgroups
 1. Summer PD: Teachers will attend annual summer training institute, which will include a focus on implementing English Language Arts as well as Math Common Core State Standards with subgroups. This will provide teachers with intensive training to ensure that teachers understand how to differentiate implementation of the Common Core standards and curriculum to ensure their subgroups are able to perform at high levels. 2. Quarterly PD: Teachers will attend professional development throughout the academic school year and receive training to ensure that their instructional strategies are continuing to reflect an understanding and implementation of differentiating Common Core State standards for subgroups. In particular, teachers will review internal benchmark/state standardized testing data as it applies to subgroups, receive training on strategies, share best practices, and create classroom and individual action plans that target EL students, Foster Youth, low socioeconomic students, Special Needs students, and other significant subgroups who are not meeting standards. 3. Weekly PD: Teachers will attend weekly professional development that will focus on how to differentiate the following topics for subgroups: integrating rigor into student writing with ELA and Math, rubrics, evidence of literacy and numeracy in room environment. 4. Grade Level & Department Level PD: Teachers will regularly examine student work samples at grade level/department level meetings, to ensure that students are mastering grade level standards. Weekly assessment data will be reviewed with the Principal and the teachers to identify students who are not meeting standards. Intervention strategies and follow-up testing is planned with the Principal and the teacher to ensure academic growth of students.

All planned actions and services were implemented for Section A. Teachers attended summer training institute, which focused on instructional strategies for teaching the Common Core standards with student groups. For English Language Arts, these strategies included Differentiating Instruction. For Math, these strategies included Small Group Comprehensive Tools and Differentiating Instruction. Teachers attended professional development throughout the year. At these professional developments, we reviewed the most recent benchmark data, particularly the performance of student groups such as English Learners, Foster Youth, socioeconomically disadvantaged students, and Students with disabilities. We provided training on strategies, shared best practices, and created classroom and individual action plans that targeted student groups. Weekly professional development was held at the school site, focusing on integrating language arts and math standards across all content areas to increase the level of rigor in the academic program through the use of Performance Tasks and School Wide Writing. Teachers met weekly in grade level meetings facilitated by a Curriculum Specialist and or principal. During these meetings they analyzed student work samples of their student groups, reviewed weekly assessment data, and planned intervention strategies for student groups in their classes.

BUDGETED

Certificated Salaries for Professional Development - 1000-1999
 Certificated Salaries - LCFF S & C: \$32,787
 Certificated Administrative Salaries for Professional

ESTIMATED ACTUAL

Certificated Salaries for Professional Development - 1000-1999
 Certificated Salaries - LCFF S & C: \$27,238
 Certificated Administrative Salaries for Professional

Expenditures

	Development - 1000-1999 Certificated Salaries - LCFF S & C: \$4,616 Employee Benefits for Professional Development - 3000-3999 Employee Benefits - LCFF S & C: \$8,229	Development - 1000-1999 Certificated Salaries - LCFF S & C: \$2,304 Employee Benefits for Professional Development - 3000-3999 Employee Benefits - LCFF S & C: \$6,700
Actions/Services	<p>PLANNED</p> <p>C. Textbooks Adoption: Language Arts and math materials that are state adopted for Common Core, standards aligned, and based in scientific research are placed in all classrooms, including replacement of consumable materials on an annual basis. Purchased textbooks also target EL students, SPED students, and students who need additional assistance.</p>	<p>ACTUAL</p> <p>All planned actions and services were implemented for section C. Textbooks and annual consumable materials were bought as needed that include targeted subgroup lessons.</p>
	<p>BUDGETED</p> <p>Curriculum - 4000-4999 Books and Supplies - LCFF Base: \$6,923 Workbooks/Consumables - 4000-4999 Books and Supplies - Federal Revenues - Title I: \$6,923</p>	<p>ESTIMATED ACTUAL</p> <p>Curriculum - 4000-4999 Books and Supplies - LCFF Base: \$14,188 Workbooks/Consumables - 4000-4999 Books and Supplies - Federal Revenues - Title I: \$4,447</p>
Expenditures		
Actions/Services	<p>PLANNED</p> <p>D. Intervention: Executive Preparatory Academy of Finance provides small group instruction as a form of intervention during the school day for students not meeting proficiency. The school will hire paraprofessionals to provide assistance to teachers and support students in the classroom through, for example, small group instruction or one-on-one tutoring. Students reading below grade-level and/or not demonstrating proficiency in grade-level standards are tutored in small groups during the instructional day. Students to be taught in small groups are identified using data from the following: curriculum-based assessments, Smarter Balanced Assessment, and internal benchmarks. Students identified for small group tutoring will be placed in skills-based flexible groups and will receive additional assistance in vocabulary development, fluency, and reading comprehension strategies, math literacy skills, depending on students' needs.</p>	<p>ACTUAL</p> <p>All planned actions and services were implemented for section D. Teachers used internal benchmark data, curriculum-based assessments, running records, and fluency assessments to identify students in need of small group teaching. They planned specific lessons targeted to these groups and taught them in small groups for intervention. Interventionists and paraprofessionals also taught small group lessons. Access was given before or after school hours for students to complete the computer programs.</p>

Expenditures	<p>BUDGETED</p> <p>Highly Qualified Paraprofessionals Salary - 2000-2999 Classified Salaries - Federal Revenues - Title I: \$21,217 Highly Qualified Paraprofessionals Benefits - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$4,667</p>	<p>ESTIMATED ACTUAL</p> <p>Qualified Paraprofessionals Salary - 2000-2999 Classified Salaries - Federal Revenues - Title I: \$0 Qualified Paraprofessionals Benefits - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$0</p>
Actions/Services	<p>PLANNED</p> <p>E. Parent Involvement: The school maintains a School Site Council. The school shares reports on overall student assessments results in Language Arts and Math and communicates the results to the entire school community. The Councils contributes input on how to improve reading and math instruction and programs.</p>	<p>ACTUAL</p> <p>All actions and services were implemented for Section E. The School Site Council meets regarding the school shared assessment results and discussed how to improve reading and math instruction and programs.</p>
Expenditures	<p>BUDGETED</p> <p>: \$0</p>	<p>ESTIMATED ACTUAL</p> <p>: \$0</p>
Actions/Services	<p>PLANNED</p> <p>F.Targeted Instruction: Through continuous analysis of student performance throughout each school year, teachers identify student needs in several areas, such as fluency,vocabulary and math literacy. Once identified, specific interventions are planned for the subsequent unit of instruction. Students receive support from the Resource teacher through a pull out method as needed. Tutoring, provided by paraprofessionals, will address identified learning needs.</p>	<p>ACTUAL</p> <p>All planned actions and services were implemented from Section F. Teachers analyzed student performance on a weekly and quarterly basis, based on weekly assessments as well as quarterly Benchmark assessments. Based on those assessments, teachers identified students who needed specific targeted reteach and provided reteach and reassessment lessons. The Resource Teacher also provided supports to those who needed them.</p>
Expenditures	<p>BUDGETED</p> <p>Resource Specialist Salary - 1000-1999 Certificated Salaries - Other State Revenues: \$55,590 Resource Specialist Benefits - 3000-3999 Employee Benefits - Other State Revenues: \$12,229</p>	<p>ESTIMATED ACTUAL</p> <p>Resource Specialist Salary - 1000-1999 Certificated Salaries - Other State Revenues: \$122,653 Resource Specialist Benefits - 3000-3999 Employee Benefits - Other State Revenues: \$30,173</p>
Actions/Services	<p>PLANNED</p>	<p>ACTUAL</p>

	<p>G. Technology: Due to lack of technology in the homes of students who come from a low economic household, we would like to provide one computer, ear phones, and a access typing program for every low economic student at school. The availability and use of computers will also assist with the preparation for Smarter Balanced testing. As well, students would have access to free tutorial programs to help increase student achievement and will have access to a computer lab during and after-school.</p>	<p>All planned actions and services were implemented for Section G. A regularly scheduled maintenance occurred for computers, which included doing constant updates to get full use of the newer technology, as well as updates to help secure the computers. Computers reported as not working properly were also fixed.</p>
Expenditures	<p>BUDGETED</p> <p>Technological Equipment - 4000-4999 Books and Supplies - Federal Revenues - Title I: \$34,615</p>	<p>ESTIMATED ACTUAL</p> <p>Technological Equipment - 4000-4999 Books and Supplies - Federal Revenues - Title I: \$2,082</p>
Actions/Services	<p>PLANNED</p> <p>H. Conferences: In order to increase student achievement, teachers and administration will participate in conferences and professional development that will provide effective classroom management and teaching strategies for engaging students of low economic backgrounds.</p>	<p>ACTUAL</p> <p>Staff was training in-house on instructional strategies to support academic progress. In addition, after staff went to outside conferences and trainings they brought the information back to the team.</p>
Expenditures	<p>BUDGETED</p> <p>Travel and Conferences - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$3,462</p>	<p>ESTIMATED ACTUAL</p> <p>Travel and Conferences - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$0</p>
Actions/Services	<p>PLANNED</p> <p>J. Data Tracking: Once redesignated, students will continue to be tracked to ensure that they are reaching proficiency within ELA and Math. Additional support will be given if students are not reaching proficiency.</p>	<p>ACTUAL</p> <p>All planned actions and services were implemented for Section J. Teachers continue to track RFEP students weekly on weekly assessments, as well as quarterly on quarterly Benchmark exams.</p>
Expenditures	<p>BUDGETED</p> <p>: \$0</p>	<p>ESTIMATED ACTUAL</p> <p>: \$0</p>
Actions/Services	<p>PLANNED</p>	<p>ACTUAL</p>

	<p>I. Counseling: The school will have a full-time school counselor that will be able to provide services to all students including foster youth. Students who are identified as foster youth and who demonstrate need will receive counseling on a weekly basis through our support team services. Additional services through our COST or SST program will occur on an as needed basis.</p>	<p>All planned actions and services were implemented from Section I. The COST and SST program operated throughout the school year, with counselors providing counseling to students as needed.</p>
Expenditures	<p>BUDGETED</p> <p>Certificated Salaries to provide counseling services - 1000-1999 Certificated Salaries - Other Federal Funds: \$55,300 Certificated Employee Benefits to provide counseling services - 3000-3999 Employee Benefits - Other Federal Funds: \$12,166</p>	<p>ESTIMATED ACTUAL</p> <p>Certificated Salaries to provide counseling services - 1000-1999 Certificated Salaries - Other Federal Funds: \$59,734 Certificated Employee Benefits to provide counseling services - 3000-3999 Employee Benefits - Other Federal Funds: \$12,544</p>
Actions/Services	<p>PLANNED</p> <p>K. Professional Development: Professional development on effective teaching strategies for English Learners and Redesignated students will be provided to teachers to ensure that students are meet and remain proficient within ELA and Math.</p>	<p>ACTUAL</p> <p>All planned actions and services were implemented for Section K. The principal and curriculum specialist designed professional development based upon teacher pacing guides and needs.</p>
Expenditures	<p>BUDGETED</p> <p>: \$0</p>	<p>ESTIMATED ACTUAL</p> <p>: \$0</p>
Actions/Services	<p>PLANNED</p> <p>L. Workshops and/or Resources for Foster Parents: EPAF will offer parent workshops and/or provide resources that address social and behavioral challenges that foster youth face. Strategies will be provided to parents and topics will be devised based on guardian needs.</p>	<p>ACTUAL</p> <p>We held monthly parent meetings for all parents at which we provided training to parents on behavior and academic needs of their children, including social and behavioral challenges.</p>
Expenditures	<p>BUDGETED</p> <p>: \$0</p>	<p>ESTIMATED ACTUAL</p> <p>: \$0</p>

Actions/Services	<p>PLANNED</p> <p>M. Technology: Network Maintenance: In order to keep our computers operational, we need network maintenance. This is critical to ensure smooth implementation of taking the computer-based Smarter Balanced exam as well as online Internal Benchmarks.</p>	<p>ACTUAL</p> <p>All planned actions and services were implemented for Section I. The network was maintained throughout the year. All these upgrades have given us the ability to visually monitor network usage and behavior so that we can ensure network is fully functioning.</p>
Expenditures	<p>BUDGETED</p> <p>Network Maintenance - 4000-4999 Books and Supplies - LCFF S & C: \$5,760</p>	<p>ESTIMATED ACTUAL</p> <p>Network Maintenance - 4000-4999 Books and Supplies - LCFF S & C: \$2,082</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>We were able to implement all the actions/services we planned to achieve Goal 1. Professional Development was provided to meet the needs of unduplicated pupils, textbooks were purchased, intervention occurred through the form of counseling and small group instruction.</p> <p>Computers and the network were maintained. The various parent input groups met throughout the year. We also implemented the actions we sought to expand on last year in our LCAP analysis, namely, developing enhancing parent meetings, instructional strategies and benchmarking.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>Our actions/services effectively allowed us to reach our goal. Particularly effective was the following: our data analysis system and action plan implementation, both quarterly and weekly the use of paraprofessionals and interventionists to provide additional services to unduplicated pupils small group instruction and differentiated instruction.</p> <p>Our Smarter Balanced English performance, performance data from the LCFF Evaluation Rubrics, as well as Cumulative Internal Benchmark Data growth highlight the effectiveness of our actions/services in achieving our goals.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>We purchased textbooks and illuminate to support student data and assessments.</p> <p>This proved to be effective, particularly for our socioeconomically disadvantaged students, who may not have practice with computers at home.</p>

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As a result we have added the following goals:

- Common Core State Standards will be implemented for all students (including student groups of socioeconomically disadvantaged students, Foster Youth and English Learners), as measured by teacher observations.
- All students will have access and be enrolled in a broad course of study as described in our charter, as measured by course enrollment in Powerschool.
- All students will have access to standards-aligned instructional materials, as measured by proof of purchase. (Goal 1; State Priority 1 Basic) 2.

Goal 2

Goal 2: English Learners will master the skills of the English Language Development Standards and Common Core State Standards.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

At least 80% of English Learners will increase one English Language Development performance level and/or will be proficient in English Language Arts as measured by one of the following metrics: the CELDT/ELPAC, ELD Portfolios, Smarter Balanced, and/or internal assessments. As a result, our yearly reclassification rate will exceed 10% of English Learners as measured by CALPADS reporting.

ACTUAL

ELL Measure and Percentage November 1st	ELL Measure and Percentage January 29th
RFEP 0%	RFEP 12%
RFEP 0%	RFEP 12%
Algebra 1 = 50%	Algebra 1 = 50%
Geometry = 100%	Geometry = 50%
Algebra 2 = N/A	Algebra 2 =
PreCalculus = N/A	PreCalculus = N/A
A.P Calculus = N/A	A.P Calculus = N/A
English 9 = 60%	English 9 = N/A
English 10 = 60%	English 10 = N/A
English 11 = 100%	English 11 = N/A
On Track for Graduation = 50%	On Track for Graduation = 100%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	<p>PLANNED</p> <p>A. Parent Participation: Hold and translate parent meetings/workshops in topics such as how to support their children's learning, parenting and other family management skills. Prepare and disseminate handbooks and other information to parents to facilitate their participation in school activities and their child's learning in English and Spanish. The school will also host parent meetings to bring awareness communicate information about the reclassification process. EL student performance data from interim benchmark tests/State Standardized Tests/CELDT/ELPAC will be shared at general parent meetings.</p>	<p>ACTUAL</p> <p>All planned actions and services were implemented from Section A. Parent meetings were held and translated monthly and included training for parents on how to support their children's learning as well as management. Parent handbooks were given to parents and were translated. Additionally, parent newsletters with school updates were sent home in English and Spanish. School site councils and coffee with the principal meetings were held regularly. All meetings and materials were translated.</p>
Expenditures	<p>BUDGETED</p> <p>: \$0</p>	<p>ESTIMATED ACTUAL</p> <p>: \$0</p>
Actions/Services	<p>PLANNED</p> <p>B. Extended Learning Opportunities: Extended day academic opportunities targeting English learner students needing additional support in ELD or mastering content standards. These include before and after school, intervention, and summer school programs.</p>	<p>ACTUAL</p> <p>All planned actions and services were implemented from Section B. The school principal and program director conducted periodic on-site observations to ensure that English Learner students were being held to high expectations and actively participating in the programs and activities designed to ensure their linguistic success.</p>
Expenditures	<p>BUDGETED</p> <p>: \$0</p>	<p>ESTIMATED ACTUAL</p> <p>: \$0</p>
Actions/Services	<p>PLANNED</p> <p>C. Data Tracking ELD Portfolios are maintained for each student that reflect the depth and breadth of his/her work. Student progress will be monitored on an ongoing basis with state and local assessments. The site administrators will work with the curriculum</p>	<p>ACTUAL</p> <p>All planned actions and services were implemented from Section C. Portfolios were maintained for each English Learner. Teachers and administrators worked together to disaggregate data after school-wide assessments were administered.</p>

	specialist and teachers, and teachers will work with each other to analyze assessment data to inform instruction.	
Expenditures	BUDGETED : \$0	ESTIMATED ACTUAL : \$0
Actions/Services	PLANNED D. Professional Development: Regular professional development for teachers and administrators will focus on the following three areas: - supporting Common Core standards-based instruction and instructional strategies that are consistent with ELD pedagogy. - transitioning to the new ELD standards and implementation within the instructional program, including professional development in designated and integrated ELD supports in the curriculum - training in specific EL teaching strategies to help EL students	ACTUAL All planned actions and services were implemented from Section D. Teachers received professional development on a weekly basis on site.
Expenditures	BUDGETED Training and Development Expense - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$3,462	ESTIMATED ACTUAL Training and Development Expense - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$5,537
Actions/Services	PLANNED E. Teaching Strategies: Vocabulary and background knowledge development are emphasized in each instructional lesson. Visual materials and realia are used extensively throughout the instructional program. Ongoing monitoring of student progress takes place throughout the year, with close attention paid to the achievement of our school-wide goals. The instructional program for the EL student is fully integrated into the core instructional program and is coordinated with all program and services. Small group instruction will occur with students to ensure that intervention and language development continue to progress for students.	ACTUAL All planned actions and services were implemented from Section E. As part of their lesson planning, teachers identified important and/or challenging vocabulary as well as background knowledge that students need in order to understand content during a lesson. Additionally, teachers were taught how to incorporate explicit ELD objectives into their lesson plans. On an ongoing basis, lesson plans were reviewed and lessons were observed for these objectives. Visual materials and media such as photographs, illustrations, and videos were used to make lessons more accessible to students. After administering internal benchmarks, data is

		disaggregated by subgroup and teachers created action plans that included instructional "next steps" for different subgroups of students, including English Learners. Strategies targeting varying levels of English Learners were integrated into daily lessons. Teachers also provided targeted instruction through small group instruction.
Expenditures	BUDGETED : \$0	ESTIMATED ACTUAL : \$0
Actions/Services	PLANNED F. Band Level and RFEP: Students will be tracked through Powerschool based on their ELD status. Students are moved ELD levels based on their performance on the CELDT, internal benchmark assessments, meeting ELD standards through their ELD level specific folder, and academic performance. As well, students are considered for RFEP based on the criteria in the school's EL Master Plan. All of this data is tracked through Powerschool and Schoolnet.	ACTUAL All planned actions and services were implemented from Section F. Teachers redesignated and reclassified students based on the criteria given. This was reviewed by school administration and logged into Powerschool.
Expenditures	BUDGETED Student Information System - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$1,500	ESTIMATED ACTUAL Student Information System - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$4,193
Actions/Services	PLANNED G. Intervention: Students who are not moving band levels or being RFEP'd within an appropriate time are identified and additional support through our COST and SST program are provided. Additional tutoring after school is highly suggested and small group instruction within the academic day will be provided for students that are not progressing academically.	ACTUAL All planned actions and services were implemented from Section G. The COST and SST program operated throughout the year to provide intervention, as did the after school program.
Expenditures	BUDGETED : \$0	ESTIMATED ACTUAL : \$0

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>We were able to implement all the actions/services we planned to for Goal 2. Professional Development with all teaching staff throughout the year, we tracked data for our English Learners and used this to guide our instruction, and we provided intervention as needed.</p> <p>We were also able to implement the areas we planned to expand on for this goal in last year's LCAP and include a targeted plan for English Learners, purchasing and providing professional development on how to implement the designated and integrated ELD and provide training for parents/families in helping their children who are English Learners.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>Several parts of our actions/services were particularly effective for Goal 2. In comparison to last year, this year there was a huge increase in the use of language objectives in teacher's lesson plans. Teachers consistently tracked their English Learners' data, and used this data to create lessons tailored for the needs of their English Learners.</p> <p>As a result of this effectiveness, our English Learners increased their proficiency in the Math benchmark and Reclassification rate.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>As a result the following changes were made:</p> <ul style="list-style-type: none">• All English Learners will have access to and be taught the Common Core State Standards and the ELD Standards, as measured by teacher observations.• We will increase the percentage of parents trained on academic initiatives by providing a minimum of two workshops annually, as measured by workshop agendas.

Goal 3

Goal 3: All students will be taught by highly qualified teachers.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

The school will maintain 100% highly qualified teachers.

ACTUAL

Percentage of Employed Teachers who are Highly Qualified	Goal Met	
100%*	Yes	* 6 Vacancies to fill

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>A. Teacher Feedback and Observations: Teachers will be observed on a regular basis through a coaching model to ensure that multiple, effective instructional strategies are being utilized daily. Instructional modeling will be conducted if observations indicate necessary. The principal will conduct three formal observations through a year with pre- and post-conferences with the teacher. Areas of strength and improvement are discussed.</p>	<p>ACTUAL</p> <p>All planned actions and services were implemented from Section A. Curriculum Specialists observed and coached teachers on a regular basis, and observations were documented pacing guide. Principals held formal observations, which consisted of pre- and postconferences with teachers. These were also recorded on pacing guide.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>Curriculum Specialist Salary - 1000-1999 Certificated Salaries - LCFF S & C: \$56,858 Curriculum Specialist Benefits - 3000-3999 Employee Benefits - LCFF S & C: \$12,509</p>	<p>ESTIMATED ACTUAL</p> <p>Curriculum Specialist Salary - 1000-1999 Certificated Salaries - LCFF S & C: \$24,651 Curriculum Specialist Benefits - 3000-3999 Employee Benefits - LCFF S & C: \$631</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>B. Professional Development: EPAF's leadership team will conduct a yearly if not more frequent professional development needs assessment of teachers and administrators in relation to criteria for highly qualified and trends in data on formative and summative assessments of student progress in relation to State Common Core content and academic achievement standards. Professional development goals will be created to assist staff to move toward proficiency in standards for all students. Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results. Input from teachers will be critical throughout this process.</p>	<p>ACTUAL</p> <p>All planned actions and services were implemented from Section B. Professional development topics were chosen based on teacher feedback and perceived needs. Teachers completed a survey after professional development to provide feedback about their professional development and input about professional developments they would like to see in the future. Topics were also determined based on needs identified through student data analysis and teacher observation.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>: \$0</p>	<p>ESTIMATED ACTUAL</p> <p>: \$0</p>

Actions/Services

PLANNED

C. Leadership Meetings: The leadership team will ensure that professional development activities are coordinated to address staff needs in assisting students to meet or exceed state Common Core academic standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practices, assessment and understanding of the strengths and needs of the student populations in their classes. Classroom management, intervention, and working with students' families, and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed state content and achievement standards. Additionally, to coordinate professional development activities, the Director and CEO holds administrator meetings every week, where the team is brought together to review professional development activities and calendars. Some of the coordinated services include EL, Title I, Special Education, and school-wide activities.

ACTUAL

All planned actions and services were implemented from Section C. The leadership team (consisting of the principal, teacher leader, and curriculum specialists) met on a weekly basis to discuss student achievement, teacher observations, and possible topics for teacher professional development. Professional development focused on Common Core standards and strategies to use for helping students achieve with the Common Core. Other topics for professional development included culturally relevant classroom management, improving school climate, and building positive parent teacher relationships. Additionally, professional development also included interventions for struggling students.

Expenditures

BUDGETED

Principal Salary - 1000-1999 Certificated Salaries - LCFF Base: \$100,195
 CEO Salary - 2000-2999 Classified Salaries - LCFF Base: \$102,000
 3000-3999 Employee Benefits - LCFF Base: \$44,482

ESTIMATED ACTUAL

Principal Salary - 1000-1999 Certificated Salaries - LCFF Base: \$105,992
 CEO Salary - 2000-2999 Classified Salaries - LCFF Base: \$114,995
 Principal Benefit - 3000-3999 Employee Benefits - LCFF Base: \$27,734

Actions/Services

PLANNED

D. Induction (BTSA) Program: Teachers take part in an Induction Program (formerly known as BTSA, Beginning Teacher Support and Assessment) in order to clear their credentials.

ACTUAL

The Induction Program (formerly known as the BTSA program) operated throughout the year to ensure our beginning teachers were progressing to clear credentials. The program was monitored at the district level.

Expenditures

BUDGETED

Induction Program - 7000-7499 Other - LCFF Base:

ESTIMATED ACTUAL

Induction Program - 7000-7499 Other - LCFF Base: \$0

\$2,500

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services were implemented for Goal 3. Teachers were observed on a regular basis, interest and needs surveys for professional development were given and analyzed by the principal and curriculum specialist, leadership meetings occurred on a regular basis, and teachers took part in the induction program as needed.

We were also able to implement the areas we planned to expand on for Goal 3 in last year's LCAP, namely: provide more differentiation in professional development for newer teachers, and monitor classroom walks and teacher observations for rigor within Project-Based Learning. Based on these walks, we adjusted the following week's Professional Development to address rigor.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were able to enhance the effectiveness of these actions/services from the year before. We doubled participation in our professional development surveys, both by changing the format of the survey and the manner in which it was given. All teachers who went through the Induction program passed. We increased communication between the content of weekly meetings of Curriculum

Specialists, Administrators in Training, and Principals.

The effectiveness of the implementation of these actions and services can be seen in the fact that we met our goal. As we met our goal, we will continue implementing the actions and services we have in place, such as coaching and observing teachers, surveying teachers about their needs and input, and continue the Induction program, as it not only keeps teachers in compliance but also provides much needed support to beginning teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Actual expenditures on Curriculum Specialist support was less than estimated because the school was unable to maintain the salary of a CS in the total budget.

Goal 4

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

- Suspension rate will have decreased by 1% from the previous year and/or maintained under 5% as measured by Dataquest and Powerschool.
- Expulsion rate will maintain under 0.5% as measured by Dataquest and Powerschool.
- Attendance rates (ADA) will maintain over 95% as measured by CALPADS reporting and Powerschool.
- Chronic absenteeism rate will decrease by 1% from previous year
- We will continue to maintain clean and safe facilities as measured by an overall score of "Good" or better on the FIT (Facilities

	Suspension Percentage to Date	Expulsion Percentage to Date	Average Daily Attendance	Number and percentage of students who have missed 10% or more schools days (out of 180 total days)	Number and percentage of students who have 10 or more tardies	Clean and Safe Facilities	Local Surveys
EPAF	0%	0%	93.8%	0.09%	43% (88)	Good	Parents: 3/5

Inspection Tool).

- We will score at least 3/5 on 80% of the questions asked on local surveys on the sense of school safety and connectedness for pupils, parents, and teachers.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>A. Positive Discipline: A comprehensive approach to student discipline is executed to promote a positive learning environment. These programs include the "Stock Exchange", No Nonsense Nurturing and positive behavior support. These programs are an alternative to suspension. Weekly professional developments for classified staff are held to address the cleanliness, safety, and systems in place to promote a nurturing learning environment. All staff will receive training, the school will promote and make visible the "Stock Exchange" and behavior expectations throughout the school. Staff will hold weekly/monthly assemblies focused on the "Stock Exchange" and recognizing students for positive behavior. Provide incentives for students meeting Stock Exchange goal.</p>	<p>ACTUAL</p> <p>All planned actions and services were implemented for Section A. Trainings were provided in-house. Weekly staff professional developments were held throughout the year to ensure that staff understand the importance of managing student discipline and creating a positive school environment.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>Classified Salaries - 2000-2999 Classified Salaries - LCFF Base: \$13,648 Classified Employee Benefits - 3000-3999 Employee Benefits - LCFF Base: \$3,002</p>	<p>ESTIMATED ACTUAL</p> <p>Classified Salaries - 2000-2999 Classified Salaries - LCFF Base: \$57,853 Classified Employee Benefits - 3000-3999 Employee Benefits - LCFF Base: \$14,232</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>B. Behavioral and Academic Intervention: All EAPF students have access to a system of personal support services through the school psychologist, resource specialists and speech therapists. Through the use of our COST (Coordination of Services Team) program and SST (Student Success Team) program, students have readily available access to support services. Foster Youth, EL students, and low socio-economic students have access to COST, SST, and support services on an as needed basis.</p>	<p>ACTUAL</p> <p>All planned actions and services were implemented for Section B. The COST and SST program were implemented throughout the year.</p>
<p>Expenditures</p>	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>

	Certificated Salaries - 1000-1999 Certificated Salaries - Other State Revenues: \$55,300 Certificated Employee Benefits - 3000-3999 Employee Benefits - Other State Revenues: \$12,774	Certificated Salaries - 1000-1999 Certificated Salaries - Other State Revenues: \$84,327 Certificated Employee Benefits - 3000-3999 Employee Benefits - Other State Revenues: \$20,744
Actions/Services	PLANNED C. Facilities Needs: EPAF will complete repairs and maintenance on the campus so that students are attending a hazard free school. In August 2016, the school will relocate to a larger facility.	ACTUAL All planned actions and services were implemented from Section C. Areas of campus that were in need of repair were repaired, and the school received a score of "Good" on the Facilities Inspection Tool.
Expenditures	BUDGETED Facilities Management - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,500	ESTIMATED ACTUAL Facilities Management - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$0
Actions/Services	PLANNED D. Attendance Meetings and Support: Calls will be made from the school site on the day of school that is missed by the student. After 3 unexcused absences, the family will meet to discuss attendance concerns and support will be provided. Ongoing support and meetings will take place thereafter to help families to find solutions to cut down on absenteeism. Meetings with the family are documented by the principal.	ACTUAL All planned actions and services were implemented for Section D. Phone calls were made on a daily basis and attendance meetings were held as needed.
Expenditures	BUDGETED Classified Salaries - 2000-2999 Classified Salaries - LCFF Base: \$41,120 Classified Employee Benefits - 3000-3999 Employee Benefits - LCFF Base: \$9,046	ESTIMATED ACTUAL Classified Salaries - 2000-2999 Classified Salaries - LCFF Base: \$40,313 Classified Employee Benefits - 3000-3999 Employee Benefits - LCFF Base: \$9,917
Actions/Services	PLANNED F. Parent Involvement: The school communicates with parents through a variety of ways. Every teacher has a cell phone so that parents have access to him/her in order to communicate about their children. Parents have access to teachers' email addresses as well. The	ACTUAL All planned actions and services were implemented for Section F. Parent meetings were held monthly, as were our school site council. Parents were given teachers' school cell phone numbers, school

school holds monthly parent meetings to communicate the direction of the school, communicate information, and to elicit input from the parents. Parents also have access to Power School, our school information system, which allows them to see the exact same thing the teacher sees, such as grade book, benchmarks data, attendance, and projects. General parent meetings and School Site Council meetings will provide additional support and guidance to Foster Youth guardians. At these meetings, parents are also informed of EL progress within core academic subjects. In addition, the school upholds an open door policy and if additional assistance is needed, then Foster Youth or EL Parents can request a meeting with the Principal.

email addresses, access to Power School.

Expenditures

BUDGETED

Student Information System - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$1,500

ESTIMATED ACTUAL

Student Information System - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$4,193

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This year we moved to a facility new to our site. Prior to the opening of the school year, we conducted repairs on the facility.

In addition to a new facility, our Dean of students managed student discipline with positive behavior incentives throughout the usage of our Stock Points, counseling, and effective parent communication.

EPAF continues to use the EPAF "Stock Exchange" to track student effort and behavior. Students are able to earn stock points in every class to enjoy special school activities/functions. Teachers keep track of the points every day by noting "gains" (points earned) and noting "losses" (points lost).

Students are encouraged to keep a "Bullish Economy" by being:

- Prompt
- Prepared
- Positive

- Productive
- Polite

All students begin with 100 points at the beginning of the school year. Students will receive incentives for maintaining a stock value over 80 points. Incentives include free dress days and invitations to enrichment activities and events.

Students with less than 80 stock points are not allowed to participate in certain extracurricular events or school activities. Our counselor and Dean of Students works together to discuss appropriate behaviors with these students, setting and monitoring behavior goals.

Stock Charts are used to keep track of student points. These charts are posted in each classroom, updated weekly and the school average is posted in the office.

In order to ensure, we are implementing the Stock Exchange consistently and school wide, all of our staff receives training in how our Stock Exchange works, keeping tracks of student points, and keeping students accountable for acceptable behavior as defined in our parent student handbook. In turn, administration ensure that teachers are updating student points and follow up students with

whom teachers are struggling behaviorally. Additionally, our counselor and dean help with implementing PBIS and reinforcing positive behavior expectations with students.

Consistent Classroom Behavior Expectations

To further communicate the same message among all staff regarding classroom expectations and behavior, all classroom have the same expectations posted and emphasize the “5 Ps”:

- Prompt
- Prepared
- Positive
- Productive
- Polite

Additionally, at the beginning of the year, teachers reviewed the expectations in the parent student

handbook with all students including acceptable and unacceptable behaviors, rewards and consequences.

Coordination of Services Team (CoST)

In addition to the Stock Exchange, EPAF uses the CoST (Coordination of Services Team) system. The system has been put in place by our support staff to ensure that students do not fall behind due to academic or behavior concerns. Our team consists of our counselor and administrative team. We review our CoST referrals from teachers on a weekly basis to ensure that our team is able to review teacher concerns and create an action plan to help support the students' needs. This system is a way to offer immediate intervention and support to help our students and teachers gain support, while at the same time reducing disciplinary incidences.

Safety is our number one priority at EPAF. If a student commits an act or makes a poor decision that is unsafe to others, this sometimes may warrant a suspension, as we have clear policies and procedures within our student handbook. Suspension is used as a last resort, but is necessary when student safety is compromised. If a student is making choices that are not in line with developing them as scholars or our clearly defined policies and procedures, we work with them one-on-one to ensure they have the proper support in place to help them make better choices.

Although suspension is a part of our discipline system, parents of students who have earned an out of school suspension believe in our systems in place and continue to attend EPAF. As well, students who have been given an out of school suspension are provided with class work to complete during the suspension period to ensure they continue to receive access to the educational program while out of school.

New to this school year, we provided No Nonsense Nurturing Training for teachers in order to provide them with a solid classroom management framework. No nonsense nurturing specifically utilizes cultural awareness, precise directions, positive narration, relationship building and our current incentive system to reform teacher classroom management

We are also maintaining our strategies from last school year.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

While we implemented these goals and services, our actual data demonstrates a continued need for this goal. We will continue to implement positive behavior support, Dean and counselor referrals and parent involvement in students behavior and academics.

We will report on the continued progress of this goal next school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Classified salaries were higher than anticipated because we hired additional yard supervisors to assist with positive behavior support and supervision during transitions, lunch, and on the yard.

Goal 5

Goal 5: All students will graduate college and/or career ready.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

	Month	#/% of Students Enrolling in AP 15-16	#/% of Students Enrolling in AP 16-17	#/% of Students passing AP 15-16	#/% of Students passing AP 16-17	% of Students Taking PSAT 15-16	% of Students Taking PSAT 16-17	% of Students Meeting A-G 15-16	% of Students Meeting A-G 16-17	% of Students Meeting/ Exceeding on CAASPP 15-16	% of Students Meeting/ Exceeding on CAASPP 16-17
1. Increase number of students enrolling in AP students by 1%	Mester 1	17%	(87) 39%	0.20%	N/A	28%	29%		12th - 28/32=100%	English 83%, Math 19%	N/A
2. Increase students passing AP test by 2%	Mester 2	34	39%	N/A	N/A				11th - 0/65=0%		
3. Increase percentage of students taking PSAT by 10%	Mester 3	NA	0.60%	N/A	N/A				13th 0/68=0%		
4. Increase the percentage of students meeting A-G completion rates by 10%	Mester 4	NA	N/A	N/A	N/A				14th 0/53=0%		
5. Increase the percentage of students achieving a 3 or higher on the Math and ELA CAASPP exams by 5%											

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	<p>PLANNED</p> <p>A. Curriculum: Differentiated Instruction of the Common Core standards will be provided to students to increase student achievement. All courses will be UC approved and students will have A-G specific courses offered throughout the academic year. Advanced placement classes will be offered to challenge students who are higher performing.</p>	<p>ACTUAL</p> <p>All A-G courses were UC approved. A-G courses were offered throughout the school year to students. AP courses were offered as well.</p>
Expenditures	<p>BUDGETED</p> <p>AP Exams and Training - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$1,000</p>	<p>ESTIMATED ACTUAL</p> <p>AP Exams and Training - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$90</p>
Actions/Services	<p>PLANNED</p> <p>B. Intervention: Students who do not pass a course the first time will be provided opportunities to recover or complete the course again (via classroom instruction or online instruction) to ensure that the student(s) will graduate within a four year period. The school's schedule is on a Mester system which allows for flexibility for repeat classes to occur. In addition, the Mester system also allows for students who are high achieving to take advanced courses or electives that will provide an attractive resume for colleges and careers.</p>	<p>ACTUAL</p> <p>Students not passing a course received the opportunity to pass a course during the 3rd and 4th mester or to participate in credit recover via an online credit recovery program.</p>
Expenditures	<p>BUDGETED</p> <p>Online Credit Recovery Program - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,000</p>	<p>ESTIMATED ACTUAL</p> <p>Online Credit Recovery Program - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$6,375</p>
Actions/Services	<p>PLANNED</p> <p>C. Test Preparation: ACT/SAT Prep classes will be provided to students to prepare them for their high stakes tests. Materials, such as but not limited to, Revolution Prep and XLprep for CAHSEE Prep and</p>	<p>ACTUAL</p> <p>CAHSEE prep is no longer relevant. Students participated in SAT prep classes and SBAC preparation classes to help increase confidence and success</p>

	Kaplan SAT and ACT prep book will be utilized. EAP test prep will also occur to help increase student's confidence and success rate. AP exam preparation will also be provided to students taking AP courses during AP class time to help students to achieve a 3 or higher on the AP exam. Teachers will receive professional development in order to facilitate test prep.	
Expenditures	BUDGETED Test Prep Materials and Training - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$1,200	ESTIMATED ACTUAL Test Prep Materials and Training - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$90
Actions/Services	PLANNED D. Graduation Tracking Data: Students will be tracked based on their completion of graduation requirements including and A-G course completion. Students will have several opportunities to take necessary courses for graduation. In addition, once students graduate from EPAF, students will be tracked through Powerschool based on college/vocational school acceptance and college/vocational school attendance. Scholarship amounts will also be recorded and tracked through Powerschool.	ACTUAL School Counselor continues to track student progress towards graduation requirements. Students can retake failed courses during the 3rd and 4th mester or via an online credit recovery program.
Expenditures	BUDGETED Student Information System - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$1,500	ESTIMATED ACTUAL Student Information System - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$4,193
Actions/Services	PLANNED E. Workshops: Mandatory workshops for the Junior class will take place to talk about applying for colleges/vocational schools, financial aid, scholarship, and grant options. A series of workshops will be created to ensure that families are well informed about deadlines of applications, academic requirements, costs, and tests that need to be completed prior to their child applying to colleges.	ACTUAL A series of workshops will be created to ensure that families are well informed about deadlines of applications, academic requirements, costs, and tests that need to be completed prior to their child applying to colleges

<p>Expenditures</p> <p>BUDGETED : \$0</p>	<p>ESTIMATED ACTUAL : \$0</p>
<p>Actions/Services</p> <p>PLANNED</p> <p>F. College and Career Fairs: Since transportation is a challenge for families with low economic needs, EPAF will host an annual college and career fair to educate students of their options after high school. Parents will be encouraged to attend this event to gain knowledge on how to apply for financial aid and scholarships.</p>	<p>ACTUAL</p> <p>Juniors, Sophomores, and freshmen attended two financial aid workshops and fairs in order to gain information and admissions information</p>
<p>Expenditures</p> <p>BUDGETED : \$0</p>	<p>ESTIMATED ACTUAL : \$0</p>
<p>Actions/Services</p> <p>PLANNED</p> <p>G. College Visits: Local college visits will be arranged for students to see firsthand what colleges/universities such as Pepperdine, USC, and Cal State Los Angeles have to offer. Students will be transported via bus and will gather admissions information while in attendance at the local colleges.</p>	<p>ACTUAL</p> <p>On separate occasions throughout the school year we had a Howard, Lafayette Cerritos, and Dominguez Hills college presentations in order to have students gather admissions information.</p>
<p>Expenditures</p> <p>BUDGETED</p> <p>Transportation for College Visits - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$750</p>	<p>ESTIMATED ACTUAL</p> <p>Transportation for College Visits - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$5,050</p>
<p>Actions/Services</p> <p>PLANNED</p> <p>H. Extended Learning Opportunities To increase student success toward graduation and increase the performance in class and on exams, we will offer extended learning opportunities, for example, after school.</p>	<p>ACTUAL</p> <p>The Extended Learning Opportunities goal was met with 100% of teachers participating in after school tutoring. The opportunity for tutoring in math and preparation for Smarter Balanced was available for all students.</p>
<p>Expenditures</p> <p>BUDGETED : \$0</p>	<p>ESTIMATED ACTUAL : \$0</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The implementation this goal this school year was very successful. We are very proud of the college going culture that we have created. More specifically, our college counselor has created a sustainable college advising element for our school. She has ensured that students are interested in enrolling in Advanced Placement and that students understand the rigor that is associated with A.P.'s. Her counseling calendar has monthly parent and student workshops along with access to the college corner on our school website. Students also visited local colleges.

This year is our first graduating class and we graduated 100% of our seniors!

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

Monitoring this goal as been effective this school year. We will continue to involve teacher parents and students in the "college ready" and "college going culture" at our school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

At this time there are no changes. We are going to continue working on this goal, actions and services.

Goal 6

Goal 6: Provide parents/guardians with resources and knowledge to support their child to be academically, socially and emotionally successful and increase opportunities for input and meaningful participation.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

By Spring 2017, increase level of parent participation in parent events such as monthly parent meetings, workshops and parent conferences by 5% over previous year.

ACTUAL

2015-16	Percent	2016-17	Parent	Percentage Increase from 2015 to 2016
August	33%	August	0%	0%
September	65%	September	44%	0%
October	13%	October	1%	0%
November	32%	November	0%	0%
December	7%	December	22%	15%
January	4%	January	0%	0%
February	37%	February	18%	0%
March	37%	March	15%	0%
April	28%	April	N/A	N/A
May	8%	May	15%	7%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	<p>PLANNED</p> <p>A. Parent Surveys: Continue to survey parents evaluating overall parent satisfaction as well as input related to opportunities for parent involvement and school connectedness. Provide survey to parents at the beginning and end of the school year, and review and share results with staff and parents.</p>	<p>ACTUAL</p> <p>A parent survey was developed and implemented to evaluate parent satisfaction. Results from the parent survey were shared with parents and staff.</p>
Expenditures	<p>BUDGETED</p> <p>: \$0</p>	<p>ESTIMATED ACTUAL</p> <p>: \$0</p>
Actions/Services	<p>PLANNED</p> <p>B. Parent Workshops: Develop and offer workshops on a variety of topics based from parent input from surveys.</p>	<p>ACTUAL</p> <p>Parent workshops for the following school year will be created based on the input from the parent surveys distributed this school year.</p>
Expenditures	<p>BUDGETED</p> <p>: \$0</p>	<p>ESTIMATED ACTUAL</p> <p>: \$0</p>
Actions/Services	<p>PLANNED</p> <p>C. Parent Communication: Communicate with parents via electronic newsletters, paper newsletters, a Family Bulletin Board in the main office and via phone (for parent conferences) to inform them of parent involvement opportunities and other school matters.</p>	<p>ACTUAL</p> <p>Parents received weekly and bi weekly updates and Bulletins so that they know how to become involved. Parents from our School Site Council sent messages about parent involvement</p>
Expenditures	<p>BUDGETED</p> <p>Materials and Supplies - 4000-4999 Books and Supplies - LCFF S & C: \$500</p>	<p>ESTIMATED ACTUAL</p> <p>Materials and Supplies - 4000-4999 Books and Supplies - LCFF S & C: \$4,447</p>
Actions/Services	<p>PLANNED</p> <p>E. Parent Participation: Monitor and track parent participation at all parent engagement events via</p>	<p>ACTUAL</p> <p>Parents were asked to sign in at all parent events including monthly parent meetings and conferences.</p>

	parent sign-ins.	
Expenditures	BUDGETED : \$0	ESTIMATED ACTUAL : \$0
Actions/Services	PLANNED F. Professional Development Provide teachers with professional development and training on working effectively with parents/families to support student learning.	ACTUAL Parents/families participated in three professional development and trainings. Teachers participated in a "No Nonsense Nurturer" training.
Expenditures	BUDGETED : \$0	ESTIMATED ACTUAL : \$0

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	This year we focused heavily on parents on this year. we have distributed surveys to all stakeholders and stakeholders agree that they are satisfied with the school. In addition to monthly parent meetings and school site council meetings the principal added coffee with the principal to further presents academic achievement data and goals for moving student achievement.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	While the parent involvement rate did not increase this school year, our school made a conscious effort to continue the parent involvement parents were able to give their feedback on the data and ask any pertinent questions. We will continue to offer a plethora of ways that parents can be involved in their child's education.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	At this time there are no changes. We are going to continue working on this goal, actions and services.

Stakeholder Engagement

LCAP Year



2017-18



2018-19



2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Throughout this school year, we involved and met with stakeholders on a regular basis as part of the planning process for this LCAP/Annual Review and Analysis. We used these meetings to analyze our progress towards our goals and review and reflect on the current year plan (Annual Update). At these meetings, stakeholders were presented and discussed progress made toward the goals (based on data from the metrics to that point) and how/if actions and services should be revised based on quantitative and qualitative data. Information was provided and received in English and Spanish. Their input helped formulate the Annual Update and provide quantitative information. We then made changes to our LCAP to incorporate this input and presented these changes to our stakeholders. These stakeholders included Principals, the Administrative Team, Certificated Staff (including Teachers, Curriculum Specialists, Curriculum Specialists/Administrators in Training Resource Teachers, School Psychologists, and School Counselors), Classified Staff (including Yard Staff), Students (including unduplicated pupils and other numerically significant student groups), Parents (including parents of unduplicated pupils and other numerically significant student groups), and the EAPF Board. In particular:

* Principals and the leadership team analyzed data for all metrics 6 times a year to present to stakeholders.

* EAPF Governing Board – At bimonthly regularly scheduled governing board meetings (6 times a year), the board analyzed updates on progress towards LCAP Goals, including: Student achievement based on benchmark and other assessments, English Learner progress and reclassification, data on metrics for student attendance and discipline, facilities updates, and updates on teachers' qualified status. These meetings occurred on: 9/11, 10/2, 12/4, 2/5, 4/5, and 5/7, 6/11.

* Parents – parents were engaged in updates on the school's progress in a variety of ways: - Monthly Parent Meetings: At monthly parent meetings the school presented and/or gained input on topics such as student achievement based on benchmark and other assessments, student achievement for all student groups, updates on repairs and improvements being made to facilities, updates on teacher hiring, parent training on school programs, including technology - Monthly School Site Council Meetings: The school site council gave parents an opportunity to delve more deeply into analyzing students' academic progress.

* Certificated Staff (Teachers, Curriculum Specialists, Administrators in Training, Resource Teachers, Psychologists, Counselors) – After each benchmark exam t met to analyze student and student data. This was followed by creating action plans, and meeting weekly in the following professional developments: weekly grade level meetings, weekly site based meetings. Also in professional development, administrators presented on progress towards meeting LCAP goals.

* Classified Staff and After School Staff Meetings - At weekly classified staff and after school staff meetings, administrators monitored with staff school safety, student discipline, and campus climate, and set goals to work on. After school also met in professional development bimonthly to monitor progress on student achievement and school climate in the afterschool program.

Trainings:

Starting in February, EAPF informed the community and all stakeholders about the opportunities to provide feedback and input on the LCAP. Stakeholders attended trainings in which an administrator presented a PowerPoint that explained the LCFF, the LCAP, how to read and interpret the

eight state priority areas, and how our four goals fall into these priority areas. Meetings were designed to be interactive - stakeholders provided written and/or oral input, through group discussion and online surveys, on what made the biggest positive difference at the school, and supports they needed to achieve the goals. Information was provided and received in English and Spanish. Their input helped formulate the LCAP document and provided quantitative as well as qualitative information. We then made changes to our LCAP to incorporate this input and presented these changes to our stakeholders.

We have significantly increased our participation rate of stakeholders in this process from last year. The number of stakeholders who participated in this process and took our surveys increased 27% from 2015-16 to 2016-17, a testament to our commitment to involve as many people as possible.

- Board Approval

LCAP adopted at regularly scheduled governing board meeting on June 11th.

- Availability/Accessibility of LCAP

Draft goals of LCAP available in the office within the parent information area May 26th. Complete LCAP draft available in the office within the parent information area June 1st. Board agenda showing LCAP agenda publicly available 72 hours before board meeting. Translated in English and Spanish.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

After gathering input from all stakeholders, we analyzed this data for trends and used these trends to update our 2016-2016 LCAP Goals, Outcomes, Actions, and Services. These revisions included:

- Changes to Outcomes

- We removed the word “highly” qualified from the language of the Goal to reflect the change from NCLB to ESSA requirements.

- As a result we have added the following outcomes:

- Common Core State Standards will be implemented for all students (including student groups of socioeconomically disadvantaged students, Foster Youth and English Learners), as measured by teacher observations.
- All students will have access and be enrolled in a broad course of study as described in our charter, as measured by course enrollment in Powerschool.
- All students will have access to standards-aligned instructional materials, as measured by proof of purchase. (Goal 1; State Priority 1 Basic 2).
- All English Learners will have access to and be taught the Common Core State Standards and the ELD Standards, as measured by teacher observations.
- We will increase the percentage of parents trained on academic initiatives by providing a minimum of two workshops annually, as measured by workshop agendas.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Goal 1	Goal 1: Students will master the skills of the Common Core State Standards.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	
COE	<input type="checkbox"/> 9	<input type="checkbox"/> 10							
LOCAL									

Identified Need:

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EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Common Core State Standards will be implemented for all students (including student groups of socioeconomically disadvantaged students, Foster Youth and English Learners), as measured by teacher observations.	By Spring 2018 100% of students will receive common core instruction as measured by teacher observations.	By Spring 2019 100% of students will receive common core instruction as measured by teacher observations.	By Spring 2020 100% of students will receive common core instruction as measured by teacher observations.
	All students will have access and be enrolled in a broad course of study as described in our charter, as measured by course enrollment in Powerschool.	By Spring of 2018, 100% of students will be enrolled in courses stipulated in our charter and aligned handbook, as measured by PowerSchool.	By Spring of 2019, 100% of students will be enrolled in courses stipulated in our charter and aligned handbook, as measured by PowerSchool.	By Spring of 2019, 100% of students will be enrolled in courses stipulated in our charter and aligned handbook, as measured by PowerSchol.

All students will have access to standards-aligned instructional materials, as measured by proof of purchase. (Goal 1; State Priority 1: Basic) 2

By Spring 2018, 100% of students will have access to aligned instructional materials as measured by proof of purchase.

By Spring 2019, 100% of students will have access to aligned instructional materials as measured by proof of purchase.

By Spring 2020, 100% of students will have access to aligned instructional materials as measured by proof of purchase.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>A. Summer and Quarterly PD: Require teachers to attend annual summer training institute before the beginning of the school year and quarterly PD throughout the school year, which will include a focus on literacy and math. This will provide teachers with intensive training to ensure that standards are understood and supported. Also provide in-service opportunities throughout the school year to ensure that teachers' instructional strategies reflect an understanding of Common Core standards.</p>		

During the summer institute time will be set-aside for teachers to map curriculum to standards. At all PDs, attendance is recorded, resources are given, and evaluations are completed.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$28,292	Amount	\$28,857	Amount	\$29,434
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries for Professional Development	Budget Reference	Certificated Salaries; Certificated Salaries for Professional Development	Budget Reference	Certificated Salaries; Certificated Salaries for Professional Development
Amount	\$2,350	Amount	\$2,397	Amount	\$2,445
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Certificated Administrative Salaries for Professional Development	Budget Reference	Certificated Salaries; Certificated Administrative Salaries for Professional Development	Budget Reference	Certificated Salaries; Certificated Administrative Salaries for Professional Development
Amount	\$6,834	Amount	\$6,978	Amount	\$7,118
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Employee Benefits for Professional Development	Budget Reference	Employee Benefits; Employee Benefits for Professional Development	Budget Reference	Employee Benefits; Employee Benefits for Professional Development

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>B. Professional Development for Teaching Subgroups</p> <p>1. Summer PD: Teachers will attend annual summer training institute, which will include a focus on implementing English Language Arts as well as Math Common Core State Standards with subgroups. This will provide teachers with intensive training to ensure that teachers understand how to differentiate implementation of the Common Core standards and curriculum to ensure their subgroups are able to perform at high levels.</p> <p>2. Quarterly PD: Teachers will attend professional development throughout the academic school year and receive training to ensure that their instructional strategies are</p>		

continuing to reflect an understanding and implementation of differentiating Common Core State standards for subgroups. In particular, teachers will review internal benchmark/state standardized testing data as it applies to subgroups, receive training on strategies, share best practices, and create classroom and individual action plans that target EL students, Foster Youth, low socio-economic students, Special Needs students, and other significant subgroups who are not meeting standards. 3. Weekly PD: Teachers will attend weekly professional development that will focus on how to differentiate the following topics for subgroups: integrating rigor into student writing with ELA and Math, rubrics, evidence of literacy and numeracy in room environment. 4. Grade Level & Department Level PD: Teachers will regularly examine student work samples at grade level/department level meetings, to ensure that students are mastering grade level standards. Weekly assessment data will be reviewed with the Principal and the teachers to identify students who are not meeting standards. Intervention strategies and follow-up testing is planned with the Principal and the teacher to ensure academic growth of students.

BUDGET EXPENDITURES

2017-18

Amount	\$28,292
Source	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries for Professional Development
Amount	\$2,350
Source	LCFF

2018-19

Amount	\$28,857
Source	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries for Professional Development
Amount	\$2,397
Source	LCFF

2019-20

Amount	\$29,434
Source	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries for Professional Development
Amount	\$29,434
Source	LCFF

Budget Reference	Certificated Salaries; Certificated Administrative Salaries for Professional Development	Budget Reference	Certificated Salaries; Certificated Administrative Salaries for Professional Development	Budget Reference	Certificated Salaries; Certificated Administrative Salaries for Professional Development
Amount	\$6,834	Amount	\$6,970	Amount	\$7,110
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Employee Benefits for Professional Development	Budget Reference	Employee Benefits; Employee Benefits for Professional Development	Budget Reference	Employee Benefits; Employee Benefits for Professional Development

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
C. Textbooks Adoption: Language Arts and math materials that are state adopted for Common Core, standards aligned, and based in scientific research are placed in all classrooms, including replacement of consumable materials on an annual basis. Purchased textbooks also target EL students, SPED students, and students who need additional assistance.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$8,385	Amount: \$8,385	Amount: \$8,385
Source: LCFF	Source: LCFF	Source: LCFF

Budget Reference	Books and Supplies; Curriculum
Amount	\$8,385
Source	Federal Revenues - Title I
Budget Reference	Books and Supplies; Workbooks/Consumables

Budget Reference	Books and Supplies; Curriculum
Amount	\$8,385
Source	Federal Revenues - Title I
Budget Reference	Books and Supplies; Workbooks/Consumables

Budget Reference	Books and Supplies; Curriculum
Amount	\$8,385
Source	Federal Revenues - Title I
Budget Reference	Books and Supplies; Workbooks/Consumables

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>D. Intervention: Executive Preparatory Academy of Finance provides small group instruction as a form of intervention during the school day for students not meeting proficiency. The school will hire paraprofessionals to provide assistance to teachers and support students in the classroom through, for example, small group instruction or one-on-one tutoring. Students reading below grade-level and/or not demonstrating proficiency in grade-level standards are tutored in small groups during the instructional day. Students to be taught in small groups are identified using data from the following: curriculum-based assessments, Smarter</p>		

Balanced Assessment, and internal benchmarks. Students identified for small group tutoring will be placed in skills-based flexible groups and will receive additional assistance in vocabulary development, fluency, and reading comprehension strategies, math literacy skills, depending on students' needs.

BUDGET EXPENDITURES

2017-18

Amount

\$43,282

Source

Federal Revenues - Title I

Budget Reference

Classified Salaries;
Qualified Paraprofessionals Salary

Amount

\$9,522

Source

Federal Revenues - Title I

Budget Reference

Employee Benefits;
Highly Qualified Paraprofessionals Benefits

2018-19

Amount

\$43,282

Source

Federal Revenues - Title I

Budget Reference

Classified Salaries;
Qualified Paraprofessionals Salary

Amount

Source

Budget Reference

2019-20

Amount

\$43,282

Source

Federal Revenues - Title I

Budget Reference

Classified Salaries;
Qualified Paraprofessionals Salary

Amount

Source

Budget Reference

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
E. Parent Involvement: The school maintains a School Site Council. The school shares reports on overall student assessments results in Language Arts and Math and communicates the results to the entire school community. The Councils contributes input on how to improve reading and math instruction and programs.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0	Amount: \$0	Amount: \$0
Source:	Source:	Source:

Budget
Reference



Budget
Reference



Budget
Reference



Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
F.Targeted Instruction: Through continuous analysis of student performance throughout each school year, teachers identify student needs in several areas, such as fluency,vocabulary and math literacy. Once identified, specific interventions are planned for the subsequent unit of instruction. Students receive support from the Resource teacher through a pull out method as needed. Tutoring, provided by paraprofessionals, will address identified learning needs.		

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$125,105	Amount	\$127,607	Amount	\$130,159
Source	Other State Revenues	Source	Other State Revenues	Source	Other State Revenues
Budget Reference	Certificated Salaries; Resource Specialist Salary	Budget Reference	Certificated Salaries; Resource Specialist Salary	Budget Reference	Certificated Salaries; Resource Specialist Salary
Amount	\$30,776	Amount	\$31,391	Amount	\$32,019
Source	Other State Revenues	Source	Other State Revenues	Source	Other State Revenues
Budget Reference	Employee Benefits; Resource Specialist Benefits	Budget Reference	Employee Benefits; Resource Specialist Benefits	Budget Reference	Employee Benefits; Resource Specialist Benefits

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
G. Technology: Due to lack of technology in the homes of students who come from a low economic household, we would like to provide one computer, ear phones, and a access typing program for every low economic student at school. The availability and use of computers will also assist with the preparation for Smarter Balanced testing. As well, students would have access to free tutorial programs to help increase student achievement and will have access to a computer lab during and after-school.		

BUDGET EXPENDITURES

2017-18

Amount

\$41,923

Source

Federal Revenues - Title I

Budget
ReferenceBooks and Supplies;
Technological Equipment**2018-19**

Amount

\$41,923

Source

Federal Revenues - Title I

Budget
ReferenceBooks and Supplies;
Technological Equipment**2019-20**

Amount

\$41,923

Source

Federal Revenues - Title I

Budget
ReferenceBooks and Supplies;
Technological Equipment

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
H. Conferences: In order to increase student achievement, teachers and administration will participate in conferences and professional development that will provide effective classroom management and teaching strategies for engaging students of low economic backgrounds.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$4,192	Amount: \$4,192	Amount: \$4,192
Source: LCFF	Source: LCFF	Source: LCFF

Budget
Reference

Services and Other Operating
Expenses;
Travel and Conferences

Budget
Reference

Services and Other Operating
Expenses;
Travel and Conferences

Budget
Reference

Services and Other Operating
Expenses;
Travel and Conferences

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>I. Counseling: The school will have a full-time school counselor that will be able to provide services to all students including foster youth. Students who are identified as foster youth and who demonstrate need will receive counseling on a weekly basis through our support team services. Additional services through our COST or SST program will occur on an as needed basis.</p>		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$60,928"/>	Amount <input type="text" value="\$62,147"/>	Amount <input type="text" value="\$63,390"/>

Source	Other Federal Funds	Source	Other Federal Funds	Source	Other Federal Funds
Budget Reference	Certificated Salaries; Certificated Salaries to provide counseling services	Budget Reference	Certificated Salaries; Certificated Salaries to provide counseling services	Budget Reference	Certificated Salaries; Certificated Salaries to provide counseling services
Amount	\$12,794	Amount	\$13,050	Amount	\$13,311
Source	Other Federal Funds	Source	Other Federal Funds	Source	Other Federal Funds
Budget Reference	Employee Benefits; Certificated Employee Benefits to provide counseling services	Budget Reference	Employee Benefits; Certificated Employee Benefits to provide counseling services	Budget Reference	Employee Benefits; Certificated Employee Benefits to provide counseling services

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>J. Data Tracking: Once redesignated, students will continue to be tracked to ensure that they are reaching proficiency within ELA and Math. Additional support will be given if students are not reaching proficiency.</p>		

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
K. Professional Development: Professional development on effective teaching strategies for English Learners and Redesignated students will be provided to teachers to ensure that students are meet and remain proficient within ELA and Math.		

Action **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
L. Workshops and/or Resources for Foster Parents: EPAF will offer parent workshops and/or provide resources that address social and behavioral challenges that foster youth face. Strategies will be provided to parents and topics will be devised based on guardian needs.		

Action **13**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
M. Technology: Network Maintenance: In order to keep our computers operational, we need network maintenance. This is critical to ensure smooth implementation of taking the computer-based Smarter Balanced exam as well as online Internal Benchmarks.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$6,048	Amount: \$6,048	Amount: \$6,048
Source: LCFF	Source: LCFF	Source: LCFF

Budget
Reference

Books and Supplies;
Network Maintenance

Budget
Reference

Books and Supplies;
Network Maintenance

Budget
Reference

Books and Supplies;
Network Maintenance

New Modified Unchanged

Goal 2

Goal 2: English Learners will master the skills of the English Language Development Standards and Common Core State Standards.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	All English Learners will have access to and be taught the Common Core State Standards and the ELD Standards, as measured by teacher observations.	By Spring of 2018, 100% of EL's will have access to and be taught Common Core state standards.	By Spring of 2019, 100% of EL's will have access to and be taught Common Core state standards.	By Spring of 2020, 100% of EL's will have access to and be taught Common Core state standards.
	We will increase the percentage of parents trained on academic initiatives by providing a minimum of two workshops annually, as measured by workshop agendas.	By Spring 2018 we will increase by 2% the percentage of parents trained on academic initiatives as measured by parent sign in sheets.	By Spring 2019 we will increase by 2% the percentage of parents trained on academic initiatives as measured by parent sign in sheets.	By Spring 2020 we will increase by 2% the percentage of parents trained on academic initiatives as measured by parent sign in sheets.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>A. Parent Participation: Hold and translate parent meetings/workshops in topics such as how to support their children's learning, parenting and other family management skills. Prepare and disseminate handbooks and other information to parents to facilitate their participation in school activities and their child's learning in English and Spanish. The school will also host parent meetings to bring awareness communicate information about the reclassification process. EL student</p>		

performance data from interim benchmark tests/State Standardized Tests/CELDT/ELPAC will be shared at general parent meetings.

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
B. Extended Learning Opportunities: Extended day academic opportunities targeting English learner students needing additional support in ELD or mastering content standards. These include before and after school, intervention, and summer school programs.		

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>C. Data Tracking ELD Portfolios are maintained for each student that reflect the depth and breadth of his/her work. Student progress will be monitored on an ongoing basis with state and local assessments. The site administrators will work with the curriculum specialist and teachers, and teachers will work with each other to analyze assessment data to inform instruction.</p>		

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
D. Professional Development: Regular professional development for teachers and administrators will focus on the following three areas: - supporting Common Core standards-based instruction and instructional strategies that are consistent with ELD pedagogy. - transitioning to the new ELD standards and implementation within the instructional program, including professional development in designated and integrated ELD supports in the curriculum - training in specific EL teaching strategies to help EL students		

BUDGET EXPENDITURES

2017-18

Amount

\$4,192

Source

LCFF

Budget
ReferenceServices and Other Operating
Expenses;
Training and Development
Expense**2018-19**

Amount

\$4,192

Source

LCFF

Budget
ReferenceServices and Other Operating
Expenses;
Training and Development
Expense**2019-20**

Amount

\$4,192

Source

LCFF

Budget
ReferenceServices and Other Operating
Expenses;
Training and Development
Expense

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

E. Teaching Strategies: Vocabulary and background knowledge development are emphasized in each instructional lesson. Visual materials and realia are used extensively throughout the instructional program. Ongoing monitoring of student progress takes place throughout the year, with close attention paid to the achievement of our school-wide goals. The instructional program for the EL student is fully integrated into the core instructional program and is coordinated with all program and services. Small group instruction will occur with students to ensure that intervention and language development continue to progress for students.

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>F. Band Level and RFEP: Students will be tracked through Powerschool based on their ELD status. Students are moved ELD levels based on their performance on the CELDT, internal benchmark assessments, meeting ELD standards through their ELD level specific folder, and academic performance. As well, students are considered for RFEP based on the criteria in the school's EL Master Plan. All of this data is tracked through Powerschool and Schoolnet.</p>		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$1,575	Amount	\$1,575	Amount	\$1,575
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Student Information System	Budget Reference	Services and Other Operating Expenses; Student Information System	Budget Reference	Services and Other Operating Expenses; Student Information System

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>G. Intervention: Students who are not moving band levels or being RFEP'd within an appropriate time are identified and additional support through our COST and SST program are provided. Additional tutoring after school is highly suggested and small group instruction within the academic day will be provided for students that are not progressing academically.</p>		

New

Modified

Unchanged

Goal 3

Goal 3: All students will be taught by qualified teachers.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>A. Teacher Feedback and Observations: Teachers will be observed on a regular basis through a coaching model to ensure that multiple, effective instructional strategies are being utilized daily. Instructional modeling will be conducted if observations indicate necessary. The principal will conduct three formal observations through a year with pre- and post-conferences with the teacher. Areas of strength and improvement are discussed.</p>		

BUDGET EXPENDITURES**2017-18**

Amount	\$82,923
Source	LCFF
Budget Reference	Certificated Salaries; Curriculum Specialist Salary
Amount	\$20,398
Source	LCFF
Budget Reference	Employee Benefits; Curriculum Specialist Benefits

2018-19

Amount	\$84,582
Source	LCFF
Budget Reference	Certificated Salaries; Curriculum Specialist Salary
Amount	\$20,806
Source	LCFF
Budget Reference	Employee Benefits; Curriculum Specialist Benefits

2019-20

Amount	\$86,224
Source	LCFF
Budget Reference	Certificated Salaries; Curriculum Specialist Salary
Amount	\$21,223
Source	LCFF
Budget Reference	Employee Benefits; Curriculum Specialist Benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>B. Professional Development: EPAF's leadership team will conduct a yearly if not more frequent professional development needs assessment of teachers and administrators in relation to criteria for highly qualified and trends in data on formative and summative assessments of student progress in relation to State Common Core content and academic achievement standards. Professional development goals will be created to assist staff to move toward proficiency in standards for all students. Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results. Input from</p>		

teachers will be critical throughout this process.

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>C. Leadership Meetings: The leadership team will ensure that professional development activities are coordinated to address staff needs in assisting students to meet or exceed state Common Core academic standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practices, assessment and understanding of the strengths and needs of the student populations in their classes. Classroom management, intervention, and working with students' families, and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed state content and achievement</p>		

standards. Additionally, to coordinate professional development activities, the Director and CEO holds administrator meetings every week, where the team is brought together to review professional development activities and calendars. Some of the coordinated services include EL, Title I, Special Education, and school-wide activities.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$108,110	Amount	\$110,273	Amount	\$112,478
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Principal Salary	Budget Reference	Certificated Salaries; Principal Salary	Budget Reference	Certificated Salaries; Principal Salary
Amount	\$26,595	Amount	\$27,127	Amount	\$27,669
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; CEO Salary	Budget Reference	Classified Salaries; CEO Salary	Budget Reference	Classified Salaries; CEO Salary
Amount	\$28,288	Amount	\$28,854	Amount	\$29,431
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Employee Benefits	Budget Reference	Employee Benefits; Employee Benefits	Budget Reference	Employee Benefits; Employee Benefits

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
D. Induction (BTSA) Program: Teachers take part in an Induction Program (formerly known as BTSA, Beginning Teacher Support and Assessment) in order to clear their credentials.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,500	Amount: \$2,500	Amount: \$2,500
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Other; Induction Program	Budget Reference: Other; Induction Program	Budget Reference: Other; Induction Program

New

Modified

Unchanged

Goal 4

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>A. Positive Discipline: A comprehensive approach to student discipline is executed to promote a positive learning environment. These programs include the “Stock Exchange”, No Nonsense Nurturing and positive behavior support. These programs are an alternative to suspension. Weekly professional developments for classified staff are held to address the cleanliness, safety, and systems in place to promote a nurturing learning environment. All staff will receive training, the school will</p>		

promote and make visible the "Stock Exchange" and behavior expectations throughout the school. Staff will hold weekly/monthly assemblies focused on the "Stock Exchange" and recognizing students for positive behavior. Provide incentives for students meeting Stock Exchange goal.

BUDGET EXPENDITURES

2017-18

Amount

\$59,009

Source

LCFF

Budget Reference

Classified Salaries;
Classified Salaries

Amount

\$19,616

Source

LCFF

Budget Reference

Employee Benefits;
Classified Employee Benefits

2018-19

Amount

\$60,189

Source

LCFF

Budget Reference

Classified Salaries;
Classified Salaries

Amount

\$20,008

Source

LCFF

Budget Reference

Employee Benefits;
Classified Employee Benefits

2019-20

Amount

\$61,393

Source

LCFF

Budget Reference

Classified Salaries;
Classified Salaries

Amount

\$20,409

Source

LCFF

Budget Reference

Employee Benefits;
Classified Employee Benefits

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
B. Behavioral and Academic Intervention: All EPAF students have access to a system of personal support services through the school psychologist, resource specialists and speech therapists. Through the use of our COST (Coordination of Services Team) program and SST (Student Success Team) program, students have readily available access to support services. Foster Youth, EL students, and low socio-economic students have access to COST, SST, and support services on an as needed basis.		

BUDGET EXPENDITURES

2017-18

Amount	\$86,013
Source	Other State Revenues
Budget Reference	Certificated Salaries; Certificated Salaries
Amount	\$21,158
Source	Other State Revenues
Budget Reference	Employee Benefits; Certificated Employee Benefits

2018-19

Amount	\$87,233
Source	Other State Revenues
Budget Reference	Certificated Salaries; Certificated Salaries
Amount	\$21,582
Source	Other State Revenues
Budget Reference	Employee Benefits; Certificated Employee Benefits

2019-20

Amount	\$89,488
Source	Other State Revenues
Budget Reference	Certificated Salaries; Certificated Salaries
Amount	\$22,013
Source	Other State Revenues
Budget Reference	Employee Benefits; Certificated Employee Benefits

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
C. Facilities Needs: EPAF will complete repairs and maintenance on the campus so that students are attending a hazard free school.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,575	Amount: \$1,575	Amount: \$1,575
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Services and Other Operating Expenses; Facilities Management	Budget Reference: Services and Other Operating Expenses; Facilities Management	Budget Reference: Services and Other Operating Expenses; Facilities Management

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>D. Attendance Meetings and Support: Calls will be made from the school site on the day of school that is missed by the student. After 3 unexcused absences, the family will meet to discuss attendance concerns and support will be provided. Ongoing support and meetings will take place thereafter to help families to find solutions to cut down on absenteeism. Meetings with the family are documented by the principal.</p>		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$41,118"/>	Amount <input type="text" value="\$41,940"/>	Amount <input type="text" value="\$42,779"/>

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Classified Salaries	Budget Reference	Classified Salaries; Classified Salaries	Budget Reference	Classified Salaries; Classified Salaries
Amount	\$10,115	Amount	\$10,317	Amount	\$10,523
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Classified Employee Benefits	Budget Reference	Employee Benefits; Classified Employee Benefits	Budget Reference	Employee Benefits; Classified Employee Benefits

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>E. Parent Involvement: The school communicates with parents through a variety of ways. Every teacher has a cell phone so that parents have access to him/her in order to communicate about their children. Parents have access to teachers' email addresses as well. The school holds monthly parent meetings to communicate the direction of the school, communicate information, and to elicit input from the parents. Parents also have access to Power School, our school information system, which allows them to see the exact same thing the teacher sees, such as grade book, benchmarks data, attendance, and projects. General parent meetings and School Site</p>		

Council meetings will provide additional support and guidance to Foster Youth guardians. At these meetings, parents are also informed of EL progress within core academic subjects. In addition, the school upholds an open door policy and if additional assistance is needed, then Foster Youth or EL Parents can request a meeting with the Principal.

BUDGET EXPENDITURES

2017-18

Amount

\$1,575

Source

LCFF

Budget Reference

Services and Other Operating Expenses;
Student Information System

2018-19

Amount

\$1,575

Source

LCFF

Budget Reference

Services and Other Operating Expenses;
Student Information System

2019-20

Amount

\$1,575

Source

LCFF

Budget Reference

Services and Other Operating Expenses;
Student Information System

New

Modified

Unchanged

Goal 5

Goal 5: All students will graduate college and/or career ready.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>A. Curriculum: Differentiated Instruction of the Common Core standards will be provided to students to increase student achievement. All courses will be UC approved and students will have A-G specific courses offered throughout the academic year. Advanced placement classes will be offered to challenge students who are higher performing.</p>		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$1,050	Amount	\$1,050	Amount	\$1,050
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; AP Exams and Training	Budget Reference	Services and Other Operating Expenses; AP Exams and Training	Budget Reference	Services and Other Operating Expenses; AP Exams and Training

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>B. Intervention: Students who do not pass a course the first time will be provided opportunities to recover or complete the course again (via classroom instruction or online instruction) to ensure that the student(s) will graduate within a four year period. The school's schedule is on a Mester system which allows for flexibility for repeat classes to occur. In addition, the Mester system also allows for students who are high achieving to take advanced courses or electives that will provide an attractive resume for colleges and careers.</p>		

BUDGET EXPENDITURES

2017-18

Amount

\$1,050

Source

LCFF

Budget
ReferenceServices and Other Operating
Expenses;
Online Credit Recovery Program**2018-19**

Amount

\$1,050

Source

LCFF

Budget
ReferenceServices and Other Operating
Expenses;
Online Credit Recovery Program**2019-20**

Amount

\$1,050

Source

LCFF

Budget
ReferenceServices and Other Operating
Expenses;
Online Credit Recovery
Program

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>C. Test Preparation: ACT/SAT Prep classes will be provided to students to prepare them for their high stakes tests. Materials, such as but not limited to, Revolution Prep and XLprep for CAHSEE Prep and Kaplan SAT and ACT prep book will be utilized. EAP test prep will also occur to help increase student’s confidence and success rate. AP exam preparation will also be provided to students taking AP courses during AP class time to help students to achieve a 3 or higher on the AP exam. Teachers will receive professional development in order to facilitate test prep.</p>		

BUDGET EXPENDITURES

2017-18

Amount

\$1,260

Source

LCFF

Budget
ReferenceServices and Other Operating
Expenses;
Test Prep Materials and Training**2018-19**

Amount

\$1,260

Source

LCFF

Budget
ReferenceServices and Other Operating
Expenses;
Test Prep Materials and Training**2019-20**

Amount

\$1,260

Source

LCFF

Budget
ReferenceServices and Other Operating
Expenses;
Test Prep Materials and Training

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
D. Graduation Tracking Data: Students will be tracked based on their completion of graduation requirements including and A-G course completion. Students will have several opportunities to take necessary courses for graduation. In addition, once students graduate from EPAF, students will be tracked through Powerschool based on college/vocational school acceptance and college/vocational school attendance. Scholarship amounts will also be recorded and tracked through Powerschool.		

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$1,575	Amount	\$1,575	Amount	\$1,575
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Student Information System	Budget Reference	Services and Other Operating Expenses; Student Information System	Budget Reference	Services and Other Operating Expenses; Student Information System

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>E. Workshops: Mandatory workshops for the Junior class will take place to talk about applying for colleges/vocational schools, financial aid, scholarship, and grant options. A series of workshops will be created to ensure that families are well informed about deadlines of applications, academic requirements, costs, and tests that need to be completed prior to their child applying to colleges.</p>		

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>F. College and Career Fairs: Since transportation is a challenge for families with low economic needs, EPAF will host an annual college and career fair to educate students of their options after high school. Parents will be encouraged to attend this event to gain knowledge on how to apply for financial aid and scholarships.</p>		

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>G. College Visits: Local college visits will be arranged for students to see firsthand what colleges/universities such as Pepperdine, USC, and Cal State Los Angeles have to offer. Students will be transported via bus and will gather admissions information while in attendance at the local colleges.</p>		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$787"/>	Amount <input type="text" value="\$787"/>	Amount <input type="text" value="\$787"/>
Source <input type="text" value="LCFF"/>	Source <input type="text" value="LCFF"/>	Source <input type="text" value="LCFF"/>

Budget
Reference

Services and Other Operating
Expenses;
Transportation for College Visits

Budget
Reference

Services and Other Operating
Expenses;
Transportation for College Visits

Budget
Reference

Services and Other Operating
Expenses;
Transportation for College Visits

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
H. Extended Learning Opportunities To increase student success toward graduation and increase the performance in class and on exams, we will offer extended learning opportunities, for example, after school.		

New

Modified

Unchanged

Goal 6

Goal 6: Provide parents/guardians with resources and knowledge to support their child to be academically, socially and emotionally successful and increase opportunities for input and meaningful participation.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>A. Parent Surveys: Continue to survey parents evaluating overall parent satisfaction as well as input related to opportunities for parent involvement and school connectedness. Provide survey to parents at the beginning and end of the school year, and review and share results with staff and parents.</p>		

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
B. Parent Workshops: Develop and offer workshops on a variety of topics based from parent input from surveys.		

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
C. Parent Communication: Communicate with parents via electronic newsletters, paper newsletters, a Family Bulletin Board in the main office and via phone (for parent conferences) to inform them of parent involvement opportunities and other school matters.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$525"/>	Amount <input type="text" value="\$525"/>	Amount <input type="text" value="\$525"/>
Source <input type="text" value="LCFF"/>	Source <input type="text" value="LCFF"/>	Source <input type="text" value="LCFF"/>

Budget
Reference

Books and Supplies;
Materials and Supplies

Budget
Reference

Books and Supplies;
Materials and Supplies

Budget
Reference

Books and Supplies;
Materials and Supplies

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
D. Parent Bulletin: Create and distribute a bulletin of Parent Engagement that outlines parent engagement opportunities that parents can become involved in throughout the school year.		

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
E. Parent Participation: Monitor and track parent participation at all parent engagement events via parent sign-ins.		

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
F. Professional Development Provide teachers with professional development and training on working effectively with parents/families to support student learning.		

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year



2017-18



2018-19



2019-20

[Estimated Supplemental and Concentration Grant Funds:](#)

\$514,529

[Percentage to Increase or Improve Services:](#)

19.16%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

The services provided for unduplicated pupils as described below (a combination of services limited to unduplicated students and services identified as LEA-wide but principally directed to and effective in meeting goals for unduplicated students) result in the required proportional increase (quantitative growth of services) or improvement (qualitative growth in services) in services for unduplicated pupils.

Actions/Services Contributing to meeting the increased or improved services and identified as Limited to Unduplicated Student Group(s). (ie. the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served")

Goal 1:

Action 2 - This action describes professional development for teachers limited to teaching unduplicated student groups such as English Learners, socioeconomically disadvantaged students, and foster youth.

Examples of these professional developments are how to differentiate implementation of the Common Core Standards for the student group, and how to create data-driven action plans and plan next instructional steps for the student group.

Action 7 - This action describes translation for parent involvement, particularly for parents of English learners.

Action 10 - This action describes how we will ensure all students from socioeconomically disadvantaged backgrounds have access to computers, due to a lack of technology in the homes of students who come from socioeconomically disadvantaged backgrounds.

Action 11 - This action describes particular conferences and guest speakers on teaching students from low socioeconomic backgrounds.

Goal 2:

Action 6 - This action describes how we track English Learners' progress through language proficiency levels.

Actions/Services Contributing to meeting the increased or improved services and identified as LEA-wide. (ie. the action/service is being funded and provided to upgrade the entire educational program of the LEA)

Goal 1:

Action 4 - This action describes intervention during the school day for students not meeting proficiency. This intervention is principally targeted to and based on the needs of unduplicated students. As their data is analyzed, particular intervention lessons are designed for them with their particular needs in mind. This has proven extremely effective in raising the achievement scores of our unduplicated students.

Action 6 - This action describes our various councils for parent involvement, and how we share achievement results with and gather input from these councils. We primarily focus on our unduplicated students in these meetings. Connecting with these families has proven an important tool in raising the achievement of unduplicated students.

Goal 2:

Action 1 - This action describes workshops for parents on student learning. Knowledge of the information we share in these meetings has helped parents raise the achievement of their children.

Goal 3:

Action 1 - This action focuses on teacher observation and feedback. As part of this observation, we focus on the teacher's instruction of the unduplicated students in his/her class. This focus has

positively impacted unduplicated students' achievement.

Goal 4:

Action 2 - This action describes how we communicate with parents of unduplicated students. This has proven effective as is shown in our input survey results.

Action 3 - This action describes how we provide support for attendance for students, by giving particular support through phone calls and meetings tailored to the needs of unduplicated students. This support has proven effective in maintaining a high Average Daily Attendance.

Goal 5:

Action 4: This action describes how we will track unduplicated students based on their completion of graduation requirements including and A-G course completion. Students will have several opportunities to take necessary courses for graduation. In addition, once students graduate from EPAF, students will be tracked through Powerschool based on college/vocational school acceptance and college/vocational school attendance. Scholarship amounts will also be recorded and tracked through Powerschool.

Actions/Services Contributing to meeting the increased or improved services and identified as Schoolwide.

N/A